



Family and Community Support Services

Measures Bank

with Provincial Priority Measures
and Instructions

August 2014

The FCSS Outcomes Model: Chart of Outcomes and Indicators:



Instructions: Making sense of the *measures bank*

What are *measures*?

Local FCSS programs and projects address local priorities based on social needs (FCSS Outcomes Model, March 2012, page 8). When developing a program logic model (PLM) for an FCSS initiative in your community, you identify outcomes that relate to your statement of need and the overall goal. Measures are the questions that relate to the indicators of the outcomes identified for the program or project being undertaken and are a way of evaluating *how local FCSS programs make a difference in the lives of people and communities*. (FCSS Outcomes Measures Training Workbook, 2010, page 3)

Where the measures come from:

Many of the measures in this measures bank are survey questions drawn from a variety of sources, e.g. Statistics Canada, and the Colorado Toolkit. The questions drawn from these sources have been used and tested many times and are therefore considered ‘reliable’ and ‘valid’. The Outcome Measures Trainers team created other measures when questions related to existing FCSS initiatives in Alberta communities were not found. For a complete list of sources, see the source list at the end of this section.

How the measures bank document is organized:

The arrangement of the measures in this measures bank relate to the indicators of the outcomes identified in the FCSS Outcomes Model (March 2012). The measures are listed by indicator in the order they appear under each of the outcomes in the FCSS Outcomes Model. Each indicator has a separate worksheet.

At the beginning of some indicators, there is a group of measures identified as Provincial Priority Measures. These measures show the areas of interest of the Provincial FCSS Program. A complete list of the measures for that indicator follows.

The heading of the worksheet identifies whether the indicator relates to one of three areas: *the improved social well-being of individuals, the improved social well-being of families or the improved social well-being of community*. Next one of the outcomes related to individuals, families or community is shown followed by a specific indicator with the definition.

Here is an example:

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #1: Individuals experience personal well-being

Indicator: Resilience – *the extent to which people are able to deal with life’s difficulties*.

The worksheet then includes a chart with both pre-test/post-test measures and post-only measures. Pre-test/post-test measures are on the left side and post-only measures are found on the right side of the page. For each measure of the indicator (both pre-test/post-test and post-only), the following information is displayed:

- The number of the measure;
- The wording of the measure;
- The type of scale used with the measure; and
- The source of the measure.

Process for using the measures bank:

The following process is suggested to find out how local FCSS programs and projects are benefitting or making a difference in the lives of people and communities they serve.

How to proceed:

Develop or review the outcomes and indicators from your PLM for an FCSS program or project:

1. Check the chart in the provincial FCSS Outcomes Model (March 2012, page 8) to see if the indicators you identified for your program or project are listed;
2. If an indicator is listed, review the listing in the measures bank to determine if any of the measures or survey questions fit for your specific program or project;
3. Use any of the measures or survey questions that fit; and/or
4. If there is no measure that fits, then modify one of the existing measures, use measures from other sources or create measures when needed.

Pre-post versus post-only testing:

(Adapted from The After School Initiative's Toolkit for Evaluating Positive Youth Development, The Colorado Trust, 2004; website:

<http://www.coloradotrust.org/attachments/0000/2849/ASIToolkitJun04.pdf>)

The pre-post survey question asks participants to rate themselves on their current status. This rating is made twice – once at program start (pre-program) and once at program end (post-program). This method of questioning varies from the post-only question sets where participants are asked at program end to rate the amount of change they have made from program start to program end. An example question asked in each format is presented in the following table:

Pre-post test	Post-only test
Measure of positive attitudes toward others and the community: Administer at the beginning of the program or project: I feel a strong sense of community with the people on my block/in my neighbourhood. 1. Strongly disagree 2. Disagree somewhat 3. Disagree 4. Agree somewhat 5. Agree 6. Strongly agree Administer at the end of the program or project: I feel a strong sense of community with the people on my block/in my neighbourhood. 1. Strongly disagree 2. Disagree somewhat 3. Disagree 4. Agree somewhat 5. Agree 6. Strongly agree Analysis: Post-test rating is compared to the pre-test rating to see if any movement occurred.	Administer at the end of the program or project: As a result of [insert name], I feel a stronger sense of community with the people on my block/in my neighbourhood. 1. Strongly disagree 2. Disagree somewhat 3. Disagree 4. Agree somewhat 5. Agree 6. Strongly agree

Pre-post testing is designed to measure change mathematically in knowledge, attitudes, values, skills, and/or behavior experienced by people participating in the program or project. Post-only testing measures reported change in these same areas by participants. Pre-post testing is considered to be stronger methodologically.

Wording of measures:

Some of the measures listed provide options for the choice of wording. Here are some examples:

- [Insert name]: Fill in with the name of:
 - the program, e.g., Home Support, Family School Liaison Program, etc.;
 - the person, e.g., mentor, group leader, etc.; or
 - the location, e.g., Youth Centre, Seniors' Centre, Community Resource Centre, etc.;
- [Insert population group]: Fill in with the name of the group you are interested in finding out about;
- [Insert type of abuse]: Fill in with the type of abuse you are interested in finding out about, e.g., physical abuse, emotional abuse, psychological abuse, financial abuse, child abuse, elder abuse, bullying, cyberbullying, workplace bullying, etc.);
- [Insert community social issue]: Fill in with the name of the specific community social issue you are interested in;
- My/this child: Parents, guardians, caregivers, and group leaders are surveyed instead of children under the age of 8 years of age. Younger children cannot answer survey questions reliably. Choose "my" for parents and guardians and "this" child for caregivers;
- Family/friends/neighbors: Choose based on which group(s) you want the person filling out the survey to think about when they respond;
- Child(ren)/spouse/partner/co-parent: Choose based on people you want the person filling out the survey to think about when they respond; and
- I am/My organization: Choose based on whether you want an individual or organizational response to your survey question.

Scales:

The types of scales used in the measures bank are identified by these acronyms:

- A Sc: Agreement scale
- F Sc: Frequency scale
- Q Sc: Quantity scale
- FT Sc: False-True Scale

The full scales are shown on the next page:

Please use these scales for: children 12 – 18 years of age and adults,

Agreement scale:

1-----2-----3-----4-----5-----6
 Strongly Disagree Somewhat Somewhat Agree Strongly
 disagree disagree disagree agree agree

Frequency scale:

1-----2-----3-----4-----5
 Never Almost Sometimes Fairly Very
 never often often

Quantity scales:

When asking about a number of people:

1-----2-----3-----4-----5
 No one A few Some Quite a lot A lot

When asking about an amount:

1-----2-----3-----4-----5
 None Very little Some Quite a lot A lot

False-True scale:

1-----2-----3-----4-----5
 False Mostly Sometimes false/ Mostly True
 false false Sometimes true true

For children 8-12 years of age (These scales have a Y as part of the coding, e.g., YASc):

Agreement scale (YASc):

1-----2-----3
 Not really Kind of Yes

Frequency scale (YFSc):

1-----2-----3
 Never Sometimes Most of the time

Quantity scale (YQSc):

When asking about a number of people:

1-----2-----3-----4
 No one A few Some A lot

When asking about an amount:

1-----2-----3-----4
 None A little Some A lot

Reverse scales:

An “R” or the word “reverse” next to the identification of the scale means the scale is reversed, i.e., put in the reverse order. For example, an agreement scale would range from Strongly Agree to Strongly Disagree. There are very few of these.

Sources:

A “C” in the source column means the measure was created.

An “-m” in the source column means the measure was modified.

Here is a listing of the sources of the measures listed in the Measures Bank:

- ASIS: Airdrie Social Integration Scale
- BSCI: Brief Sense of Community Index
- CFCS: Canadian Financial Capability Survey
- CFCSS: Calgary FCSS
- CORI: Canadian Outcomes Research Institute
- CTK: Colorado Toolkit
- HHI: Herth Hope Index
- IFCSS: Irricana FCSS
- NAW: National Accounts of Well-being
- PLCUS: Parent Link Centre Upstart Survey
- RIF: Resiliency Initiative Pre-survey
- RS-ES: Rosenberg Self-esteem Scale
- RVFCSS: Rocky View County FCSS
- TRS: The Resiliency Scale
- SC:C&Y1/SC:C&Y2: Statistics Canada National Longitudinal Survey of Children and Youth Cycle 8 Book1 and Book 2
- SC:GSS: Statistics Canada General Social Survey 2008
- SC:HA: Statistics Canada, Canadian Community Health Survey on Healthy Aging 2010
- SC:MH&D: Statistics Canada, Canadian Community Health Survey on Mental Health and Discrimination
- SC:NKTY: Statistics Canada National Longitudinal Survey of Kindergarten Teachers and Youth 2002 & 2003
- SC:NPHS: Statistics Canada National Population Health Survey
- SCS: City of Calgary Sense of Community Survey
- SEFCSS: South East Rocky View FCSS
- SI: Search Institute b & a
- SPSI: Social Problem-solving Inventory
- SRAS: Self-Reliance Achievement Scale
- WCFI: Wilder Collaboration Factors Inventory

Provincial FCSS Indicators with the Definitions

Improved social well-being of *Individuals*:

Outcome 1: Individuals experience personal well-being.

Indicators with definitions:

Resilience

- The extent to which people are able to deal with life's difficulties.

Self-esteem

- The extent to which people feel good about themselves.

Optimism

- The extent to which people expect the best possible outcome from any given situation and are hopeful about their future.

Capacity to meet needs

- Ability to meet needs is the extent to which people have the life skills to function in a positive manner.

Autonomy

- The extent to which people feel free to do what they want and have the time to do it.

Competence

- The extent to which people feel accomplishment from what they do and are able to make use of their abilities.

Personal engagement

- How far people feel absorbed in what they do and that they have opportunities to learn.

Meaning and purpose

- The extent to which people feel that what they do in life is valuable, worthwhile and valued by others

Outcome 2: Individuals are connected with others.

Indicators with definitions:

Quality of Social Relationships

- How people experience their connections with others and the strength of those relationships.

Social Supports Available

- The extent to which people have the support of family, friends and others available to them.

Trust and Belonging

- People's experiences of trusting other people, being treated fairly and respectfully by them, and feeling a sense of belonging with and support from people.

Outcome 3: Children and youth develop positively.***Indicators with definitions:*****Developmental Assets**

- The Search Institute lists 40 different Developmental Assets, each being a potential indicator for this outcome. Please visit www.search-institute.org/research/developmental-assets and click on "English" on the left hand side to download your age appropriate list(s) of Development Assets.

Improved social well-being of *Families*:**Outcome 1: Healthy functioning within families*****Indicators with definitions:*****Positive family relationships**

- Family members have positive relationships.
- Parents have a positive relationship and support each other if applicable.
- Family members care about each other.
- Family members are safe from abuse, neglect and violence.

Positive parenting

- Parent(s) use positive parenting with their children.

Positive family communication

- Family members communicate effectively and positively.

Outcome 2: Families have social supports.***Indicators with definitions:*****Extent and quality of social networks:**

- Family has social networks to support them, e.g., extended family, friends and neighbors.
- The family can reach out and get support.
- Quality of close relationships: family, friends, neighbors, etc. For example: family feels close to them, family feels at ease with them, family can share freely with them, and family can ask them for help or a favor.

Family accesses resources as needed:

- The family can access community resources when they need them.

Improved social well-being of *Community*:

Outcome 1: The community is connected and engaged.

Indicators with definitions:

Social engagement

- A diverse range of activities individuals participate in for their own enjoyment or benefit or to provide benefit to others in the wider community.
- Informal and formal volunteering is an example.

Social support

- The activities individuals undertake, within the context of social relationships, to share information, and provide emotional or physical support

Awareness of the community

- Awareness of and use of programs and services available in the community.

Positive attitude toward others and the community

- How people feel, what they believe and what they value
- Trust
- Respect for diversity
- Supporting others and receiving support from them (*Also see social engagement and social support*)
- Sense of belonging to the community

Outcome 2: Community social issues are identified and addressed.

Indicators with definitions:

Awareness of community social issues

- Awareness of existing/emerging social issues

Understanding of community social issues

- Understanding of existing/emerging social issues

Agencies and/or community members work in partnership to address social issues in the community

- Partnerships created to address priority social issues in the community.
- Levels of partnership:
 - Communication
 - Cooperation
 - Coordination
 - Collaboration



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Improved social well-being of individuals.

**Individuals: Outcome 1:
Individuals experience personal well-being.**

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #1: Individuals experience personal well-being.

Indicator – RESILIENCE: the extent to which people are able to deal with life's difficulties

Provincial Priority Measures

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [Insert name]		
PM1	My belief in myself gets me through hard times.	A Sc	TRS	PM1	 I am better at getting through hard times because I believe in myself.	A Sc	TRS-m
PM2	I am good at handling whatever comes my way.	A Sc	CTK	PM2	 I am better at handling whatever comes my way.	A Sc	CTK
PM3	If something does not work, I am willing to try again.	F Sc	SPSI-m	PM3	 I am more willing to try again if something I do doesn't work.	A Sc	SPSI-m
PM4	I know some healthy strategies to manage stress.	A Sc	C	PM4	 I have some new information on how to better manage my stress.	A Sc	C

Measures Bank

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [Insert name]		
1	I can be on my own if I have to.	A Sc	TRS	1	 I have a greater belief that I will be o.k. on my own.	A Sc	TRS-m
2	I take things one day at a time.	A Sc	TRS	2	 I am better at taking things one day at a time.	A Sc	TRS-m
3	I can get through difficult times because I've experienced difficulty before.	A Sc	TRS	3	 I have a stronger belief that I can get through difficult times because I've experienced difficulty before.	A Sc	TRS-m
4	I can usually look at a situation in a number of ways.	A Sc	TRS	4	 I am better at seeing a situation in a number of ways.	A Sc	TRS-m
5	I do not dwell on things that I can't do anything about.	A Sc	TRS	5	 I am better at not dwelling on things I can't do anything about.	A Sc	TRS-m
6	I can usually find something to laugh about.	A Sc	TRS	6	 I am better at finding something to laugh about.	A Sc	TRS-m
7	My belief in myself gets me through hard times.	A Sc	TRS	7	 I am better at getting through hard times because I believe in myself.	A Sc	TRS-m
8	I stand up for what I believe.	A Sc	PLCUS	8	 I am better at standing up for what I believe.	A Sc	CTK

9	I take responsibility for my actions.	A Sc	CTK		9	 I am better at taking responsibility for my actions.	A Sc	CTK
10	I am good at handling whatever comes my way.	A Sc	CTK		10	 I am better at handling whatever comes my way.	A Sc	CTK
11	I feel I have control over things that happen to me.	A Sc	CTK		11	 I feel I have more control over things that happen to me.	A Sc	CTK
12	If something does not work, I am willing to try again.	F Sc	SPSI-m		12	 I am more willing to try again if something I do doesn't work.	A Sc	SPSI-m
13	When my plan does not work, I redo it or make a new one.	F Sc	SPSI-m		13	 I have learned that when my plan doesn't work, I can redo it or make a new one.	A Sc	SPSI-m
14	I am good at taking care of myself.	A Sc	C		14	 I am better at taking care of myself.	A Sc	C
15	I am confident in my ability to overcome life's challenges.	A Sc	C		15	 I am more confident in my ability to overcome life's challenges.	A Sc	C
16	I know how to maintain a healthy balance in my life.	A Sc	C		16	 I have increased knowledge of how to maintain a healthy balance in my life.	A Sc	C
17	I can manage difficult situations.	A Sc	C		17	 I am better at managing difficult situations.	A Sc	C
18	I am able to deal with my situation.	A Sc	CORI-m		18	 I am better able to deal with my situation.	A Sc	CORI-m
19	I am able to speak up for what I need.	A Sc	PLCUS-m		19	 I am better at speaking up for what I need.	A Sc	PLCUS-m
20	I know how to recognize when I am stressed.	A Sc	C		20	 I am better able to recognize when I am stressed.	A Sc	C
21	I know some healthy strategies to manage stress.	A Sc	C		21	 I have some new information on how to better manage my stress.	A Sc	C
22	I use healthy strategies to manage stress.	A Sc	C		22	 I use more healthy strategies to manage stress.	A Sc	C
23	I am able to manage stress.	A Sc	PLCUS		23	 I am better able to manage stress.	A Sc	PLCUS
24	I feel confident in my ability to live in my own home.	A Sc	C		24	 I feel more confident in my ability to live in my own home.	A Sc	C

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #1: Individuals experience personal well-being.

Indicator – SELF-ESTEEM: the extent to which people feel good about themselves

Provincial Priority Measures

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [Insert name]		
PM1	In general I feel positive about myself.	A Sc	NAW	PM1	 I feel more positive about myself.	A Sc	NAW-m
PM2	I feel confident enough to share my ideas and feelings with others.	F Sc	CFCSS	PM2	 I feel more confident sharing my ideas and feelings with others.	A Sc	CFCSS-m
PM3	I feel good about myself.	F Sc	CTK	PM3	[Insert name] has helped me to feel good about myself.	A Sc	CTK
PM4	I feel good about myself because I help others.	F Sc	CTK	PM4	Helping others through [insert name] has helped me to feel good about myself.	A Sc	CTK
PM5	I feel important to my community.	F Sc	CTK	PM5	[Insert name] has helped me to feel important to my community.	A Sc	CTK
PM6	I have spent time trying to find out more about my ethnic group, such as its history, traditions, and customs.	A Sc	CFCSS	PM6	 I have learned more about my ethnic group, such as history, traditions and customs.	A Sc	CFCSS-m
PM7	I feel connected to my family's cultural traditions.	F Sc	CTK	PM7	 I feel more connected to my family's cultural traditions.	A Sc	CTK
PM8	I understand my ethnic background better.	A Sc	C	PM8	 I understand my ethnic background better.	A Sc	C

Measures Bank

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [Insert name]		
1	In general I feel positive about myself.	A Sc	NAW	1	 I feel more positive about myself.	A Sc	NAW-m
2	I feel that I have a number of good qualities.	A Sc	RS-ES	2	 I realize that I have more good qualities than I thought.	A Sc	RS-ES-m
3	I feel that I am a person of worth.	A Sc	RS-ES	3	[Insert name] has helped me realize I am a person of worth.	A Sc	RS-ES-m
4	I have respect for myself.	A Sc	RS-ES	4	[Insert name] has helped me to have respect for myself.	A Sc	RS-ES-m
5	I take a positive attitude toward myself.	A Sc	RS-ES	5	[Insert name] has helped me to take a positive attitude towards myself.	A Sc	RS-ES-m

6	I feel I have a lot to be proud of.	A Sc	RS-ES-m	6	 I realize that I have a lot to be proud of.	A Sc	RS-ES-m
7	I feel confident enough to share my ideas with others.	F Sc	CFCSS	7	 I feel more confident sharing my ideas with others.	A Sc	CFCSS-m
8	I feel confident enough to share my feelings with others.	F Sc	CFCSS	8	 I feel more confident sharing my feelings with others.	A Sc	CFCSS-m
9	I know it's o.k. to be different.	F Sc	CFCSS	9	[Insert name] has helped me to realize it is o.k. to be different.	A Sc	CFCSS-m
10	I feel proud that I have accomplished things in life.	A Sc	TRS	10	I am proud of what I accomplished at [insert name].	A Sc	TRS-m
11	I believe in myself.	A Sc	TRS	11	[Insert name] has helped me to believe in myself.	A Sc	TRS-m
12	I feel confident in my ability to_____.	F Sc	C	12	 I am more confident in my ability to _____.	A Sc	C
13	I feel confident to be myself.	F Sc	C	13	 I feel more confident to be myself.	A Sc	C
14	I am proud of who I am.	F Sc	C	14	 I feel more proud of who I am.	A Sc	C
15	I like myself.	F Sc	C	15	 I like myself more.	A Sc	C
16	I am confident I can deal with my current situation.	A Sc	CORI-m	16	 I have more confidence to deal with my current situation.	A Sc	CORI-m
17	I feel good about myself.	F Sc	CTK	17	[Insert name] has helped me to feel good about myself.	A Sc	CTK
18	I feel good about myself because I help others.	F Sc	CTK	18	Helping others through [insert name] has helped me to feel good about myself.	A Sc	CTK
19	I feel good taking a leadership role.	F Sc	CTK	19	[Insert name] has helped me to feel good taking a leadership role.	A Sc	CTK
20	I feel important to my community.	F Sc	CTK	20	[Insert name] has helped me to feel important to my community.	A Sc	CTK
21	I can do things that I didn't think I could do.	A Sc	CTK	21	[Insert name] has helped me to realize I can do things I didn't think I could do.	A Sc	CTK
22	I have spent time trying to find out more about my ethnic group, such as its history, traditions, and customs.	A Sc	CFCSS	22	 I have learned more about my ethnic group, such as history, traditions and customs.	A Sc	CFCSS-m
23	I am interested in my own culture, race or ethnic group.	F Sc	CTK	23	 I am more interested in my own culture, race or ethnic group.	A Sc	CTK
24	I feel connected to my family's cultural traditions.	F Sc	CTK	24	 I feel more connected to my family's cultural traditions.	A Sc	CTK
25	I feel connected to my own culture, race or ethnic group.	F Sc	CTK	25	 I feel more connected to my own culture, race or ethnic group.	A Sc	CTK

26	I feel pride for my own culture, race or ethnic group.	F Sc	CTK		26	 I feel more pride in my own culture, race or ethnic group.	A Sc	CTK
27	I respect members of my own cultural, racial or ethnic group.	F Sc	CTK		27	 I have more respect for members of my own community.	A Sc	CTK
28	I have a strong sense of belonging to my own ethnic group.	A Sc	CFCSS		28	 I have a stronger sense of belonging to my own ethnic group.	A Sc	CFCSS-m
29	I understand my ethnic background better.	A Sc	C		29	 I understand my ethnic background better.	A Sc	C
30	I feel a strong attachment to my own ethnic group.	A Sc	CFCSS		30	 I feel a stronger attachment to my own ethnic group.	A Sc	CFCSS-m

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #1: Individuals experience personal well-being.

Indicator –OPTIMISM: the extent to which people expect the best possible outcome from any given situation and are hopeful about their future.

Provincial Priority Measures

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [Insert name]		
PM1	I'm optimistic about my future.	A Sc	NAW-m	PM1	 I'm more optimistic about my future.	A Sc	NAW-m
PM2	I feel good about my future.	F Sc	CTK	PM2	[Insert name] has helped me to feel good about my future.	A Sc	CTK
PM3	I believe I have the ability to improve my life.	A Sc	C	PM3	[Insert name] has helped me to believe I have the ability to improve my life.	A Sc	C

Measures Bank

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [Insert name]		
1	I'm optimistic about my future.	A Sc	NAW-m	1	 I'm more optimistic about my future.	A Sc	NAW-m
2	If something does not work, I am willing to try again.	F Sc	SPSI-m	2	 I am more willing to try again if something I do doesn't work.	A Sc	SPSI-m
3	When my plan does not work, I redo it or make a new one.	F Sc	SPSI-m	3	 I have learned that when my plan doesn't work, I can redo it or make a new one.	A Sc	SPSI-m
4	I am confident I can overcome life's challenges.	F Sc	C	4	 I have greater confidence in my ability to overcome life's challenges.	A Sc	C
5	I feel good about my future.	F Sc	CTK	5	[Insert name] has helped me to feel good about my future.	A Sc	CTK
6	I think most things I do will turn out ok.	A Sc	C	6	[Insert name] has helped me to think that most things I do will turn out o.k.	A Sc	C
7	I believe I have the ability to improve my life.	A Sc	C	7	[Insert name] has helped me to believe I have the ability to improve my life.	A Sc	C
8	I know how to improve my life.	A Sc	C	8	[Insert name] has helped me to know how to improve my life.	A Sc	C

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS								
Individual Outcome #1: Individuals experience personal well-being.								
Indicator – CAPACITY TO MEET NEEDS: Ability to meet needs is the extent to which people have the life skills to function in a positive manner.								
Provincial Priority Measures								
Communication								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM1	I am able to express my emotions constructively.	A Sc	C		PM1	 I am better able to express my emotions constructively.	A Sc	C
PM2	I am able to address conflict constructively.	A Sc	C		PM2	 I am better able to address conflict constructively.	A Sc	C
PM3	I am able to speak up for what my family needs.	A Sc	PLCUS		PM3	 I am better able to speak up for what my family needs.	A Sc	PLCUS-m
Healthy Relationships								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM4	I know how to get along with other people.	A Sc	CTK-m		PM4	 I know more about how to get along with other people.	A Sc	CTK-m
PM5	I am able to make friends.	A Sc	CTK-m		PM5	 I am better able to make friends.	A Sc	CTK-m
PM6	I know how to set personal boundaries.	A Sc	SRAS-m		PM6	 I know more about how to set personal boundaries.	A Sc	C
Problem-Solving								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM7	I am able to solve problems.	A Sc	SPSI-m		PM7	 I know more about how to solve problems.	A Sc	SPSI-m
Planning								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM8	I plan ahead.	F Sc	CTK-m		PM8	 I plan ahead more often.	A Sc	CTK-m
PM9	I know how to prepare for my future.	A Sc	IFCSS-m		PM9	 I know more about how to prepare for my future.	A Sc	IFCSS-m

Money Management								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM10	I know how to budget my money.	A Sc	C		PM10	 I know more about how to budget my money.	A Sc	C
PM11	I know how to get by financially on my monthly income.	A Sc	CFCSS-m		PM11	 I know more about how to get by financially on my monthly income.	A Sc	CFCSS-m
PM12	I am able to keep up with bills and commitments.	A Sc	CFCS-m		PM12	 I am better able to keep up with bills and commitments.	A Sc	CFCS-m
Other Life Skills								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM13	I work well with others on a team.	F Sc	CTK-m		PM13	 I work well with others on a team more often.	A Sc	CTK-m
PM14	I take action towards improving my life.	F Sc	RVFCSS-m		PM14	 I now take action towards improving my life.	A Sc	RVFCSS-m
Measures Bank								
Communication								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
1	I know how to listen to other people.	A Sc	CTK-m		1	 I know more about how to listen to other people.	A Sc	CTK-m
2	I am able to listen to other people.	A Sc	CTK-m		2	 I am better able to listen to other people.	A Sc	CTK-m
3	I listen to other people.	F Sc	CTK-m		3	 I listen to other people more often.	A Sc	CTK-m
4	I know how to tell others about my ideas.	A Sc	CTK-m		4	 I know more about how to tell others my ideas.	A Sc	CTK-m
5	I am able to tell others about my ideas.	A Sc	CTK-m		5	 I am better able to tell others about my ideas.	A Sc	CTK-m
6	I tell others about my ideas.	F Sc	CTK-m		6	 I tell others about my ideas more often.	A Sc	CTK-m
7	I know how to tell others about my feelings.	A Sc	CTK-m		7	 I know more about how to tell others about my feelings.	A Sc	CTK-m
8	I am able to tell others about my feelings.	A Sc	CTK-m		8	 I am better able to tell others about my feelings.	A Sc	CTK-m
9	I tell others about my feelings.	F Sc	CTK-m		9	 I tell others about my feelings more often.	A Sc	CTK-m
10	I know how to express my emotions constructively.	A Sc	C		10	 I know more about how to express my emotions constructively.	A Sc	C

11	I am able to express my emotions constructively.	A Sc	C		11	 I am better able to express my emotions constructively.	A Sc	C
12	I express my emotions constructively.	F Sc	C		12	 I express my emotions constructively more often.	A Sc	C
13	I know how to address conflict constructively.	A Sc	C		13	 I know more about how to address conflict constructively.	A Sc	C
14	I am able to address conflict constructively.	A Sc	C		14	 I am better able to address conflict constructively.	A Sc	C
15	I address conflict constructively.	F Sc	C		15	 I address conflict constructively more often.	A Sc	C
16	I know how to speak up for what my family needs.	A Sc	PLCUS		16	 I know more about how to speak up for what my family needs.	A Sc	PLCUS-m
17	I am able to speak up for what my family needs.	A Sc	PLCUS		17	 I am better able to speak up for what my family needs.	A Sc	PLCUS-m
18	I speak up for what my family needs.	F Sc	PLCUS		18	 I speak up for what my family needs more often.	A Sc	PLCUS-m

Healthy Relationships

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
21	I know how to get along with other people.	A Sc	CTK-m		21	 I know more about how to get along with other people.	A Sc	CTK-m
22	I am able to get along with other people.	A Sc	CTK-m		22	 I am better able to get along with other people.	A Sc	CTK-m
23	I get along with other people.	F Sc	CTK-m		23	 I get along with other people more often.	A Sc	CTK-m
24	I know how to make friends.	A Sc	CTK-m		24	 I know more about how to make friends.	A Sc	CTK-m
25	I am able to make friends.	A Sc	CTK-m		25	 I am better able to make friends.	A Sc	CTK-m
26	I make friends easily.	F Sc	CTK-m		26	 I find it is easier to make friends.	A Sc	CTK-m
27	I know how to set personal boundaries.	A Sc	SRAS-m		27	 I know more about how to set personal boundaries.	A Sc	C
28	I am able to set personal boundaries.	A Sc	C		28	 I am better able to set personal boundaries.	A Sc	C
29	I set personal boundaries.	F Sc	C		29	 I set personal boundaries more often.	A Sc	C

Problem-Solving

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
31	I know how to solve problems.	A Sc	SPSI-m		31	 I know more about how to solve problems.	A Sc	SPSI-m
32	I am able to solve problems.	A Sc	SPSI-m		32	 I am better able to solve problems.	A Sc	SPSI-m

33	I solve problems easily.	F Sc	SPSI-m		33	 I solve problems more easily.	A Sc	SPSI-m
34	I think of different solutions when faced with a problem.	F Sc	SPSI-m		34	 I am more likely to think of different solutions when faced with a problem.	A Sc	SPSI-m
35	I keep trying to solve a problem even when the first attempt doesn't work out.	F Sc	SPSI-m		35	 I am more likely to keep trying to solve a problem even when the first attempt doesn't work out.	A Sc	SPSI-m

Planning

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
41	I know how to set goals.	A Sc	CTK-m		41	 I know more about how to set goals.	A Sc	CTK-m
42	I am able to set goals.	A Sc	CTK-m		42	 I am better able to set goals.	A Sc	CTK-m
43	I set goals.	F Sc	CTK-m		43	 I set goals more often.	A Sc	CTK-m
44	I know how to plan ahead.	A Sc	CTK-m		44	 I know more about how to plan ahead.	A Sc	CTK-m
45	I am able to plan ahead.	A Sc	CTK-m		45	 I am better able to plan ahead.	A Sc	CTK-m
46	I plan ahead.	F Sc	CTK-m		46	 I plan ahead more often.	A Sc	CTK-m
47	I know how to prepare for my future.	A Sc	IFCSS-m		47	 I know more about how to prepare for my future.	A Sc	IFCSS-m
48	I am able to prepare for my future.	A Sc	IFCSS-m		48	 I am better able to prepare for my future.	A Sc	IFCSS-m
49	I prepare for my future.	F Sc	IFCSS-m		49	 I now prepare for my future.	A Sc	IFCSS-m

Money Management

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
51	I know how to budget my money.	A Sc	C		51	 I know more about how to budget my money.	A Sc	C
52	I am able to budget my money.	A Sc	C		52	 I am better able to budget my money.	A Sc	C
53	I budget my money.	F Sc	C		53	 I budget my money more often.	A Sc	C
54	I know how to get by financially without any help from family and friends.	A Sc	CFCSS-m		54	 I know more about how to get by financially without any help from family and friends.	A Sc	CFCSS-m
55	I am able to get by financially without any help from family and friends.	A Sc	CFCSS-m		55	 I am better able to get by financially without any help from family and friends.	A Sc	CFCSS-m
56	I get by financially without any help from family and friends.	F Sc	CFCSS-m		56	 I get by financially without any help from family and friends more often.	A Sc	CFCSS-m
57	I know how to get by financially on my monthly income.	A Sc	CFCSS-m		57	 I know more about how to get by financially on my monthly income.	A Sc	CFCSS-m

58	I am able to get by financially on my monthly income.	A Sc	CFCSS-m		58	 I am better able to get by financially on my monthly income.	A Sc	CFCSS-m
59	I get by financially on my monthly income.	F Sc	CFCSS-m		59	 I get by financially on my monthly income more often.	A Sc	CFCSS-m
60	I know how to meet food and housing expenses each month.	A Sc	SRAS-m		60	 I know more about how to meet food and housing expenses each month.	A Sc	SRAS-m
61	I am able to meet food and housing expenses each month.	A Sc	SRAS-m		61	 I am better able to meet food and housing expenses each month.	A Sc	SRAS-m
62	I meet food and housing expenses each month.	F Sc	SRAS-m		62	 I meet food and housing expenses each month more often.	A Sc	SRAS-m
63	I know how to keep up with bills and commitments.	A Sc	CFCS-m		63	 I know more about how to keep up with bills and commitments.	A Sc	CFCS-m
64	I am able to keep up with bills and commitments.	A Sc	CFCS-m		64	 I am better able to keep up with bills and commitments.	A Sc	CFCS-m
65	I keep up with bills and commitments.	F Sc	CFCS-m		65	 I keep up with bills and commitments more often.	A Sc	CFCS-m
Computer Skills								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
71	I am able to use (insert computer program/technology).	A Sc	C		71	 I am better able to use (insert computer program/technology).	A Sc	C
72	I use (insert computer program/technology) easily.	F Sc	C		72	 I use (insert computer program/technology) more easily.	A Sc	C
73	I keep myself safe when I use the internet/social media.	A Sc	C		73	 I am better able to keep myself safe when I use the internet/social media.	A Sc	C
Other Life Skills								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
81	I know how to access reliable transportation that allows me to get where I need to be.	A Sc	SC: NPHS-m		81	 I know more about how to access reliable transportation that allows me to get where I need to be.	A Sc	SC: NPHS-m
82	I am able to access reliable transportation that allows me to get where I need to be.	A Sc	SC: NPHS-m		82	 I am better able to access reliable transportation that allows me to get where I need to be.	A Sc	SC: NPHS-m
83	I access reliable transportation that allows me to get where I need to be.	F Sc	SC: NPHS-m		83	 I now access reliable transportation that allows me to get where I need to be.	A Sc	SC: NPHS-m
84	I know how to maintain a clean and safe home.	A Sc	C		84	 I know more about how to maintain a clean and safe home.	A Sc	C
85	I am able to maintain a clean and safe home.	A Sc	C		85	 I am better able to maintain a clean and safe home.	A Sc	C
86	I maintain a clean and safe home.	F Sc	C		86	 I maintain a clean and safe home more often.	A Sc	C
87	I know how to keep myself and my family safe.	A Sc	C		87	 I know more about how to keep myself and my family safe.	A Sc	C

88	I am able to keep myself and my family safe.	A Sc	C		88	 I am better able to keep myself and my family safe.	A Sc	C
89	I keep myself and my family safe.	F Sc	C		89	 I keep myself and my family safe more often.	A Sc	C
90	I know how to respond in an emergency situation.	A Sc	C		90	 I know more about how to respond in an emergency situation.	A Sc	C
91	I am able to respond in an emergency situation.	A Sc	C		91	 I am better able to respond in an emergency situation.	A Sc	C
92	I respond effectively in an emergency situation.	F Sc	C		92	 I respond more effectively in an emergency situation.	A Sc	C
93	I know how to access the community resources I need.	A Sc	C		93	 I know more about how to access the community resources I need.	A Sc	C
94	I am able to access the community resources I need.	A Sc	C		94	 I am better able to access the community resources I need.	A Sc	C
95	I access the community resources I need.	F Sc	C		95	 I access the community resources I need more often.	A Sc	C
96	I know how to access the health professionals I need.	A Sc	C		96	 I know more about how to access the health professionals I need.	A Sc	C
97	I am able to access the health professionals I need.	A Sc	C		97	 I am better able to access the health professionals I need.	A Sc	C
98	I access the health professionals I need.	F Sc	C		98	 I now access the health professionals I need.	A Sc	C
99	I know how to work well with others on a team.	A Sc	CTK-m		99	 I know more about how to work well with others on a team.	A Sc	CTK-m
100	I am able to work well with others on a team.	A Sc	CTK-m		100	 I am better able to work well with others on a team.	A Sc	CTK-m
101	I work well with others on a team.	F Sc	CTK-m		101	 I work well with others on a team more often.	A Sc	CTK-m
102	I know how to take action towards improving my life.	A Sc	RVFCSS-m		102	 I know more about how to take action towards improving my life.	A Sc	RVFCSS-m
103	I am able to take action towards improving my life.	A Sc	RVFCSS-m		103	 I am better able to take action towards improving my life.	A Sc	RVFCSS-m
104	I take action towards improving my life.	F Sc	RVFCSS-m		104	 I now take action towards improving my life.	A Sc	RVFCSS-m

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS								
Individual Outcome #1: Individuals experience personal well-being.								
Indicator –AUTONOMY: the extent to which people feel free to do what they want and have the time to do it.								
Provincial Priority Measures								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM1	I feel I am free to decide how to live my life.	A Sc	NAW		PM1	 I feel more freedom to decide how to live my life.	A Sc	NAW-m
PM2	I feel I have control over things that happen to me.	A Sc	CTK		PM2	 I feel that I have more control over things that happen to me.	A Sc	CTK-m
					PM3	[Insert name] has contributed to my ability to remain in my home.	A Sc	C
Measures Bank								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
1	I feel I am free to decide how to live my life.	A Sc	NAW		1	 I feel more freedom to decide how to live my life.	A Sc	NAW-m
2	In my daily life, I have time to do the things I really enjoy.	A Sc	NAW-m		2	 I have been able to do more day to day things that I really enjoy.	A Sc	NAW-m
3	I feel I have control over things that happen to me.	A Sc	CTK		3	 I feel that I have more control over things that happen to me.	A Sc	CTK-m
4	I live my life the way I want to.	A Sc	C		4	 I am better able to live my life the way I want to.	A Sc	C
5	I feel a sense of independence.	A Sc	C		5	 I feel a greater sense of independence.	A Sc	C
					6	 I am able to stay in my home.	A Sc	C
					7	 I feel that I have more control over things that happen to me.	A Sc	CTK-m

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS								
Individual Outcome #1: Individuals experience personal well-being.								
Indicator– COMPETENCE: the extent to which people feel accomplishment from what they do and are able to make use of their abilities								
Provincial Priority Measures								
Communication								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
	I feel good about my ability to....					As a result of [insert name], I feel better about my ability to....		
PM1	listen to other people.	A Sc	CTK-m		PM1	listen to other people.	A Sc	CTK-m
PM2	...tell others about my ideas and my feelings.	A Sc	CTK-m		PM2	...tell others about my ideas and my feelings.	A Sc	CTK-m
PM3	...address conflict constructively.	A Sc	C		PM3	...address conflict constructively.	A Sc	C
PM4	...speak up for what my family needs.	A Sc	PLCUS-m		PM4	...speak up for what my family needs.	A Sc	PLCUS-m
Healthy Relationships								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
	I feel good about my ability to....					As a result of [insert name], I feel better about my ability to....		
PM5	...get along with other people.	A Sc	CTK-m		PM5	...get along with other people.	A Sc	CTK-m
PM6	...make friends.	A Sc	CTK-m		PM6	...make friends.	A Sc	CTK-m
PM7	...set personal boundaries.	A Sc	SRAS-m		PM7	...set personal boundaries.	A Sc	SRAS-m
Problem-Solving								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
	I feel good about my ability to....					As a result of [insert name], I feel better about my ability to....		
PM8	...solve problems.	A Sc	SPSI-m		PM8	...solve problems.	A Sc	SPSI-m
Planning								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
	I feel good about my ability to....					As a result of [insert name], I feel better about my ability to....		
PM9	...plan ahead.	A Sc	CTK-m		PM9	...plan ahead.	A Sc	CTK-m

PM10	...prepare for my future.	A Sc	IFCSS-m		PM10	...prepare for my future.	A Sc	IFCSS-m
Money Management								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
	I feel good about my ability to....					As a result of [insert name], I feel better about my ability to....		
PM11	...budget my money.	A Sc	C		PM11	...budget my money.	A Sc	C
PM12	... get by financially on my monthly income.	A Sc	CFCSS-m		PM12	... get by financially on my monthly income.	A Sc	CFCSS-m
PM13	...keep up with bills and commitments.	A Sc	CFCS-m		PM13	...keep up with bills and commitments.	A Sc	CFCS-m
Other Life Skills								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
	I feel good about my ability to....					As a result of [insert name], I feel better about my ability to....		
PM14	...take action towards improving my life.	A Sc	RVFCSS-m		PM14	...take action towards improving my life.	A Sc	RVFCSS-m
PM15	...overcome life's challenges.	A Sc	IFCSS-m		PM15	...overcome life's challenges.	A Sc	IFCSS-m
Measures Bank								
Communication								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
	I feel good about my ability to....					As a result of [insert name], I feel better about my ability to....		
1	listen to other people.	A Sc	CTK-m		1	listen to other people.	A Sc	CTK-m
2	...tell others about my ideas.	A Sc	CTK-m		2	...tell others about my ideas.	A Sc	CTK-m
3	...tell others about my feelings.	A Sc	CTK-m		3	...tell others about my feelings.	A Sc	CTK-m
4	...address conflict constructively.	A Sc	C		4	...address conflict constructively.	A Sc	C
5	...speak up for what my family needs.	A Sc	PLCUS-m		5	...speak up for what my family needs.	A Sc	PLCUS-m
Healthy Relationships								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
	I feel good about my ability to....					As a result of [insert name], I feel better about my ability to....		

21	...get along with other people.	A Sc	CTK-m		21	...get along with other people.	A Sc	CTK-m
22	...make friends.	A Sc	CTK-m		22	...make friends.	A Sc	CTK-m
23	...set personal boundaries.	A Sc	SRAS-m		23	...set personal boundaries.	A Sc	SRAS-m
24	...create healthy relationships.	A Sc	C		24	...create healthy relationships.	A Sc	C
Problem-Solving								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
	I feel good about my ability to....					As a result of [insert name], I feel better about my ability to....		
31	...solve problems.	A Sc	SPSI-m		31	...solve problems.	A Sc	SPSI-m
32	...weigh and compare the consequences of various options when solving a problem.	A Sc	SPSI-m		32	...weigh and compare the consequences of various options when solving a problem.	A Sc	SPSI-m
33	...think of different solutions when faced with a problem.	A Sc	SPSI-m		33	...think of different solutions when faced with a problem.	A Sc	SPSI-m
34	...not give up trying to solve a problem when the first attempt doesn't work out.	A Sc	SPSI-m		34	...not give up trying to solve a problem when the first attempt doesn't work out.	A Sc	SPSI-m
Planning								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
	I feel good about my ability to....					As a result of [insert name], I feel better about my ability to....		
41	...set goals.	A Sc	CTK-m		41	...set goals.	A Sc	CTK-m
42	...plan ahead.	A Sc	CTK-m		42	...plan ahead.	A Sc	CTK-m
43	...prepare for my future.	A Sc	IFCSS-m		43	...prepare for my future.	A Sc	IFCSS-m
Money Management								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
	I feel good about my ability to....					As a result of [insert name], I feel better about my ability to....		
51	...budget my money.	A Sc	C		51	...budget my money.	A Sc	C
52	...get by financially without any help from family and friends.	A Sc	CFCSS-m		52	...get by financially without any help from family and friends.	A Sc	CFCSS-m
53	... get by financially on my monthly income.	A Sc	CFCSS-m		53	... get by financially on my monthly income.	A Sc	CFCSS-m

54	... meet food and housing expenses each month.	A Sc	SRAS-m		54	... meet food and housing expenses each month.	A Sc	SRAS-m
55	...keep up with bills and commitments.	A Sc	CFCS-m		55	...keep up with bills and commitments.	A Sc	CFCS-m
Computer Skills								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
	I feel good about my ability to....					As a result of [insert name], I feel better about my ability to....		
71	...use (insert computer program/technology).	A Sc	C		71	...use (insert computer program/technology).	A Sc	C
72	...use the internet/social media safely.	A Sc	C		72	...use the internet/social media safely.	A Sc	C
73	...use the internet/social media to stay connected with my family and friends.	A Sc	C		73	...use the internet/social media to stay connected with my family and friends.	A Sc	C
Other Life Skills								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
	I feel good about my ability to....					As a result of [insert name], I feel better about my ability to....		
81	...access reliable transportation that allows me to get where I need to be.	A Sc	SC: NPHS-m		81	...access reliable transportation that allows me to get where I need to be.	A Sc	SC: NPHS-m
82	...maintain a clean and safe home.	A Sc	C		82	...maintain a clean and safe home.	A Sc	C
83	care for young children.	A Sc	C		83	care for young children.	A Sc	C
84	...keep myself and my family safe.	A Sc	C		84	...keep myself and my family safe.	A Sc	C
85	respond in an emergency situation.	A Sc	C		85	respond in an emergency situation.	A Sc	C
86	...access the community resources I need.	A Sc	C		86	...access the community resources I need.	A Sc	C
87	...access the health care professionals I need.	A Sc	C		87	...access the health care professionals I need.	A Sc	C
88	...work well with others on a team.	A Sc	CTK-m		88	...work well with others on a team.	A Sc	CTK-m
89	...take action towards improving my life.	A Sc	RVFCSS-m		89	...take action towards improving my life.	A Sc	RVFCSS-m
90	...do about anything I really set my mind to.	A Sc	C		90	...do about anything I really set my mind to.	A Sc	C
91	...accomplish what I set out to do.	A Sc	C		91	...accomplish what I set out to do.	A Sc	C
92	...overcome life's challenges.	A Sc	IFCSS-m		92	...overcome life's challenges.	A Sc	IFCSS-m

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS								
Individual Outcome #1: Individuals experience personal well-being.								
Indicator – PERSONAL ENGAGEMENT: how far people feel absorbed in what they do and that they have opportunities to learn.								
Provincial Priority Measures								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM1	I get absorbed in what I am doing.	F Sc	NAW-m					
PM2	The things I do every day are a source of great pleasure and satisfaction.	F Sc	SC:NPHS-m		PM2	 I now get more pleasure and satisfaction from the things I do every day.	A Sc	SC:NPHS-m
PM3	I keep interested in things.	A Sc	TRS		PM3	 I have been able to do more things that interest me.	A Sc	TRS-m
Measures Bank								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
1	I get absorbed in what I am doing.	F Sc	NAW-m					
2	I get a chance to learn new things.	F Sc	NAW-m		2	 I get more of a chance to learn new things.	A Sc	NAW-m
3	The things I do every day are a source of great pleasure and satisfaction.	F Sc	SC:NPHS-m		3	 I now get more pleasure and satisfaction from the things I do every day.	A Sc	SC:NPHS-m
4	Keeping interested in things is important to me.	A Sc	TRS		4	 I know more about the importance of keeping interested in things that are important to me.	A Sc	TRS-m
5	I keep interested in things.	A Sc	TRS		5	 I have been able to do more things that interest me.	A Sc	TRS-m
					6	 I have been able to participate in more things that interest me.	A Sc	TRS-m

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS								
Individual Outcome #1: Individuals experience personal well-being.								
Indicator – MEANING AND PURPOSE: the extent to which people feel that what they do in life is valuable, worthwhile and valued by others								
Provincial Priority Measures								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM1	I get the recognition I deserve for what I do.	F Sc	NAW-m		PM1	[Insert name] has helped me to feel recognized for what I do.	A Sc	C
PM2	I generally feel what I do in my life is valuable and worthwhile.	A Sc	NAW-m		PM2	[Insert name] has helped me to feel what I do in my life is valuable and worthwhile.	A Sc	NAW-m
PM3	I believe I make a difference when I volunteer.	A Sc	SEFCSS-m		PM3	 volunteering with [insert name], I believe I am making a difference.	A Sc	SEFCSS-m
PM4	I feel that I can make a difference.	F Sc	CTK		PM4	[Insert name] has helped me to feel that I can make a difference.	A Sc	CTK
					PM5	 being involved in [insert name], I believe I am making my community a better place.	A Sc	C
Measures Bank								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
1	I get the recognition I deserve for what I do.	F Sc	NAW-m		1a	At [insert name], I get the recognition I deserve for what I do.	A Sc	NAW-m
					1b	[Insert name] has helped me to feel recognized for what I do.	A Sc	C
2	I generally feel what I do in my life is valuable and worthwhile.	A Sc	NAW-m		2	[Insert name] has helped me to feel what I do in my life is valuable and worthwhile.	A Sc	NAW-m
3	I feel there is meaning in the things I do in my daily life.	F Sc	SC:NPHS-m		3	[Insert name] has helped me to feel there is meaning in the things I do in my daily life.	A Sc	SC:NPHS-m
4	My life has very clear goals and purpose.	A Sc	SC:NPHS-m		4	 my life has clearer goals and purpose.	A Sc	SC:NPHS-m
5	I feel a sense of purpose in my life.	A Sc	C		5	[Insert name] has helped me to feel a strong sense of purpose in my life.	A Sc	C
6	I understand my life's meaning.	FT Sc	MLQ		6	[Insert name] has helped me to understand my life's meaning.	A Sc	MLQ-m
7	I believe I make a difference when I volunteer.	A Sc	SEFCSS-m		7	 volunteering with [insert name], I believe I am making a difference.	A Sc	SEFCSS-m

8	I feel that I can make a difference.	F Sc	CTK		8	[Insert name] has helped me to feel that I can make a difference.	A Sc	CTK
9	I feel important to my community.	F Sc	CTK-m		9	[Insert name] has helped me to feel important to my community.	A Sc	CTK
10	I feel valued by my community.	F Sc	C		10	[Insert name] has helped me to feel valued by my community.	A Sc	C
					11	 being involved in [insert name], I believe I am making my community a better place.	A Sc	C

**Individuals: Outcome 2:
Individuals are connected with others.**

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS								
Individual Outcome #2: Individuals are connected with others.								
Indicator – QUALITY OF SOCIAL RELATIONSHIPS: How people experience their connections with others and the strength of those relationships								
Provincial Priority Measures								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM1	My relationship with (my family/my partner/my ex-partner/my friends/my coworkers/my neighbours) is enjoyable.	F Sc	NAW-m		PM1	 my relationship with (my family/my partner/my ex-partner/my friends/my co-workers/my neighbours) is more enjoyable.	A Sc	NAW-m
PM2	I (meet/reconnect with/form new relationships with) people from my neighbourhood/community.	F Sc	C		PM2	 I have (met/reconnected with/formed new relationships with) people from my neighbourhood/community.	A Sc	C
PM3	I maintain my relationships with people from my neighbourhood/community.	F Sc	C		PM3	 I am better able to maintain relationships with people from my neighbourhood/community.	A Sc	C
PM4	I am connected to a group of people who share my beliefs and values.	A Sc	SC:C&Y1-m		PM4	 I feel more connected to a group of people who share my beliefs and values.	A Sc	SC:C&Y1-m
PM5	I am connected with others in my neighbourhood/community.	A Sc	C		PM5	 I am more connected with others in my neighbourhood/community.	A Sc	C
Measures Bank								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
1	My relationship with (my family/my partner/my ex-partner/my friends/my coworkers/my neighbours) is enjoyable.	F Sc	NAW-m		1	 my relationship with (my family/my partner/my ex-partner/my friends/my co-workers/my neighbours) is more enjoyable.	A Sc	NAW-m
2	My relationship with (my family/my partner/my ex-partner/my friends/my coworkers/my neighbours) is stressful.	F Sc	NAW-m		2	 I feel less stress in my relationships with (my family/my partner/my ex-partner/my friends/my co-workers/my neighbours).	A Sc	NAW-m
3	I understand the perspective of (family members/partner/ex-partner/friends/coworkers/neighbours).	F Sc	C		3	 I am better able to understand the perspective of (family members/partner/ ex-partner/friends/coworkers/neighbours).	A Sc	C
4	I support (my family members/my friends/my neighbours) when they are in crisis.	F Sc	C		4	 I am better able to support (my family members/my friends/ my neighbours) when they are in crisis.	A Sc	C

				5	 The quality of my relationships has improved.	A Sc	C
6	I enjoy my relationships.	F Sc	C	6	[Insert name] has helped me to enjoy my relationships.	A Sc	C
7	I understand what a healthy relationship looks like.	A Sc	C	7	 I have a better understanding of what a healthy relationship looks like.	A Sc	C
8	I know what I can do to contribute to healthy relationships.	A Sc	C	8	 I have a better understanding of what I can do to contribute to a healthy relationships.	A Sc	C
9	I have a strong, healthy relationship with [insert name].	A Sc	C	9	 I have a stronger, healthier relationship with [insert name].	A Sc	C
10	I am committed to building a stronger relationship with [insert name].	A Sc	C	10	 I am more committed to building a stronger relationship with [insert name].	A Sc	C
11	I meet new people from my neighbourhood/community.	F Sc	C	11	 I have met new people from my neighbourhood/community.	A Sc	C
12	I reconnect with people from my neighbourhood/community.	F Sc	C	12	 I have reconnected with people from my neighbourhood/community.	A Sc	C
13	I form new relationships with people from my neighbourhood/community.	F Sc	C	13	 I have formed new relationships with people from my neighbourhood/community.	A Sc	C
14	I maintain my relationships with people from my neighbourhood/community.	F Sc	C	14	 I am better able to maintain relationships with people from my neighbourhood/community.	A Sc	C
15	I strengthen the relationships I have with people from my neighbourhood/community.	F Sc	C	15	 I have been able to strengthen relationships I have with people from my neighbourhood/community.	A Sc	C
16	I visit with others frequently.	A Sc	C	16	 I visit with others more often.	A Sc	C
17	I feel connected to (insert population group) in this neighbourhood/community.	A Sc	C	17	 I feel more connected to (insert population group) in this neighbourhood/community.	A Sc	C
18	I am connected to other parents in my neighbourhood/community.	A Sc	C	18	 I have made new connections with other parents in my neighbourhood/community.	A Sc	C
19	I make new friends in my neighbourhood/community.	A Sc	C	19	 I have made new friends in my neighbourhood/community.	A Sc	C
20	I am connected to a group of people who share my beliefs and values.	A Sc	SC:C&Y1-m	20	 I feel more connected to a group of people who share my beliefs and values.	A Sc	SC:C&Y1-m
21	I am connected with others in my neighbourhood/community.	A Sc	C	21	 I am more connected with others in my neighbourhood/community.	A Sc	C
22	I feel isolated from others in my neighbourhood/community.	A Sc (R)	C	22	 I feel less isolated from others in my neighbourhood/community.	A Sc	C
				23	[Insert name] has helped me to feel less lonely.	A Sc	C
24	As a result of volunteering, I make connections with other volunteers.	A Sc	C	24	As a result of volunteering, I made connections with other volunteers.	A Sc	C

25	As a result of volunteering, I get to know other volunteers.	A Sc	C		25	As a result of volunteering, I got to know other volunteers.	A Sc	C
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IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS							
Individual Outcome #2: Individuals are connected with others.							
Indicator – SOCIAL SUPPORTS AVAILABLE: The extent to which people have the support of family, friends and others available to them							
Provincial Priority Measures							
#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [Insert name]		
PM1	I have people in my life who really care about me.	A Sc	NAW-m	PM1	 I have more people in my life who really care about me.	A Sc	NAW-m
PM2	I know people I can rely on for help.	Q Sc	HHI	PM2	 I know more people I can rely on for help.	A Sc	HHI-m
PM3	I feel supported by [insert individual/group/program].	A Sc	C	PM3	 I feel more supported by [insert individual/ group/ program].	A Sc	C
PM4	I can rely on [insert name] for support and help.	Q Sc	C	PM4	 I know I can rely on [insert name] for support and help.	A Sc	C
Measures Bank							
#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [Insert name]		
1	I have people in my life who really care about me.	A Sc	NAW-m	1a	 I am more aware of the people in my life who really care about me.	A Sc	NAW-m
				1b	 I have more people in my life who really care about me.	A Sc	NAW-m
2	I have someone I can count on to listen to me when I need to talk.	F Sc	SC:NPHS	2a	 I am more aware of people I can count on to listen to me when I need to talk.	A Sc	SC:NPHS-m
				2b	 I have more people I can count on to listen to me when I need to talk.	A Sc	SC:NPHS-m
3	I have someone to confide in or talk to about me and my problems.	F Sc	SC:NPHS	3a	 I am more aware of people I can confide in or talk to about me and my problems.	A Sc	SC:NPHS-m
				3b	 I have more people I can confide in or talk to about me and my problems.	A Sc	SC:NPHS-m
4	I have someone that I can relax with.	F Sc	SC:NPHS-m	4a	 I am more aware of people I can relax with.	A Sc	SC:NPHS-m
				4b	 I have more people to to relax with.	A Sc	SC:NPHS-m

5	I have someone to help with daily tasks when I need it.	F Sc	SC:NPHS		5a	 I am more aware of people to help with daily tasks when I need it.	A Sc	SC:NPHS-m
					5b	 I have more people to help with daily tasks when I need it.	A Sc	SC:NPHS-m
6	I have someone to turn to for suggestions about how to deal with a personal problem.	F Sc	SC:NPHS-m		6a	 I am more aware of people I can turn to for suggestions about how to deal with a personal problem.	A Sc	SC:NPHS-m
					6b	 I have more people I can turn to for suggestions about how to deal with a personal problem.	A Sc	SC:NPHS-m
7	I have someone to have fun with.	F Sc	SC:NPHS-m		7a	 I am more aware of people to have fun with.	A Sc	SC:NPHS-m
					7b	 I have more people to have fun with.	A Sc	SC:NPHS-m
8	I have someone who loves me and makes me feel wanted.	F Sc	SC:NPHS		8a	 I am more aware of people who love me and make me feel wanted.	A Sc	SC:NPHS-m
					8b	 I have more people who love me and make me feel wanted.	A Sc	SC:NPHS-m
9	I have people I can count on in an emergency.	F Sc	C		9a	 I am more aware of people I can count on in an emergency.	A Sc	C
					9b	 I have more people I can count on in an emergency.	A Sc	C
10	I have people that will help me when I need it.	F Sc	C		10a	 I am more aware of people that will help me when I need it.	A Sc	C
					10b	 I have more people that will help me when I need it.	A Sc	C
11	I know people I can trust.	Q Sc	HHI		11	 I know more people I can trust.	A Sc	HHI-m
12	I know people I can rely on for help.	Q Sc	HHI		12	 I know more people I can rely on for help.	A Sc	HHI-m
13	I know people who listen to me.	Q Sc	HHI		13	 I know more people who listen to me.	A Sc	HHI-m
14	I know people who understand me.	Q Sc	HHI		14	 I know more people who understand me.	A Sc	HHI-m
15	I meet with other people outside of my home.	Q Sc	ASIS-m		15	 I meet with other people outside my home more often.	A Sc	ASIS-m
16	I feel supported by the women of my neighbourhood/community.	A Sc	C		16a	 I feel more supported by the women of my neighbourhood/community.	A Sc	C
					16b	 I felt supported by the women of my neighbourhood/community.	A Sc	C
17	I feel supported by members of this group.	A Sc	C		17a	 I feel more supported by members of this group.	A Sc	C

					17b	 I felt supported by members of this group.	A Sc	C
18	I feel supported by my neighbours.	A Sc	C		18a	 I feel more supported by my neighbours.	A Sc	C
					18b	 I felt supported by my neighbours.	A Sc	C
19	I get help from my family/friends/neighbours with things around my home (cooking, cleaning, shopping for them, gardening, maintenance, painting, shoveling snow or car repairs)	F Sc	SC:HA-m		19	 I get more help from my family/friends/neighbours with things around my home (cooking, cleaning, shopping for them, gardening, maintenance, painting, shoveling snow or car repairs)	A Sc	SC:HA-m
20	I get help from my family/friends/neighbours with paperwork (writing letters, doing taxes, filling out forms, banking, paying bills or finding information).	F Sc	SC:HA-m		20	 I get more help from my family/friends/neighbours with paperwork (writing letters, doing taxes, filling out forms, banking, paying bills or finding information).	A Sc	SC:HA-m
21	I get help from my family/friends/neighbours with my transportation needs (driving me to the store or to other appointments).	F Sc	SC:HA-m		21	 I get more help from my family/friends/neighbours with my transportation needs (driving me to the store or to other appointments).	A Sc	SC:HA-m
22	I get help from my family/friends/neighbours with personal support (emotional support, providing advice, visiting, unpaid babysitting).	F Sc	SC:HA-m		22	 I get more help from my family/friends/neighbours with personal support (emotional support, providing advice, visiting, unpaid babysitting).	A Sc	SC:HA-m
					23	At today's event, I received help or support from someone. If yes, please check all the ways that you were helped or supported: 1) got information I needed; 2) got connected with resources I needed; 3) had someone listen to me; 4) someone offered to help me with things around my house; 5) someone offered to help me with transportation; 6) someone offered to help me with paperwork; 7) someone offered to provide me with support; and/or 8) Other, please explain ____.	Yes No	C
24	I can rely on [insert name] for support and help.	Q Sc	C		24	 I know I can rely on [insert name] for support and help.	A Sc	C

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS								
Individual Outcome #2: Individuals are connected with others.								
Indicator – TRUST & BELONGING: people's experiences of trusting other people, being treated fairly and respectfully by them, and feeling a sense of belonging with and support from people								
Provincial Priority Measures								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						b		
PM1	People in my neighbourhood/community help one another.	F Sc	NAW-m		PM1	 people in my neighbourhood/community help one another more.	A Sc	NAW-m
PM2	People treat me with respect.	F Sc	NAW-m		PM2	 people treat me with more respect.	A Sc	NAW-m
PM3	I feel close to the people in my neighbourhood/community.	F Sc	NAW-m		PM3	[Insert name] has helped me to feel close to the people in my neighbourhood/community.	A Sc	NAW-m
PM4	I trust the people in my neighbourhood/community.	F Sc	SC:GSS-m		PM4	 I trust the people in my neighbourhood/community more.	A Sc	SC:GSS-m
PM5	I feel a sense of belonging to my neighbourhood/community.	F Sc	SC:MH&D-m		PM5	[Insert name] has helped me to feel a sense of belonging to my neighbourhood/community.	A Sc	SC:MH&D-m
Measures Bank								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	People in my neighbourhood/community help one another.	F Sc	NAW-m		1	 people in my neighbourhood/community help one another more.	A Sc	NAW-m
2	People treat me with respect.	F Sc	NAW-m		2	 people treat me with more respect.	A Sc	NAW-m
3	I feel close to the people in my neighbourhood/community.	F Sc	NAW-m		3a	[Insert name] has helped me to feel close to the people in my neighbourhood/community.	A Sc	NAW-m
					3b	 I feel closer to the people in my neighbourhood/community.	A Sc	NAW-m
4	People in my neighbourhood/community look out for each other.	F Sc	C		4	 people in my neighbourhood/community look out for each other more often.	A Sc	C
5	When I'm away from home, I know that my neighbours will keep their eyes open for possible trouble.	A Sc	SC:C&Y1					
6	I trust the people in my neighbourhood/community.	F Sc	SC:GSS-m		6a	[Insert name] has helped me to trust the people in my neighbourhood/community.	A Sc	SC:GSS-m

					6b	 I trust the people in my neighbourhood/community more.	A Sc	SC:GSS-m
7	I feel a sense of belonging to my family.	F Sc	C		7	[Insert name] has helped me to feel a sense of belonging to my family.	A Sc	C
8	I feel a sense of belonging to my group of friends.	F Sc	C		8	[Insert name] has helped me to feel a sense of belonging to my group of friends.	A Sc	C
9	I feel a sense of belonging to my neighbourhood/community.	F Sc	SC:MH&D-m		9	[Insert name] has helped me to feel a sense of belonging to my neighbourhood/community.	A Sc	SC:MH&D-m
10	I know people I can trust.	Q Sc	HHI		10	 I know more people I can trust.	A Sc	HHI-m
11	I know people I can rely on for help.	Q Sc	HHI		11	 I know more people I can rely on for help.	A Sc	HHI-m

**Individuals: Outcome 3:
Children and youth develop positively.**

**Individuals: Outcome 3: Children and youth
develop positively.**

External Asset – Support

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

External Asset - Support

Indicator- Asset # 1 - Family support

Provincial Priority Measures

Parents of 3-5 and 5-9 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM1	My family plays together.	F Sc	SC:C&Y1-m		PM1	. . . my family plays together more often.	A Sc	SC:C&Y1-m

8-12 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM2	My parents listen to my ideas and opinions.	Y F Sc	SC:C&Y1-m		PM2	. . . my parents listen to my ideas and opinions more.	Y A SC	SC:C&Y1-m
PM3	My parents let me know I am appreciated.	Y F Sc	SC:C&Y1-m		PM3	. . . my parents let me know that I am appreciated more often.	Y A SC	SC:C&Y1-m

12-18 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM4	My parents listen to my ideas and opinions.	F Sc	SC:C&Y1-m		PM4	. . . my parents listen to my ideas and opinions more.	A Sc	SC:C&Y1-m
PM5	My parents let me know I am appreciated.	F Sc	SC:C&Y1-m		PM5	. . . my parents let me know that I am appreciated more often.	A Sc	SC:C&Y1-m

Measures Bank								
<i>Parents of 3-5 and 5-9 year olds</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	My family shares meals together.	F Sc	SC:C&Y1-m		1	. . . my family shares meals together more often.	A Sc	SC:C&Y1-m
2	My family plays together.	F Sc	SC:C&Y1-m		2	. . . my family plays together more often.	A Sc	SC:C&Y1-m
3	My family talks about things together.	F Sc	SC:C&Y1-m		3	. . . my family talks about things together more often.	A Sc	SC:C&Y1-m
4	My family does chores together.	F Sc	SC:C&Y1-m		4	. . . my family does chores together more often.	A Sc	SC:C&Y1-m
5	My family does projects together.	F Sc	SC:C&Y1-m		5	. . . my family does projects together more often.	A Sc	SC:C&Y1-m
6	My family goes on outings together.	F Sc	SC:C&Y1-m		6	. . . my family goes on outings together more often.	A Sc	SC:C&Y1-m
7	My family enjoys spending time together.	F Sc	C		7	My family enjoyed spending time together today.	A Sc	C
8	My family has fun together.	F Sc	C		8	My family had fun together at today's event.	A Sc	C
9	My family feels close to one another.	A Sc	C		9	. . . my family feels closer to one another.	A Sc	C

8-12 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
11	My parents praise me (say good things about me).	Y F Sc	SC:C&Y1-m		11	. . . my parents praise me (say good things about me) more.	Y A SC	SC:C&Y1-m
12	My parents listen to my ideas and opinions.	Y F Sc	SC:C&Y1-m		12	. . . my parents listen to my ideas and opinions more.	Y A SC	SC:C&Y1-m
13	My parents let me know I am appreciated.	Y F Sc	SC:C&Y1-m		13	. . . my parents let me know that I am appreciated more often.	Y A SC	SC:C&Y1-m
14	My parents speak of the good things I do.	Y F Sc	SC:C&Y1-m		14	. . . my parents speak more of the good things I do.	Y A SC	SC:C&Y1-m
15	My parents seem proud of the things I do.	Y F Sc	SC:C&Y1-m		15	. . . my parents seem more proud of the things I do.	Y A SC	SC:C&Y1-m
16	My parents encourage me to do my best.	Y F Sc	SC:C&Y1-m		16	. . . my parents encourage me more to do my best.	Y A SC	SC:C&Y1-m
17	My parents help me to do my best.	Y F Sc	C		17	. . . my parents help me more to do my best.	Y A SC	C
18	If I have problems, my parents are willing to help.	Y F Sc	C		18	. . . my parents are more willing to help me if I have problems.	Y A SC	C
19	My parents help me when I have problems.	Y F Sc	SC:C&Y1-m		19	. . . my parents help me more when I have problems.	Y A SC	SC:C&Y1-m

12-18 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
22	My parents listen to my ideas and opinions.	F Sc	SC:C&Y1-m		22	. . . my parents listen to my ideas and opinions more.	A Sc	SC:C&Y1-m
23	My parents let me know I am appreciated.	F Sc	SC:C&Y1-m		23	. . . my parents let me know that I am appreciated more often.	A Sc	SC:C&Y1-m
24	My parents speak of the good things I do.	F Sc	SC:C&Y1-m		24	. . . my parents speak more of the good things I do.	A Sc	SC:C&Y1-m

25	My parents seem proud of the things I do.	F Sc	SC:C&Y1-m		25	. . . my parents seem more proud of the things I do.	A Sc	SC:C&Y1-m
26	My parents encourage me to do my best.	F Sc	SC:C&Y1-m		26	. . . my parents encourage me more to do my best.	A Sc	SC:C&Y1-m
27	My parents help me to do my best.	F Sc	C		27	. . . my parents help me more to do my best.	A Sc	C
28	If I have problems, my parents are willing to help.	F Sc	C		28	. . . my parents are more willing to help me if I have problems.	A Sc	C
29	My parents help me when I have problems.	F Sc	SC:C&Y1-m		29	. . . my parents help me more when I have problems.	A Sc	SC:C&Y1-m
30	When my parents and I disagree, we work together to find a solution.	F Sc	SC:C&Y1-m		30	. . . my parents and I work together more to find solutions to things we disagree on.	A Sc	SC:C&Y1-m
31	My parents take an interest in where I am going and who I am with.	F Sc	SC:C&Y1-m		31	. . . my parents take more of an interest in where I am going and who I am with.	A Sc	SC:C&Y1-m
32	My parents let me know how to get in touch with them when they are not at home.	F Sc	SC:C&Y1-m		32	. . . my parents are better at letting me know how to get in touch with them when they are not at home.	A Sc	SC:C&Y1-m

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

External Asset - Support

Indicator- Asset # 2 - Positive family communication

Provincial Priority Measures

Parents of 3-5 and 5-9 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM1	My family takes the time to listen to each other.	F Sc	PLCUS-m		PM1	. . . my family takes the time to listen to each other more often.	A Sc	PLCUS-m

8-12 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM2	My parents encourage me to do my best.	Y F Sc	SC:C&Y1-m		PM2	. . . my parents encourage me more to do my best.	Y A SC	SC:C&Y1-m

12-18 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM3	My parents encourage me to do my best.	F Sc	SC:C&Y1-m		PM3	. . . my parents encourage me more to do my best.	A Sc	SC:C&Y1-m

Measures Bank

Parents of 3-5 and 5-9 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	I praise my child(ren) by saying something like "Good for you!" or "What a nice thing you did!" or "That's good going!"	F Sc	SC:C&Y1-m		1	. . . I praise my child(ren) more often.	A Sc	SC:C&Y1-m

2	My child(ren) and I talk with each other, focusing attention on each other for five minutes or more, just for fun.	F Sc	SC:C&Y1-m		2	. . . my child(ren) and I spend more time talking with each other), focusing attention on each other for five minutes or more, just for fun.	A Sc	SC:C&Y1-m
3	My child(ren) and I play with each other, focusing attention on each other for five minutes or more, just for fun.	F Sc	SC:C&Y1-m		3	. . . my child(ren) and I spend more time playing with each other, focusing attention on each other for five minutes or more, just for fun.	A Sc	SC:C&Y1-m
4	My child(ren) and I laugh together.	F Sc	SC:C&Y1-m		4	. . . my child(ren) and I laugh together more often.	A Sc	SC:C&Y1-m
5	When my child(ren) misbehaves, I talk calmly and respectfully with my child(ren).	F Sc	SC:C&Y1-m		5	. . . I talk more calmly and respectfully with my child(ren) when he/she misbehaves.	A Sc	SC:C&Y1-m
6	When my child(ren) misbehaves, I talk with him/her about acceptable ways of behaving.	F Sc	SC:C&Y1-m		6	. . . I talk with my child(ren) more often about acceptable ways of behaving when he/she misbehaves.	A Sc	SC:C&Y1-m
7	We, as parents/guardians, try to agree on parenting decisions.	F Sc	SC:C&Y1-m		7	. . . we, as parents/guardians, try harder to agree on parenting decisions.	A Sc	SC:C&Y1-m
8	My family takes the time to listen to each other.	F Sc	PLCUS-m		8	. . . my family takes the time to listen to each other more often.	A Sc	PLCUS-m
9	Members of my family express feelings to each other.	F Sc	SC:C&Y1-m		9	. . . members of my family are better at expressing feelings to each other.	A Sc	SC:C&Y1-m
10	My family is able to make decisions together about how to solve problems.	F Sc	SC:C&Y1-m		10	. . . my family is better at making decisions together about how to solve problems.	A Sc	SC:C&Y1-m
11	I talk with my child(ren) about sensitive issues.	F Sc	C		11	. . . I talk with my child(ren) about sensitive issues more often.	A Sc	C
12	I know how to communicate effectively with my child(ren).	A Sc	C		12	. . . I have more ideas about how to communicate effectively with my child(ren)ren	A Sc	C
13	I communicate effectively with my child(ren).	A Sc	C		13	. . . I am better able to communicate effectively with my child(ren).	A Sc	C

8-12 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
21	My parents praise me (say good things about me).	Y F Sc	SC:C&Y1-m		21	. . . my parents praise me more (say good things about me).	Y A SC	SC:C&Y1-m
22	My parents listen to my ideas and opinions.	Y F Sc	SC:C&Y1-m		22	. . . my parents listen to my ideas and opinions more.	Y A SC	SC:C&Y1-m
23	My parents speak of the good things I do.	Y F Sc	SC:C&Y1-m		23	. . . my parents speak more of the good things I do.	Y A SC	SC:C&Y1-m
24	My parents encourage me to do my best.	Y F Sc	SC:C&Y1-m		24	. . . my parents encourage me more to do my best.	Y A SC	SC:C&Y1-m

12-18 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
31	My parents praise me (say good things about me).	F Sc	SC:C&Y1-m		31	. . . my parents praise me more (say good things about me).	A Sc	SC:C&Y1-m
32	My parents listen to my ideas and opinions.	F Sc	SC:C&Y1-m		32	. . . my parents listen to my ideas and opinions more.	A Sc	SC:C&Y1-m
33	My parents speak of the good things I do.	F Sc	SC:C&Y1-m		33	. . . my parents speak more of the good things I do.	A Sc	SC:C&Y1-m
34	My parents encourage me to do my best.	F Sc	SC:C&Y1-m		34	. . . my parents encourage me more to do my best.	A Sc	SC:C&Y1-m
35	My parents take an interest in where I am going and who I am with.	F Sc	SC:C&Y1-m		35	. . . my parents take more of an interest in where I am going and who I am with.	A Sc	SC:C&Y1-m
36	My parents let me know how to get in touch with them when they are not at home.	F Sc	SC:C&Y1-m		36	. . . my parents are better at letting me know how to get in touch with them when they are not at home.	A Sc	SC:C&Y1-m

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

External Asset - Support

Indicator- Asset # 3 - Other adult relationships

Provincial Priority Measures

8-12 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM1	I know adults that I can go to when I need help.	Y F Sc	C		PM1	... I know more adults that I can go to when I need help.	Y A Sc	C
PM2	I feel the staff/my mentor care(s) about me.	Y F Sc	CTK-m		PM2	At [insert name], I feel the staff/my mentor care(s) about me.	Y A Sc	CTK-m
PM3	I feel supported by the staff/my mentor.	Y F Sc	CTK-m		PM3	At [insert name], I feel supported by the staff/my mentor.	Y A Sc	CTK-m

12-18 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM4	I know adults that I can go to when I need help.	F Sc	C		PM4	... I know more adults that I can go to when I need help.	A Sc	C
PM5	I feel the staff/my mentor care(s) about me.	Y F Sc	CTK-m		PM5	At [insert name], I feel the staff/my mentor care(s) about me.	A Sc	CTK-m
PM6	I feel supported by the staff/my mentor.	Y F Sc	CTK-m		PM5	At [insert name], I feel supported by the staff/my mentor.	A Sc	CTK-m

Measures Bank								
8-12 years old								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	I feel connected to adults that I know.	Y F Sc	C		1	. . . I feel more connected to the adults I know.	Y A Sc	C
2	I feel supported by the adults that I know.	Y F Sc	C		2	. . . I feel more supported by the adults that I know.	Y A Sc	C
3	I know adults that I can go to when I need help.	Y F Sc	C		3	. . . I know more adults that I can go to when I need help.	Y A Sc	C
4	I go to an adult when I need help.	Y F Sc	C		4	. . . I go to an adult when I need help more often.	Y A Sc	C
5	I feel the staff/my mentor care(s) about me.	Y F Sc	CTK-m		5	At [insert name], I feel the staff/my mentor care(s) about me.	Y A Sc	CTK-m
6	I feel supported by the staff/my mentor.	Y F Sc	CTK-m		6	At [insert name], I feel supported by the staff/my mentor.	Y A Sc	CTK-m
7	I can go to a staff member/my mentor for advice when needed.	Y F Sc	CTK-m		7	At [insert name], I could go to a staff member/my mentor for advice when needed.	Y A Sc	CTK-m
8	I have fun with my mentor.	Y F Sc	C		8	At [insert name], I had fun with my mentor.	Y A Sc	C
9	I can tell my mentor anything.	Y F Sc	C		9	At [insert name], I was able to tell my mentor anything.	Y A Sc	C
10	I like to spend time with my mentor.	Y F Sc	C		10	At [insert name], I liked spending time with my mentor.	Y A Sc	C

12-18 years old

#	Pre/Post Measures	F Sc	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
21	I feel connected to adults that I know.	F Sc	C		21	... I feel more connected to the adults I know.	A Sc	C
22	I feel supported by the adults that I know.	F Sc	C		22	... I feel more supported by the adults that I know.	A Sc	C
23	I know adults that I can go to when I need help.	F Sc	C		23	... I know more adults that I can go to when I need help.	A Sc	C
24	I go to an adult when I need help.	F Sc	C		24	... I go to an adult when I need help more often.	A Sc	C
25	I feel the staff/my mentor care(s) about me.	F Sc	CTK-m		25	At [insert name], I feel the staff/my mentor care(s) about me.	A Sc	CTK-m
26	I feel supported by the staff/my mentor.	F Sc	CTK-m		26	At [insert name], I feel supported by the staff/my mentor.	A Sc	CTK-m
27	I can go to a staff member/my mentor for advice.	F Sc	CTK-m		27	At [insert name], I could go to a staff member/my mentor for advice when needed.	A Sc	CTK-m
28	I have fun with my mentor.	F Sc	C		28	At [insert name], I had fun with my mentor.	A Sc	C
29	I can tell my mentor anything.	F Sc	C		29	At [insert name], I was able to tell my mentor anything.	A Sc	C
30	I like to spend time with my mentor.	F Sc	C		30	At [insert name], I liked spending time with my mentor.	A Sc	C

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS**Individual Outcome #3: Children and youth develop positively.****External Asset - Support****Indicator- Asset # 4 - Caring neighbours; Caring neighbourhood/community****Provincial Priority Measures****Parents**

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM1	There are adults in my neighbourhood/ community that children can look up to.	F Sc	SC:C&Y1-m		PM1	. . . I am more aware of adults in my neighbourhood/community that children can look up to.	A Sc	SC:C&Y1-m
PM2	My neighbourhood/community is a good place to bring up children.	A Sc	SC:C&Y1-m		PM2	. . . I realize my neighbourhood/community is a good place to bring up children.	A Sc	SC:C&Y1-m

8-12 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM3	I feel comfortable asking my neighbors for help.	Y A Sc	C		PM3	. . . I feel more comfortable asking my neighbors for help.	Y A Sc	C
PM4	My neighbourhood/community is a friendly place to live.	Y F Sc	SC:C&Y1-m		PM4	. . . my neighbourhood/community feels like a friendlier place to live.	Y A Sc	SC:C&Y1-m

12-18 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM5	I feel comfortable asking my neighbors for help.	A Sc	C		PM5	. . . I feel more comfortable asking my neighbors for help.	A Sc	C
PM6	My neighbourhood/community is a friendly place to live.	A Sc	SC:C&Y1-m		PM6	. . . my neighbourhood/community feels like a friendlier place to live.	A Sc	SC:C&Y1-m

Measures Bank								
<i>Parents of 3-5, 5-9 and 8-12 year olds</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	There are adults in my neighbourhood/community that children can look up to.	F Sc	SC:C&Y1-m		1	. . . I am more aware of adults in my neighbourhood/community that children can look up to.	A Sc	SC:C&Y1-m
2	People in my neighbourhood/community are willing to help each other.	F Sc	SC:C&Y1-m		2	. . . people in my neighbourhood/community are more willing to help each other.	A Sc	SC:C&Y1-m
3	My neighbourhood/community is a good place to bring up children.	A Sc	SC:C&Y1-m		3	. . . I realize my neighbourhood/community is a good place to bring up children.	A Sc	SC:C&Y1-m
<i>Parents of 5-12 year olds</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
11	There are adults in my neighbourhood/community that young people can look up to.	A Sc	SC:C&Y1-m		11	. . . I am more aware of adults in my neighbourhood/community that children can look up to.	A Sc	SC:C&Y1-m
<i>8-12 years old</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
21	Adults in my neighbourhood/community watch out for us kids.	Y A Sc	C		21	. . . adults in my neighbourhood/community watch out for us kids more.	Y A Sc	C
22	Adults in my neighborhood/community know us kids.	Y A Sc	C		22	. . . adults in my neighborhood/community know us kids better.	Y A Sc	C
23	I know my neighbours.	Y A Sc	C		23	. . . I know my neighbours better.	Y A Sc	C
24	I feel comfortable asking my neighbors for help.	Y A Sc	C		24	. . . I feel more comfortable asking my neighbors for help.	Y A Sc	C
25	My neighbourhood/community is a friendly place to live.	Y F Sc	SC:C&Y1-m		25	. . . my neighbourhood/community feels like a friendlier place to live.	Y A Sc	SC:C&Y1-m
26	My neighbourhood/community is a welcoming place to live.	Y A Sc	SC:C&Y1-m		26	. . . my neighbourhood/community feels like a more welcoming place to live.	Y A Sc	SC:C&Y1-m

27	My neighbourhood/community is a caring place to live.	Y A Sc	C		27	. . . my neighbourhood/community feels like a more caring place to live.	Y A Sc	C
28	I feel like I belong in my neighbourhood/community.	Y F Sc	CFCSS-m		28	[Insert name] helped me to feel like I belong in my neighbourhood/community.	Y A Sc	CFCSS-m
29	I feel a strong connection to my neighbourhood/community.	Y F Sc	CTK		29	. . . I feel a stronger connection to my neighbourhood/community.	Y A Sc	CTK
<i>12-18 years old</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
31	Adults in my neighbourhood/community watch out for us kids.	A Sc	C		31	. . . adults in my neighbourhood/community watch out for us kids more.	A Sc	C
32	Adults in my neighborhood/community know us kids.	A Sc	C		32	. . . adults in my neighborhood/community know us kids better.	A Sc	C
33	I know my neighbours.	A Sc	C		33	. . . I know my neighbours better.	A Sc	C
34	I feel comfortable asking my neighbors for help.	A Sc	C		34	. . . I feel more comfortable asking my neighbors for help.	A Sc	C
35	My neighbourhood/community is a friendly place to live.	A Sc	SC:C&Y1-m		35	. . . my neighbourhood/community feels like a friendlier place to live.	A Sc	SC:C&Y1-m
36	My neighbourhood/community is a welcoming place to live.	A Sc	SC:C&Y1-m		36	. . . my neighbourhood/community feels like a more welcoming place to live.	A Sc	SC:C&Y1-m
37	I live in a caring neighbourhood/community.	A Sc	C		37	. . . my neighbourhood/community feels like a more caring place to live.	A Sc	C
38	I feel like I belong in my neighbourhood/community.	F Sc	CFCSS-m		38	[Insert name] helped me feel like I belong in my neighbourhood/community.	A Sc	CFCSS-m
39	I feel a strong connection to my neighbourhood/community.	F Sc	CTK		39	. . . I feel a stronger connection to my neighbourhood/community.	A Sc	CTK

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

External Asset - Support

Indicator- Asset # 5 - Caring climate in child-care & educational settings; Caring school climate

Provincial Priority Measures

8-12 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM1	I like school.	Y F Sc	CFCSS		PM1	. . . I like school more.	Y F Sc	CFCSS-m
PM2	I feel like I belong at school.	Y F Sc	CFCSS		PM2	. . . I feel more like I belong at school.	Y F Sc	CFCSS-m

12-18 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM3	I feel like I belong at school.	F Sc	CFCSS		PM3	. . . I feel more like I belong at school.	A Sc	CFCSS-m
PM4	I like going to school.	F Sc	CFCSS		PM4	. . . I like going to school more.	A Sc	CFCSS-m
PM5	I am treated with respect at my school.	F Sc	C		PM5	. . . I am treated with more respect at my school.	A Sc	C
PM6	We look after each other at my school.	F Sc	C		PM6	. . . we are better at looking after each other at my school.	A Sc	C
PM7	I participate in school clubs, teams or other school organizations (for example, school teams, bands, drama, student council).	F Sc	SC:C&Y2-m		PM7	. . . I participate more in school clubs, teams or other school organizations (for example, school teams, bands, drama, student council).	A Sc	SC:C&Y2-m

Measures Bank								
<i>Parents of 3-5 year olds</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	My/this child is happy to go to daycare/ playschool/ kindergarten.	F Sc	C		1	. . . my/this child is happier to go to daycare/ playschool/ kindergarten.	A Sc	C
2	My/this child gets along with other children at daycare/ playschool/ kindergarten.	F Sc	C		2	. . . my/this child gets along better with other children at daycare/ playschool/ kindergarten.	A Sc	C
3	My/this child gets along with the leaders at daycare/ playschool/ kindergarten.	F Sc	C		3	. . . my/this child gets along better with the leaders at daycare/ playschool/ kindergarten.	A Sc	C
4	The teachers and staff at this daycare/playschool/kindergarten care about my child.	A Sc	C		4	. . . the teachers and staff at this daycare/playschool/kindergarten care more about my child.	A Sc	C
<i>Parents of 5-9 year olds</i>								
	Pre/Post Measures	Scale	Source			Post-Only Measures	Scale	Source
						As a result of [insert name],		
11	My/this child is happy to go to school.	F Sc	C		11	. . . my/this child is happier to go to school.	A Sc	C
12	My/this child gets along with other children at school.	F Sc	C		12	. . . my/this child gets along better with other children at school.	A Sc	C
13	My/this child gets along with the teachers at school.	F Sc	C		13	. . . my/this child gets along better with the teachers at school.	A Sc	C
14	My/this child gets along with the leaders at [insert name].	F Sc	C		14	. . . my/this child gets along better with the leaders at [insert name].	A Sc	C
15	The teachers and staff at this school care about my child.	A Sc	C		15	The teachers and staff at this school care more about my child.	A Sc	C
<i>8-12 years old</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
21	I like school.	Y F Sc	CFCSS		21	. . . I like school more.	Y F Sc	CFCSS-m

22	I feel like I belong at school.	Y F Sc	CFCSS		22	. . . I feel more like I belong at school.	Y F Sc	CFCSS-m
23	I like to learn new things.	Y F Sc	CFCSS		23	. . . I like to learn new things more.	Y F Sc	CFCSS-m
24	I like my teacher(s).	Y F Sc	CFCSS		24	. . . I like my teacher(s) more.	Y F Sc	CFCSS-m
25	My teacher is fair.	Y F Sc	CFCSS		25	. . . my teacher is more fair.	Y F Sc	CFCSS-m
<i>12-18 years old</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
31	In general, my teachers treat me fairly.	F Sc	SC:C&Y2-m		31	. . . my teachers treat me more fairly.	A Sc	SC:C&Y2-m
32	I feel like I belong at school.	F Sc	CFCSS		32	. . . I feel more like I belong at school.	A Sc	CFCSS-m
33	I like going to school.	F Sc	CFCSS		33	. . . I like going to school more.	A Sc	CFCSS-m
34	I feel comfortable being myself at school.	F Sc	C		34	. . . I feel more comfortable being myself at school.	A Sc	C
35	I am treated with respect at my school.	F Sc	C		35	. . . I am treated with more respect at my school.	A Sc	C
36	We look after each other at my school.	F Sc	C		36	. . . we are better at looking after each other at my school.	A Sc	C
37	I know why it is important to show up for class on time.	A Sc	SC:C&Y2-m		37	[Insert name] helped me to know why it is important to show up for class on time.	A Sc	SC:C&Y2-m
38	I know why it is important for me to express my opinion in class.	A Sc	SC:C&Y2-m		38	[Insert name] helped me to know why it is important for me to express my opinion in class.	A Sc	SC:C&Y2-m
39	I know why it is important for me to take part in student council or similar groups.	F Sc	SC:C&Y2-m		39	[Insert name] helped me to know why it is important for me to take part in student council or similar groups.	A Sc	SC:C&Y2-m

40	I know why it is important for me to hand in assignments on time.	A Sc	SC:C&Y2-m		40	[Insert name] helped me to know why it is important for me to hand in assignments on time.	A Sc	SC:C&Y2-m
41	I participate in school clubs, teams or other school organizations (for example, school teams, bands, drama, student council).	F Sc	SC:C&Y2-m		41	. . . I participate more in school clubs, teams or other school organizations (for example, school teams, bands, drama, student council).	A Sc	SC:C&Y2-m
42	How much school spirit does your school have?	Q Sc	SC:C&Y2-m		42	. . . my school has more school spirit.	A Sc	C
43	How much school spirit do you have?	Q Sc	SC:C&Y2-m		43	. . . I have more school spirit.	A Sc	C

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #6: Children and youth develop positively.

External Asset - Support

Indicator- Asset # 6 - Parent involvement in child care, education & schooling

Provincial Priority Measures

Parents of 3-5 year olds and 5-9 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM1	I participate in activities at my child's (daycare/playschool/kindergarten/school).	F Sc	SC:C&Y1-m		PM1	. . . I participate more in activities at my child's (daycare/playschool/kindergarten/school).	A Sc	SC:C&Y1-m
PM2	I talk with my child about (daycare/playschool/kindergarten/school).	F Sc	SC:C&Y1-m		PM2	. . . I talk with my child more often about (daycare/ playschool/ kindergarten/school).	A SC	SC:C&Y1-m

8-12 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM3	My parents participate in activities at my school.	Y F Sc	SC:C&Y1-m		PM3	. . . my parents participate more in activities at my school.	Y A Sc	SC:C&Y1-m
PM4	My parents talk with me about school.	Y F Sc	SC:C&Y1-m		PM4	. . . my parents talk with me more about school.	Y A Sc	SC:C&Y1-m
PM5	My parents help me with my homework.	Y F Sc	C		PM5	. . . my parents help me more with my homework.	Y A Sc	C

12-18 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM6	My parents participate in activities at my school.	F Sc	SC:C&Y1-m		PM6	. . . my parents participate more in activities at my school.	A Sc	SC:C&Y1-m
PM7	My parents talk with me about school.	F Sc	SC:C&Y1-m		PM7	. . . my parents talk with me more about school.	A Sc	SC:C&Y1-m

PM8	My parents help me with my homework.	F Sc	C		PM8	... my parents help me more with my homework.	A Sc	C
Measures Bank								
<i>Parents of 3-5 year olds</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	I participate in activities at my child's (daycare/playschool/kindergarten).	F Sc	SC:C&Y1-m		1	... I participate more in activities at my child's (daycare/playschool/kindergarten).	A Sc	SC:C&Y1-m
2	I talk with my child about (daycare/playschool/kindergarten).	F Sc	SC:C&Y1-m		2	... I talk with my child more often about (daycare/ playschool/ kindergarten).	A SC	SC:C&Y1-m
3	I encourage my child to do his/her best at (daycare/playschool/kindergarten).	F Sc	C		3	... I encourage my child more often to do his/her best at (daycare/playschool /kindergarten).	A Sc	C
4	I help my child to do her/his best at (daycare/playschool/kindergarten).	F Sc	C		4	... I help my child more often to do her/his best at (daycare/playschool/kindergarten).	A SC	C
<i>Parents of 5-9 year olds</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
11	I participate in activities at my child's school.	F Sc	SC:C&Y1-m		11	... I participate more in activities at my child's school.	A Sc	SC:C&Y1-m
12	I talk with my child about school.	F Sc	SC:C&Y1-m		12	... I talk with my child more often about school.	A SC	SC:C&Y1-m
13	I encourage my child to do well at school.	F Sc	C		13	... I encourage my child more often to do his/her best at school.	A Sc	C
14	I help my child to do well at school.	F Sc	C		14	... I help my child more often to do her/his best at school.	A SC	C

<i>8-12 years old</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
21	My parents participate in activities at my school.	Y F Sc	SC:C&Y1-m		21	. . . my parents participate more in activities at my school.	Y A Sc	SC:C&Y1-m
22	My parents talk with me about school.	Y F Sc	SC:C&Y1-m		22	. . . my parents talk with me more about school.	Y A Sc	SC:C&Y1-m
23	My parents encourage me to do well at school.	Y F Sc	SC:C&Y1-m		23	. . . my parents encourage me more to do well at school.	Y A Sc	SC:C&Y1-m
24	My parents help me to do well at school.	Y F Sc	C		24	. . . my parents help me more to do well at school.	Y A Sc	C
25	My parents help me with my homework.	Y F Sc	C		25	. . . my parents help me more with my homework.	Y A Sc	C
<i>12-18 years old</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
31	My parents participate in activities at my school.	F Sc	SC:C&Y1-m		31	. . . my parents participate more in activities at my school.	A Sc	SC:C&Y1-m
32	My parents talk with me about school.	F Sc	SC:C&Y1-m		32	. . . my parents talk with me more about school.	A Sc	SC:C&Y1-m
33	My parents encourage me to do well at school.	F Sc	SC:C&Y1-m		33	. . . my parents encourage me more to do well at school.	A Sc	SC:C&Y1-m
34	My parents help me to do well at school.	F Sc	C		34	. . . my parents help me more to do well at school.	A Sc	C
35	My parents help me with my homework.	F Sc	C		35	. . . my parents help me more with my homework.	A Sc	C

**Individuals: Outcome 3: Children and youth
develop positively.**

External Asset – Empowerment

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS								
Individual Outcome #3: Children and youth develop positively.								
External Asset - Empowerment								
Indicator- Asset # 7 - Community cherishes and values young children; Community values children & youth								
Provincial Priority Measures								
8-12 years old								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM1	Adults in my neighbourhood/community listen to what I have to say.	Y F Sc	CTK-m		PM1	At [insert name], adults listened to what I had to say.	Y A Sc	CTK-m
PM2	Adults in my neighbourhood/community ask me to plan, choose or lead activities.	Y F Sc	CTK-m		PM2	. . . adults in my neighbourhood/community asked me to plan, choose or lead activities more often.	Y A Sc	CTK-m
12-18 years old								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM3	I feel that what I have to offer is appreciated by my neighbourhood/community.	A Sc	C		PM3	. . . I feel that what I have to offer is more appreciated by my neighbourhood/community.	A Sc	C
PM4	Adults in my neighbourhood/community value youth.	A Sc	C		PM4	. . . adults in my neighbourhood/community value youth more.	A Sc	C
Measures Bank								
8-12 years old								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	Adults in my neighbourhood/community listen to what I have to say.	Y F Sc	CTK-m		1a	. . . adults in my neighbourhood/community listen more to what I have to say.	Y A Sc	CTK-m

					1b	At [insert name], adults listened to what I had to say.	Y A Sc	CTK-m
2	Adults encourage me to do volunteer work.	Y F Sc	CTK-m		2a	... adults in my neighbourhood/community encouraged me more to volunteer.	Y A SC	CTK-m
					2b	At [insert name], I was encouraged to do volunteer work.	Y A Sc	CTK-m
3	Adults in my neighbourhood/community ask me to plan, choose or lead activities.	Y F Sc	CTK-m		3a	... adults in my neighbourhood/community asked me to plan, choose or lead activities more often.	Y A Sc	CTK-m
					3b	At [insert name], I was asked to plan, choose or lead activities.	Y A Sc	CTK-m
4	I feel important to my community.	Y F Sc	CTK-m		4	[Insert name] helped me to feel important to my community.	Y A SC	CTK-m
12-18 years old								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
11	Adults in my neighbourhood/community listen to what I have to say.	F Sc	CTK-m		11a	... adults in my neighbourhood/community listen more to what I have to say.	A Sc	CTK-m
					11b	At [insert name], adults listened to what I had to say.	A Sc	CTK-m
12	Adults in my neighbourhood/community encourage me to do volunteer work.	F Sc	CTK-m		12a	... adults in my neighbourhood/community encouraged me more to volunteer.	A Sc	CTK-m
					12b	At [insert name], I was encouraged to do volunteer work.	A Sc	CTK-m
13	Adults in my neighbourhood/community ask me to plan, choose or lead activities.	F Sc	CTK-m		13a	... adults in my neighbourhood/community asked me to plan, choose or lead activities more often.	A Sc	CTK-m
					13b	At [insert name], I was asked to plan, choose or lead activities.	A Sc	CTK-m
14	I feel important to my community.	F Sc	CTK-m		14	[Insert name] helped me to feel important to my community.	A Sc	CTK-m

15	I feel that what I have to offer is appreciated by my neighbourhood/community.	A Sc	C		15	. . . I feel that what I have to offer is more appreciated by my neighbourhood/community.	A Sc	C
16	I feel recognized for my contributions to my neighbourhood/community.	F Sc	C		16	. . . I feel more recognized for my contributions to my neighbourhood/community.	A Sc	C
17	It is easy for me to contribute to my neighbourhood/community.	F Sc	C		17	. . . it is easier for me to contribute to my neighbourhood/community.	A Sc	C
18	Adults in my neighbourhood/community value youth.	A Sc	C		18	. . . adults in my neighbourhood/community value youth more.	A Sc	C
19	I feel valued by the adults in my neighbourhood/community.	F Sc	C		19	. . . I feel valued more by the adults in my neighbourhood/community.	A Sc	C

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

External Asset - Empowerment

Indicator- Asset # 8 - Children & youth as resources

Provincial Priority Measures

Parents of 3-5 and 5-9 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM1	My child(ren) participate(s) when the family makes decisions together about how to solve problems.	F Sc	SC:C&Y1-m		PM1	. . . my family is better at including my child(ren) when making decisions together about how to solve problems.	A Sc	SC:C&Y1-m

8-12 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM2	I am included when my family makes decisions about how to solve problems.	Y F Sc	SC:C&Y1-m		PM2	. . . I am included more when my family makes decisions about how to solve problems.	Y A Sc	SC:C&Y1-m

12-18 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM3	I am involved in civic processes/what happens in my community.	A Sc	C		PM3	. . . I am more involved in civic processes/what happens in my community.	A Sc	C
PM4	I look for opportunities to help others in my community.	F Sc	CTK-m		PM4	. . . I look for more opportunities to help others in my community.	A Sc	CTK-m
PM5	I get opportunities to help make my neighbourhood/community a better place.	F Sc	C		PM5	. . . I get more opportunities to help make my neighbourhood/community a better place.	A Sc	C

Measures Bank								
<i>Parents of 3-5 year olds and 5-9 year olds</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	My child(ren) participate(s) in family talks.	F Sc	SC:C&Y1-m		1	. . . my child(ren) participate(s) more in family talks.	A Sc	C
2	My child(ren) participate(s) when the family makes decisions together about how to solve problems.	F Sc	SC:C&Y1-m		2	. . . my family is better at including my child(ren) when making decisions together about how to solve problems.	A Sc	SC:C&Y1-m
3	My/this child feels good about himself/herself because he/she helps out in the neighbourhood/community.	F Sc	CTK-m		3	. . . my/this child feels good about himself/herself because he/she helped out in the neighbourhood/community.	A Sc	CTK-m
<i>8-12 years old</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
11	I take part in family talks.	Y F Sc	C		11	. . . I take part in family talks more often.	Y A Sc	C
12	I am included when my family makes decisions about how to solve problems.	Y F Sc	SC:C&Y1-m		12	. . . I am included more when my family makes decisions about how to solve problems.	Y A Sc	SC:C&Y1-m
13	I feel good about myself because I help out in my neighbourhood/community.	Y F Sc	CTK-m		13	[Insert name] helped me to feel good about myself because I helped out in my neighbourhood/community.	Y A Sc	CTK-m
14	I get support to volunteer in my neighbourhood/community.	Y F Sc	C		14	. . . I get more support to volunteer in my neighbourhood/community.	Y A Sc	C
15	Adults in my neighbourhood/community ask me to plan, choose or lead activities.	Y F Sc	CTK-m		15a	. . . adults in my neighbourhood/community asked me to plan, choose or lead activities more often.	Y A Sc	CTK-m
					15b	At [insert name], I was asked to plan, choose or lead activities.	Y A Sc	CTK-m
16	I help to make the world a better place.	Y F Sc	C		16	. . . I help more often to make the world a better place.	Y A Sc	C

12-18 years old								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
21	I spend time volunteering in my neighbourhood/community.	F Sc	CTK-m		21	. . . I spend more time volunteering in my neighbourhood/community.	A Sc	CTK-m
22	I look for opportunities to help others in my community.	F Sc	CTK-m		22	. . . I look for more opportunities to help others in my community.	A Sc	CTK-m
23	I get support to volunteer in my neighbourhood/community.	F Sc	C		23	. . . I get more support to volunteer in my neighbourhood/community.	A Sc	C
24	Adults in my neighbourhood/community ask me to plan, choose or lead activities.	F Sc	CTK-m		24a	. . . adults in my neighbourhood/community asked me to plan, choose or lead activities more often.	A Sc	CTK-m
					24b	At [insert name], I was asked to plan, choose or lead activities.	A Sc	CTK-m
25	I participate in a meaningful way in civic processes.	A Sc	C		25a	. . . I am better able to participate in a meaningful way in civic processes.	A Sc	C
					25b	[Insert name] helped me to participate in a meaningful way in civic processes/what happens in my community.	A Sc	C
26	I am involved in civic processes/what happens in my community.	A Sc	C		26	. . . I am more involved in civic processes/what happens in my community.	A Sc	C
27	I am involved with my community.	A Sc	C		27	. . . I am more involved with my community.	A Sc	C
28	I get opportunities to help make my neighbourhood/community a better place.	F Sc	C		28	. . . I get more opportunities to help make my neighbourhood/community a better place.	A Sc	C
29	I help to make the world a better place.	F Sc	C		29	. . . I help more often to make the world a better place.	A Sc	C

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

External Asset - Empowerment

Indicator- Asset # 9 - Service to others

Provincial Priority Measures

Parents of 3-5 and 5-9 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM1	My/this child helps out in the neighbourhood/community.	F Sc	C		PM1	. . . my/this child helps out in the neighbourhood/community more often.	A SC	C

8-12 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM2	I spend time helping others in my neighbourhood/community.	Y F Sc	CTK-m		PM2	. . . I spend more time helping others in my neighbourhood/community.	Y A Sc	CTK-m

12-18 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM3	I spend time helping others in my neighbourhood/community.	F Sc	CTK-m		PM3	. . . I spend more time helping others in my neighbourhood/community.	A Sc	CTK-m

Measures Bank

Parents and caregivers of 3-5 year olds and 5-9 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Page #
						As a result of [insert name],		
1	My/this child helps her/his friends.	F Sc	C		1	. . . my/this child helps her/his friends more often.	A Sc	C

2	My/this child helps his/her neighbours.	F Sc	C		2	... my/this child helps his/her neighbours more often.	A Sc	C
3	My/this child helps other people.	F Sc	C		3	... my/this child helps other people more often.	A Sc	C
4	My/this child helps out in the neighbourhood/community.	F Sc	C		4	... my/this child helps out in the neighbourhood/community more often.	A SC	C
5	My/this child feels good about himself/herself because he/she helps out in the neighbourhood/community.	F Sc	CTK-m		5	[Insert name] helped my/this child feel good about himself/herself because he/she helped out in the neighbourhood/community.	A Sc	CTK-m
8-12 years old								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Page #
						As a result of [insert name],		
11	I spend time helping my friends.	Y F Sc	C		11	... I spend more time helping my friends.	Y A Sc	C
12	I spend time helping my neighbours.	Y F Sc	C		12	... I spend more time helping my neighbours.	Y A Sc	C
13	I spend time helping others in my neighbourhood/community.	Y F Sc	CTK-m		13	... I spend more time helping others in my neighbourhood/community.	Y A Sc	CTK-m
14	I spend time volunteering in my neighbourhood/community.	Y F Sc	CTK-m		14	... I spend more time volunteering in my neighbourhood/community.	Y A Sc	CTK-m
15	I look for opportunities to help others in my community.	Y F Sc	CTK-m		15	... I look for more opportunities to help others in my community.	Y A Sc	CTK-m
16	I get support to volunteer in my neighbourhood/community.	Y F Sc	C		16	... I get more support to volunteer in my neighbourhood/community.	Y A Sc	C
17	I feel good about myself because I help others.	Y F Sc	CTK		17	[Insert name] helped me to I feel good about myself because I help others.	Y A Sc	CTK
18	I help to make the world a better place.	Y F Sc	C		18	... I help more often to make the world a better place.	Y A Sc	C

12-18 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Page #
						As a result of [insert name],		
21	I spend time helping my friends.	F Sc	C		21	... I spend more time helping my friends.	A Sc	C
22	I spend time helping my neighbours.	F Sc	C		22	... I spend more time helping my neighbours.	A Sc	C
23	I spend time helping others in my neighbourhood/community.	F Sc	CTK-m		23	... I spend more time helping others in my neighbourhood/community.	A Sc	CTK-m
24	I spend time volunteering in my neighbourhood/community.	F Sc	CTK-m		24	... I spend more time volunteering in my neighbourhood/community.	A Sc	CTK-m
25	I look for opportunities to help others in my community.	F Sc	CTK-m		25	... I look for more opportunities to help others in my community.	A Sc	CTK-m
26	I get support to volunteer in my neighbourhood/community.	F Sc	C		26	... I get more support to volunteer in my neighbourhood/community.	A Sc	C
27	I help other people without getting paid to make my community a better place for people to live.	F Sc	C		27	... I help other people without getting paid more often to make my community a better place for people to live.	A Sc	C
28	I give time or money to make life better for other people.	F Sc	C		28	... I give time or money more often to make life better for other people.	A Sc	C
29	I help to make the world a better place.	F Sc	C		29	... I help more often to make the world a better place.	A Sc	C
30	I feel good about myself because I help others.	F Sc	CTK		30	[Insert name] helped me to I feel good about myself because I help others.	A Sc	CTK

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

External Asset - Empowerment

Indicator- Asset # 10 - Safety

Provincial Priority Measures

Parents of 3-5 and 5-9 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM1	There are safe parks, playgrounds and play spaces in this neighbourhood.	A Sc	SC:C&Y1		PM1	. . . there are now safe parks, playgrounds and play spaces in this neighbourhood/community.	A Sc	SC:C&Y1-m

8-12 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM2	I feel safe in my neighborhood.	Y A Sc	C		PM2	. . . I feel safer in my neighborhood.	Y A Sc	C

12-18 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM3	I feel safe in my neighborhood.	A Sc	C		PM3	. . . I feel safer in my neighborhood.	A Sc	C

Measures Bank

Parents of 3-5 year olds, 5-9 year olds and 8-12 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	It is safe for children to play outside during the day.	A Sc	SC:C&Y1-m		1	. . .it is safer for children to play outside during the day.	A Sc	SC:C&Y1-m

2	My community takes action to ensure children and youth are safe.	F Sc	C		2	... my neighbourhood/community is taking more action to ensure children and youth are safe.	A Sc	C
3	There are safe parks, playgrounds and play spaces in this neighbourhood.	A Sc	SC:C&Y1		3	... there are now safe parks, playgrounds and play spaces in this neighbourhood/community.	A Sc	SC:C&Y1-m
<i>8-12 years old</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
11	I feel safe at home.	Y A Sc	C		11	... I feel safer at home.	Y A Sc	C
12	I feel safe at school.	Y A Sc	C		12	... I feel safer at school.	Y A Sc	C
13	I feel comfortable asking my neighbors for help.	Y A Sc	C		13	... I feel more comfortable asking my neighbors for help.	Y A Sc	C
14	I feel safe in my neighborhood.	Y A Sc	C		14	... I feel safer in my neighborhood.	Y A Sc	C
15	The youth centre is a safe place for youth to gather.	Y A Sc	C		15	... the youth centre is a safer place for youth to gather.	Y A Sc	C
16	I feel safe when I am at [insert name].	Y A Sc	C		16	Being at [insert name] helped me to feel safe.	Y A Sc	C
<i>12-18 years old</i>								
#	Pre/Post Measures	F Sc	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
21	I feel safe at home.	A Sc	C		21	... I feel safer at home.	A Sc	C
22	I feel safe when I am at home by myself.	A Sc	C		22	... I feel safer when I am at home by myself.	A Sc	C
23	I feel safe at school.	F Sc	C		23	... I feel safer at school.	A Sc	C
24	I feel comfortable asking my neighbors for help.	A Sc	C		24	... I feel more comfortable asking my neighbors for help.	A Sc	C
25	I feel safe in my neighborhood.	A Sc	C		25	... I feel safer in my neighborhood.	A Sc	C

26	The youth centre is a safe place for youth to gather.	A Sc	C		26	. . . the youth centre is a safer place for youth to gather.	A Sc	C
27	I feel safe when I am at [insert name].	A Sc	C		27	Being at [insert name] helped me to feel safe.	A Sc	C

**Individuals: Outcome 3: Children and youth
develop positively.**

External Asset - Boundaries and Expectations

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

External Asset - Boundaries and Expectations

Indicator- Asset # 11 - Family boundaries

There are no provincial priority measures for this indicator.

Measures Bank

Parents of 3-5 year olds and 5-9 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	My/this child has clear rules about acceptable behaviour.	F Sc	C		1	[Insert name] has helped me to set clear rules about acceptable behaviour for my/this child.	A Sc	C
2	My/this child has clear consequences for unacceptable behaviour.	F Sc	C		2	[Insert name] has helped me to set clear consequences for any unacceptable behaviour by my child.	A Sc	C
3	I apply the rules for my/this child's behaviour consistently.	F Sc	C		3	. . . I apply the rules for my/this child's behaviour consistently more often.	A Sc	C

8-12 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
11	My family's rules about acceptable behaviour stay the same from day-to-day.	Y A Sc	C		11	. . . My family's rules about acceptable behaviour now stay the same from day-to-day.	Y A Sc	C
12	The consequences for unacceptable behaviour stay the same from day-to-day.	Y A Sc	C		12	. . . the consequences for unacceptable behaviour now stay the same from day-to-day.	Y A Sc	C
13	I understand the rules about my behaviour.	Y A Sc	C		13	. . . I better understand the rules about my behaviour.	Y A Sc	C

14	My parents apply the rules about my behaviour the same way.	Y A Sc	C		14	. . . my parents apply the rules about my behaviour the same way more often.	Y A Sc	C
15	My parents know who I am with.	Y F Sc	C		15	. . . my parents know who I am with more often.	Y A Sc	C
16	My parents know where I am.	Y F Sc	C		16	. . . my parents know where I am more often.	Y A Sc	C
12-18 years old								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
21	My family's rules about acceptable behaviour stay the same from day-to-day.	A Sc	C		21	. . . My family's rules about acceptable behaviour now stay the same from day-to-day.	A Sc	C
22	The consequences for unacceptable behaviour stay the same from day-to-day.	A Sc	C		22	. . . the consequences for unacceptable behaviour now stay the same from day-to-day.	A Sc	C
23	I understand the rules about my behaviour.	A Sc	C		23	. . . I better understand the rules about my behaviour.	A Sc	C
24	My parents apply the rules about my behaviour consistently.	A Sc	C		24	. . . my parents apply the rules about my behaviour more consistently.	A Sc	C
25	My parents take an interest in where I am going and who I am with.	F Sc	SC:C&Y1-m		25	. . . my parents take more of an interest in where I am going and who I am with.	A Sc	SC:C&Y1-m

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

External Asset - Boundaries and Expectations

Indicator- Asset # 12 - Boundaries in the child-care & educational settings; School boundaries

There are no provincial priority measures for this indicator.

Measures Bank

Parents of 3-5 year olds and 5-9 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
					1	There are rules my/this child is expected to follow at [insert name].	A Sc	CTK

8-12 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
11	I understand the rules my school has for acceptable behaviour.	Y A Sc	C		11	... I better understand the rules my school has for acceptable behaviour.	Y A Sc	C
12	I understand the consequences my school has for unacceptable behaviour.	Y A Sc	C		12	... I better understand the consequences my school has for unacceptable behaviour.	Y A Sc	C
					13	There are rules I am expected to follow at [insert name].	Y A Sc	CTK

12-18 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
21	I understand the rules my school has for acceptable behaviour.	A Sc	C		21	... I better understand the rules my school has for acceptable behaviour.	A Sc	C
22	I understand the consequences my school has for unacceptable behaviour.	A Sc	C		22	... I better understand the consequences my school has for unacceptable behaviour.	A Sc	C

						23	There are rules I am expected to follow at [insert name].	A Sc	CTK
--	--	--	--	--	--	----	---	------	-----

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

External Asset - Boundaries and Expectations

Indicator- Asset # 13 - Neighbourhood boundaries

There are no provincial priority measures for this indicator.

Measures Bank

Parents, caregivers and neighbours of 3-18 year olds

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [insert name],		
1	I can count on the other adults in my neighbourhood/community to watch out that children are safe and don't get into trouble.	A Sc	SC:C&Y1-m	1	... I can count on the other adults in my neighbourhood/community more to watch out that children are safe and don't get into trouble.	A Sc	SC:C&Y1-m
2	I watch out for the children in my neighbourhood/community.	F Sc	C	2	... I watch out for the children in my neighbourhood/community more often.	A Sc	C
3	I intervene if the children in my neighbourhood/community are unsafe or getting into trouble.	F Sc	C	3	... I intervene more often if the children in my neighbourhood/community are unsafe or getting into trouble.	A Sc	C
4	I know the children in my neighbourhood/community.	A Sc	C	4	[Insert name] has helped me to get to know the children in my neighbourhood/community better.	A Sc	C

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

External Asset - Boundaries and Expectations

Indicator- Asset # 14 - Adult role models

There are no provincial priority measures for this indicator.

Measures Bank

Parents and caregivers of 3-5 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	I model positive behaviour for my/this child.	F Sc	C		1	... I model positive behaviour for my/this child more often.	A Sc	C
2	I encourage my/this child to do his/her best at daycare/playschool/kindergarten.	F Sc	C		2	... I encourage my/this child more often to do his/her best at daycare/playschool/kindergarten.	A Sc	C

Parents and caregivers of 5-18 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
11	I model positive responsible behaviour for my/this child.	F Sc	C		11	... I model positive behaviour for my/this child more often.	A Sc	C
12	I encourage my/this child to do his/her best at school.	F Sc	C		12	... I encourage my/this child more often to do his/her best at school.	A Sc	C
13	I encourage my/this child to do her/his best in all her/his activities .	F Sc	C		13	... I encourage my/this child more often to do her/his best in all her/his activities.	A Sc	C

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

External Asset - Boundaries and Expectations

Indicator- Asset # 15 - Positive peer relationships; Positive peer influence

Provincial Priority Measures

8-12 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM1	I can trust my friends.	Y A Sc	RIP		PM1	... I have more friends I can trust.	Y A Sc	RIP-m
PM2	I know I can count on my friends to do the right thing.	Y A Sc	RIP		PM2	... I can count on my friends more to do the right thing.	Y A Sc	RIP-m
PM3	I know I can count on my friends to support me to do the right thing.	Y A Sc	C		PM3	... I am better able to count on my friends to support me to do the right thing.	Y A Sc	C

12-18 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM4	I can trust my friends.	A Sc	RIP		PM4	... I have more friends I can trust.	A Sc	RIP-m
PM5	I know I can count on my friends to do the right thing.	A Sc	RIP		PM5	... I can count on my friends more to do the right thing.	A Sc	RIP-m
PM6	I know I can count on my friends to support me to do the right thing.	A Sc	C		PM6	... I am better able to count on my friends to support me to do the right thing.	A Sc	C

Measures Bank								
<i>Parents and caregivers of 3-5 year olds and 5-9 year olds</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	My/this child spends time playing positively with other children.	F Sc	C		1	At [insert name], my/this child spent time playing positively with other children.	A Sc	C
2	The other kids on my/this child's team encourage her/him to succeed.	F Sc	C		2	At [insert name], the other kids on my/this child's team encouraged her/him to succeed.	A Sc	C
3	The other kids in my/this child's club encourage him/her to succeed.	F Sc	C		3	At [insert name], the other kids in my/this child's club encouraged him/her to succeed.	A Sc	C
<i>8-12 years old</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
11	The other kids on my team encourage me to succeed.	Y F Sc	C		11	At [insert name], the other kids on my team encouraged me to succeed.	Y A Sc	C
12	The other kids in my club encourage me to succeed.	Y F Sc	C		12	At [insert name], the other kids in my club encouraged me to succeed.	Y A Sc	C
13	My friends behave responsibly.	Y A Sc	RIP		13a	At [insert name], my friends behaved responsibly.	Y A Sc	RIP-m
					13b	... my friends behave more responsibly.	Y A Sc	RIP-m
14	I can trust my friends.	Y A Sc	RIP		14a	... I can trust my friends more.	Y A Sc	RIP
					14b	... I have more friends I can trust.	Y A Sc	RIP-m
15	I know I can count on my friends to do the right thing.	Y A Sc	RIP		15	... I can count on my friends more to do the right thing.	Y A Sc	RIP-m
16	I know I can count on my friends to support me to do the right thing.	Y A Sc	C		16	... I can count on my friends more to support me to do the right thing.	Y A Sc	C

<i>12-18 years old</i>								
#	Pre/Post Measures	F Sc	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
21	The other kids on my team encourage me to succeed.	F Sc	C		21	At [insert name], the other kids on my team encouraged me to succeed.	A Sc	C
22	The other kids in my club encourage me to succeed.	F Sc	C		22	At [insert name], the other kids in my club encouraged me to succeed.	A Sc	C
23	I feel that my close friends really know who I am.	A Sc	SC:C&Y2-m		23	... I feel that my close friends know me even better.	A Sc	SC:C&Y2-m
24	I share my secrets and private feelings with my close friends.	F Sc	SC:C&Y2-m		24	... I share more secrets and private feelings with my close friends.	A Sc	SC:C&Y2-m
25	I choose friends that have my best interests at heart.	F Sc	C		25	... I am better at choosing friends that have my best interests at heart.	A Sc	C
26	My close friends encourage me to succeed.	F Sc	SC:C&Y2-m		26	At [insert name], my close friends encouraged me to succeed.	A Sc	SC:C&Y2-m
27	My close friends encourage me to do interesting things that I would not do by myself.	F Sc	SC:C&Y2-m		27	At [insert name], my close friends encouraged me to do interesting things that I would not do by myself.	A Sc	SC:C&Y2-m
28	My friends behave responsibly.	A Sc	RIP		28a	At [insert name], my friends behaved responsibly.	A Sc	RIP-m
					28b	... my friends behave more responsibly.	A Sc	RIP-m
29	I can trust my friends.	A Sc	RIP		29a	... I can trust my friends more.	A Sc	RIP-m
					29b	... I have more friends I can trust.	A Sc	RIP-m
30	I know I can count on my friends to do the right thing.	A Sc	RIP		30	... I am better able to count on my friends to do the right thing.	A Sc	RIP-m
31	I know I can count on my friends to support me to do the right thing.	A Sc	C		31	... I am better able to count on my friends to support me to do the right thing.	A Sc	C

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

External Asset - Boundaries and Expectations

Indicator- Asset # 16 - Positive expectations; High expectations

Provincial Priority Measures

Parents and caregivers of 3-5 year olds and 5-9 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM1	I encourage my/this child to do his/her best.	F Sc	C		PM1	. . . I encourage my/this child to do his/her best more often.	A Sc	C
PM2	I tell my/this child when she/he does a good job.	F Sc	C		PM2	. . . I tell my/this child when she/he does a good job more often.	A Sc	C

8-12 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM3	My parents encourage me to do my best.	Y F Sc	C		PM3	. . . my parents encourage me more to do my best.	Y A Sc	C
PM4	My parents tell me when I do a good job.	Y F Sc	CTK-m		PM4	. . . my parents tell me when I do a good job more often.	Y A Sc	CTK-m

12-18 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM5	My parents encourage me to do my best.	F Sc	C		PM5	. . . my parents encourage me more to do my best.	A Sc	C
PM6	My parents tell me when I do a good job.	F Sc	CTK-m		PM6	. . . my parents tell me when I do a good job more often.	A Sc	CTK-m

Measures Bank								
<i>Parents and caregivers of 3-5 year olds and 5-9 year olds</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	I encourage my/this child to do his/her best.	F Sc	C		1	. . . I encourage my/this child to do his/her best more often.	A Sc	C
2	I tell my/this child when she/he does a good job.	F Sc	C		2	. . . I tell my/this child when she/he does a good job more often.	A Sc	C
<i>8-12 years old</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
11	My parents encourage me to do my best.	Y F Sc	C		11	. . . my parents encourage me more to do my best.	Y A Sc	C
12	My parents tell me when I do a good job.	Y F Sc	CTK-m		12	. . . my parents tell me when I do a good job more often.	Y A Sc	CTK-m
13	My teachers encourage me to do my best.	Y F Sc	C		13	. . . my teachers encourage me more to do my best.	Y A Sc	C
14	My teachers tell me when I do a good job.	Y F Sc	CTK-m		14	. . . my teachers tell me when I do a good job more often.	Y A Sc	CTK-m
<i>12-18 years old</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
21	My parents encourage me to do my best.	F Sc	C		21	. . . my parents encourage me more to do my best.	A Sc	C
22	My parents tell me when I do a good job.	F Sc	CTK-m		22	. . . my parents tell me when I do a good job more often.	A Sc	CTK-m
23	My teachers encourage me to do my best.	F Sc	C		23	. . . my teachers encourage me more to do my best.	A Sc	C
24	My teachers tell me when I do a good job.	F Sc	CTK-m		24	. . . my teachers tell me when I do a good job more often.	A Sc	CTK-m

**Individuals: Outcome 3: Children and youth
develop positively.**

External Asset – Constructive Use of Time

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

External Asset - Constructive Use of Time

Indicator- combined assets #17 - #20 - Constructive use of time

There are no provincial priority measures for this indicator.

Measures Bank

Parents of 3-5 year olds and 5-9 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	My/this child spends time playing positively with other children.	F Sc	C		1	. . . my/this child spends more time playing positively with other children.	A Sc	C
2	My/this child spends time doing arts and crafts.	F Sc	CTK-m		2	. . . my/this child spends more time doing arts and crafts.	A Sc	CTK-m
3	My/this child spends time in music, dance and/or theatre.	F Sc	CTK-m		3	. . . my/this child spends more time in music, dance and/or theatre.	A Sc	CTK-m
4	My/this child spends time doing sports, exercise and/or recreational activities.	F Sc	CTK-m		4	. . . my/this child spends more time doing sports, exercise and/or recreational activities.	A SC	CTK-m
5	My family shares meals together.	F Sc	SC:C&Y1-m		5	. . . my family shares meals together more often.	A Sc	SC:C&Y1-m
6	My family plays together.	F Sc	SC:C&Y1-m		6	. . . my family plays together more often.	A Sc	SC:C&Y1-m
7	My family does chores together.	F Sc	SC:C&Y1-m		7	. . . my family does chores together more often.	A Sc	SC:C&Y1-m
8	My family does projects together.	F Sc	SC:C&Y1-m		8	. . . my family does projects together more often.	A Sc	SC:C&Y1-m
9	My family goes on outings together.	F Sc	SC:C&Y1-m		9	. . . my family goes on outings together more often.	A Sc	SC:C&Y1-m

10	My family enjoys spending time together.	F Sc	C		10a	My family enjoyed spending time together today.	A Sc	C
					10b	... my family enjoyed spending time together more.	A Sc	C
11	My family has fun together.	F Sc	C		11a	My family had fun together at today's event.	A Sc	C
					11b	... my family has fun together more often.	A Sc	C
12	I have fun with my child(ren).	F Sc	C		12a	I had fun with my child(ren) today at [insert name].	A Sc	C
					12b	... I have fun with my child(ren) more often.	A Sc	C

8-12 years old

#	Pre/Post Measures	F Sc	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
21	I spend time doing arts and crafts.	Y F Sc	CTK		21	... I spend more time doing arts and crafts.	Y A Sc	CTK
22	I spend time in music, dance and/or theatre.	Y F Sc	CTK		22	... I spend more time in music, dance and/or theatre.	Y A Sc	CTK
23	I spend time doing sports, exercise and/or recreational activities.	Y F Sc	CTK		23	... I spend more time doing sports, exercise and/or recreational activities.	Y A Sc	CTK
24	I spend time volunteering or helping others in the community.	Y F Sc	CTK		24	... I spend more time volunteering or helping others in the community.	Y A Sc	CTK
25	My family shares meals together.	Y F Sc	SC:C&Y1-m		25	... my family shares meals together more often.	Y A Sc	SC:C&Y1-m
26	My family plays together.	Y F Sc	SC:C&Y1-m		26	... my family plays together more.	Y A Sc	SC:C&Y1-m
27	My family does chores together.	Y F Sc	SC:C&Y1-m		27	... my family does chores together more often.	Y A Sc	SC:C&Y1-m
28	My family does projects together.	Y F Sc	SC:C&Y1-m		28	... my family does projects together more often.	Y A Sc	SC:C&Y1-m
29	My family goes on outings together.	Y F Sc	SC:C&Y1-m		29	... my family goes on outings together more often.	Y A Sc	SC:C&Y1-m

30	I enjoy spending time with my family.	Y F Sc	C		30a	I enjoyed spending time with my family today.	Y A Sc	C
					30b	. . . I enjoyed spending time with my family more.	Y A Sc	C
31	I have fun with my family.	Y F Sc	C		31a	I had fun with my family at today's event.	Y A Sc	C
					31b	. . . I had more fun with my family.	Y A Sc	C
32	I have fun with my parent(s)/my sibling(s).	Y F Sc	C		32a	I had fun with my parent(s)/my sibling(s) at today's event.	Y A Sc	C
					32b	. . . I have fun with my parent(s)/my sibling(s) more often.	Y A Sc	C
<i>12-18 years old</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
41	I spend time doing arts and crafts.	F Sc	CTK		41	. . . I spend more time doing arts and crafts.	A Sc	CTK
42	I spend time in music, dance and/or theatre.	F Sc	CTK		42	. . . I spend more time in music, dance and/or theatre.	A Sc	CTK
43	I spend time doing sports, exercise and/or recreational activities.	F Sc	CTK		43	. . . I spend more time doing sports, exercise and/or recreational activities.	A Sc	CTK
44	I spend time volunteering or helping others in the community.	F Sc	CTK		44	. . . I spend more time volunteering or helping others in the community.	A Sc	CTK
45	My family shares meals together.	F Sc	SC:C&Y1-m		45	. . . my family shares meals together more often.	A Sc	SC:C&Y1-m
46	My family plays together.	F Sc	SC:C&Y1-m		46	. . . my family plays together more often.	A Sc	SC:C&Y1-m
47	My family does chores together.	F Sc	SC:C&Y1-m		47	. . . my family does chores together more often.	A Sc	SC:C&Y1-m
48	My family does projects together.	F Sc	SC:C&Y1-m		48	. . . my family does projects together more often.	A Sc	SC:C&Y1-m

49	My family goes on outings together.	F Sc	SC:C&Y1-m		49	. . . my family goes on outings together more often.	A Sc	SC:C&Y1-m
50	My family enjoys spending time together.	F Sc	C		50a	My family enjoyed spending time together today.	A Sc	C
					50b	. . . I enjoyed spending time with my family more.	A Sc	C
51	My family has fun together.	F Sc	C		51a	My family had fun together at today's event.	A Sc	C
					51b	. . . I had more fun with my family.	A Sc	C
52	I have fun with my parent(s)/my sibling(s).	F Sc	C		52a	I had fun with my parent(s)/my sibling(s) at today's event.	A Sc	C
					52b	. . . I have fun with my parent(s)/my sibling(s) more often.	A Sc	C

**Individuals: Outcome 3: Children and youth
develop positively.
Internal Asset – Commitment to Learning**

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

Internal Asset - Commitment to learning

Indicator- Asset # 21 - Motivation to mastery; Achievement motivation

There are no provincial priority measures for this indicator.

Measures Bank

Parents and caregivers of 3-5 year old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	My/this child shows curiosity about the world.	F Sc	SC-NLKTY		1	. . . my/this child shows more curiosity about the world.	A Sc	SC-NLKTY-m
2	My/this child enjoys learning.	F Sc	SC-NLKTY		2	. . . my/this child enjoys learning more.	A Sc	SC-NLKTY-m
3	My/this child likes to try new things.	F Sc	SC-NLKTY		3	. . . my/this child likes to try new things more.	A Sc	SC-NLKTY-m

Parents and caregivers of 5-9 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
11	My/this child is interested in going to school.	F Sc	CTK-m		11	. . . my/this child is more interested in going to school.	A Sc	CTK-m
12	My/this child likes school.	F Sc	CTK		12	. . . my/this child likes school more.	A Sc	CTK
13	My/this child participates in class activities.	F Sc	CTK		13	. . . my/this child participates more in class activities.	A Sc	CTK
14	My/this child does well in school.	F Sc	CTK-m		14	. . . my/this child does better in school.	A Sc	CTK
15	My/this child enjoys learning.	F Sc	SC-NLKTY		15	. . . my/this child enjoys learning more.	A Sc	SC-NLKTY-m

16	My/this child likes to try new things.	F Sc	SC-NLKTY		16a	... my/this child likes to try new things more often.	A Sc	SC-NLKTY-m
					16b	[Insert name] helped my/this child to like trying new things.	A Sc	C
<i>8-12 years old</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
21	I am interested in going to school.	Y F Sc	CTK		21	... I am more interested in going to school.	Y A Sc	CTK-m
22	I like school.	Y F Sc	CTK		22	... I like school more.	Y A Sc	CTK
23	I know why it is important to do well in school.	Y A Sc	C		23	... I know more about why it is important to do well in school.	Y A Sc	C
24	I try my best at school.	Y F Sc	CFCSS		24	... I try my best more at school.	Y A Sc	CFCSS-m
25	I do well in school.	Y F Sc	CTK		25	... I do better in school.	Y A Sc	CTK
26	I like to learn new things.	Y F Sc	CFCSS		26	... I like to learn new things more.	Y A Sc	CFCSS-m
27	We encourage each other to do our best at school.	Y F Sc	C		27	... we encourage each other more to do our best at school.	Y A Sc	C
<i>12-18 years old</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
31	I am interested in going to school.	F Sc	CTK		31	... I am more interested in going to school.	A Sc	CTK
32	I like school.	F Sc	CTK		32	... I like school more.	A Sc	CTK
33	I know why it is important to do well in school.	A Sc	C		33	... I know more about why it is important to do well in school.	A Sc	C
34	I try my best at school.	F Sc	CFCSS		34	... I try my best more often at school.	A Sc	CFCSS-m

35	I do well in school.	F Sc	CTK		35	. . . I do better in school.	A Sc	CTK
36	I like to learn new things.	F Sc	CFCSS		36	. . . I like to learn new things more.	A Sc	CFCSS-m
37	We encourage each other to do our best at school.	F Sc	C		37	. . . we encourage each other to do our best at school more often.	A Sc	C

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS**Individual Outcome #3: Children and youth develop positively.****Internal Asset - Commitment to learning****Indicator- Asset # 22 - Engagement in learning; Learning engagement; School engagement****There are no provincial priority measures for this indicator.****Measures Bank****Parents and caregivers of 3-5 year old**

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	My/this child enjoys learning.	A Sc	SC-NLKTY-m		1	. . . my/this child enjoys learning more.	A Sc	SC-NLKTY-m
2	My/this child likes to try new things.	F Sc	SC-NLKTY		2	. . . my/this child likes trying new things more.	A Sc	SC-NLKTY-m

Parents and caregivers of 5-9 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Y A SC	Source
						As a result of [insert name],		
11	My/this child is interested in going to school.	F Sc	CTK-m		11	. . . my/this child is more interested in going to school.	A Sc	CTK-m
12	My/this child likes school.	F Sc	CTK-m		12	. . . my/this child likes school more.	A Sc	CTK-m
13	My/this child participates in class activities.	F Sc	CTK-m		13	. . . my/this child participates more in class activities.	A Sc	CTK-m
14	My/this child likes to try new things.	F Sc	SC-NLKTY		14	. . . my/this child likes trying new things more.	A Sc	SC-NLKTY-m
					14b	[Insert name] helped my/this child to like trying new things.	A Sc	C

8-12 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
21	I am interested in going to school.	Y F Sc	CTK		21	. . . I am more interested in going to school.	Y A Sc	CTK-m
22	I like school.	Y F Sc	CTK		22	. . . I like school more.	Y A Sc	CTK-m
23	I participate in class activities.	Y F Sc	CTK		23	. . . I participate more in class activities.	Y A Sc	CTK
24	I am good at learning new things.	Y F Sc	CTK		24	At [insert name], I learned I can do things I didn't think I could do before.	Y A Sc	CTK

12-18 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
31	I am interested in going to school.	F Sc	CTK		31	. . . I am more interested in going to school.	A Sc	CTK
32	I like school.	F Sc	CTK		32	. . . I like school more.	A Sc	CTK
33	I participate in class activities.	F Sc	CTK		33	. . . I participate more in class activities.	A Sc	CTK
34	I am good at learning new things.	F Sc	CTK		34	At [insert name], I learned I can do things I didn't think I could do before.	A Sc	CTK

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

Internal Asset - Commitment to learning

Indicator- Asset # 23 - Home-program connection; Homework

There are no provincial priority measures for this indicator.

Measures Bank

Parents and caregivers of 3-5 year old

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [insert name],		
1	I encourage my child to do well at daycare/playschool/kindergarten.	F Sc	C	1	... I encourage my child more to do well at daycare/playschool/kindergarten.	A Sc	C
2	I help my child to do well at daycare/playschool/kindergarten.	F Sc	C	2	... I help my child more to do well at daycare/playschool/kindergarten.	A Sc	C

Parents and caregivers of 5-9 year olds

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [insert name],		
11	I encourage my child to do well at school.	F Sc	C	11	... I encourage my child more to do well at school.	A Sc	C
12	I help my child to do well at school.	F Sc	C	12	... I help my child more to do well at school.	A Sc	C

8-12 years old

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [insert name],		
21	My parents encourage me to do well at school.	Y F Sc	SC:C&Y1-m	21	... my parents encourage me more often to do well at school.	Y A Sc	SC:C&Y1-m
22	My parents help me to do well at school.	Y F Sc	C	22	... my parents help me more often to do well at school.	Y A Sc	C

23	I do my homework.	Y F Sc	CTK-m		23	. . . I am better at doing my homework.	Y A Sc	CTK-m
24	My parents help me with my homework.	Y F Sc	C		24	. . . my parents help me more often with my homework.	Y A Sc	C
25	I get my school assignments done on time.	Y F Sc	CTK-m		25	. . . I am better at getting my assignments done on time.	Y A Sc	CTK-m
12-18 years old								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
31	My parents encourage me to do well at school.	F Sc	SC:C&Y1-m		31	. . . my parents encourage me more often to do well at school.	A Sc	SC:C&Y1-m
32	My parents help me to do well at school.	F Sc	C		32	. . . my parents help me more often to do well at school.	A Sc	C
33	I do my homework.	F Sc	CTK-m		33	. . . I am better at doing my homework.	A Sc	CTK-m
34	My parents help me with my homework.	F Sc	C		34	. . . my parents help me more often with my homework.	A Sc	C
35	I get my school assignments done on time.	F Sc	CTK-m		35	. . . I am better at getting my assignments done on time.	A Sc	CTK-m
36	In general, my teachers treat me fairly.	F Sc	SC:C&Y2-m		36	. . . my teachers treat me more fairly.	A Sc	SC:C&Y2-m
37	If I need extra help, my teachers help me.	F Sc	SC:C&Y2-m		37	. . . if I need extra help, my teachers help me more.	A Sc	SC:C&Y2-m
38	When my teachers give me homework, I do it.	F Sc	SC:C&Y2-m		38	. . . when my teachers give me homework, I am better at doing it.	A Sc	SC:C&Y2-m

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

Internal Asset - Commitment to learning

Indicator- Asset # 24 - Bonding to programs; Bonding to school

There are no provincial priority measures for this indicator.

Measures Bank

Parents and caregivers of 3-5 year old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	My/this child is interested in going to playschool/kindergarten.	F Sc	CTK-m		1	. . . my/this child is more interested in going to playschool/kindergarten.	A Sc	CTK-m
2	My/this child gets along with the other children at playschool/kindergarten.	F Sc	CTK-m		2	. . . my/this child gets along better with the other children at playschool/kindergarten.	A Sc	CTK-m
3	My/this child gets along with the teachers at playschool/kindergarten.	F Sc	CTK-m		3	. . . my/this child gets along better with the teachers at playschool/kindergarten.	A Sc	CTK-m
4	The teachers and staff at this playschool/kindergarten care about my child.	A Sc	C		4	The teachers and staff at this playschool/kindergarten care more about my child.	A Sc	C

Parents and caregivers of 5-9 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
11	My/this child is interested in going to school.	F Sc	CTK-m		11	. . . my/this child is more interested in going to school.	A Sc	CTK-m
12	My/this child feels a sense of belonging to her/his school.	F Sc	C		12	. . . my/this child feels a stronger sense of belonging to her/his school.	A Sc	C
13	My/this child cares about his/her school.	F Sc	CTK-m		13	. . . my/this child cares more about his/her school.	A Sc	CTK-m

14	My/this child gets along with her/his teachers.	F Sc	CTK-m		14	. . . my/this child gets along better with her/his teachers.	A Sc	CTK-m
15	My/this child likes coming to school/this program.	F Sc	C		15	. . . my/this child liked coming to school/this program.	A Sc	C
16	The teachers and staff at this school care about my child.	A Sc	C		16	The teachers and staff at this school care more about my child.	A Sc	C
8-12 years old								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
21	I am interested in going to school.	Y F Sc	CTK-m		21	. . . I am more interested in going to school.	Y A Sc	CTK-m
22	I participate in activities at my school.	Y F Sc	CTK-m		22	. . . I participate more in activities at my school.	Y A Sc	CTK-m
23	I feel a sense of belonging to my school.	Y F Sc	C		23	. . . I feel a stronger sense of belonging to my school.	Y A Sc	C
24	I care about my school.	Y F Sc	CTK		24	. . . I care more about my school.	Y A Sc	CTK
25	I get along with my teachers.	Y F Sc	CTK		25	. . . I get along better with my teachers.	Y A Sc	CTK
26	I like coming to school/this program.	Y F Sc	C		26	. . . I liked coming to school/this program.	Y A Sc	CTK
12-18 years old								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
31	I am interested in going to school.	F Sc	CTK-m		31	. . . I am more interested in going to school.	A Sc	CTK-m
32	I participate in activities at my school.	F Sc	CTK-m		32	. . . I participate more in activities at my school.	A Sc	CTK-m
33	I feel a sense of belonging to my school.	F Sc	C		33	. . . I feel a stronger sense of belonging to my school.	A Sc	C

34	I care about my school.	F Sc	CTK		34	. . . I care more about my school.	A Sc	CTK
35	I get along with my teachers.	F Sc	CTK		35	. . . I get along better with my teachers.	A Sc	CTK
36	I like coming to school/this program.	F Sc	C		36	. . . I liked coming to school/this program.	A Sc	C

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

Internal Asset - Commitment to learning

Indicator- Asset # 25 - Early literacy; Reading for pleasure

Provincial Priority Measures

Parents of 3-5 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM1	I read to this/my child.	F Sc	C		PM1	. . . I read more to this/my child.	A Sc	C
PM2	My/this child enjoys being read to.	F Sc	C		PM2	. . . my/this child enjoys being read to more.	A Sc	C

Parents of 5-9 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM3	My/this child enjoys reading.	F Sc	C		PM3	. . . my/this child enjoys reading more.	A Sc	C

8-12 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM4	I enjoy reading.	Y F Sc	C		PM4	. . . I enjoy reading more.	Y A Sc	C
PM5	I read for fun.	Y F Sc	CTK-m		PM5	. . . I spend more time reading for fun.	Y A Sc	CTK-m

12-18 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM6	I enjoy reading.	F Sc	C		PM6	. . . I enjoy reading more.	A Sc	C

PM7	I read for fun.	F Sc	CTK-m		PM7	. . . I spend more time reading for fun.	A Sc	CTK-m
Measures Bank								
<i>Parents and caregivers of 3-5 year old</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	I read to this/my child.	F Sc	C		1	. . . I read more to this/my child.	A Sc	C
2	My/this child enjoys going to the library.	F Sc	C		2	. . . my/this child enjoys going to the library more.	A Sc	C
3	My/this child enjoys being read to.	F Sc	C		3	. . . my/this child enjoys being read to more.	A Sc	C
4	My/this child enjoys looking at books.	F Sc	C		4	. . . my/this child enjoys looking at books more.	A SC	C
5	My/this child gets excited about reading.	F Sc	C		5	. . . my/this child gets more excited about reading.	A Sc	C
<i>Parents and caregivers of 5-9 year olds</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
11	I read to this/my child.	F Sc	C		11	. . . I read more to this/my child.	A Sc	C
12	My/this child enjoys going to the library.	F Sc	C		12	. . . my/this child enjoys going to the library more.	A SC	C
13	My/this child enjoys being read to.	F Sc	C		13	. . . my/this child enjoys being read to more.	A Sc	C
14	My/this child gets excited about reading.	F Sc	C		14	. . . my/this child gets more excited about reading.	A Sc	C
15	My/this child enjoys reading	F Sc	C		15	. . . my/this child enjoys reading more.	A Sc	C
16	My/this child reads for fun.	F Sc	CTK-m		16	. . . my/this child spends more time reading for fun.	A Sc	CTK-m

8-12 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
21	I enjoy reading.	Y F Sc	C		21	. . . I enjoy reading more.	Y A Sc	C
22	I read for fun.	Y F Sc	CTK-m		22	. . . I spend more time reading for fun.	Y A Sc	CTK-m

12-18 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
31	I enjoy reading.	F Sc	C		31	. . . I enjoy reading more.	A Sc	C
32	I read for fun.	F Sc	CTK-m		32	. . . I spend more time reading for fun.	A Sc	CTK-m
33	I read for pleasure.	F Sc	CTK-m		33	. . . I spend more time reading for pleasure.	A Sc	CTK-m

**Individuals: Outcome 3: Children and youth
develop positively.**

Internal Asset - Positive values

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

Internal Asset - Positive values

Indicator- Asset # 26 - Caring

Provincial Priority Measures

Parents and caregivers of 3-5 year olds and 5-9 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM1	My/this child responds appropriately to the feelings of others.	F Sc	SC-NLKTY		PM1	. . . my/this child responds more appropriately to the feelings of others.	A Sc	SC-NLKTY-m

8-12 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM2	I care about other people.	Y F Sc	CTK		PM2	. . . I care more about other people.	Y A Sc	CTK
PM3	I show respect for other kids.	Y F Sc	SC-NLKTY-m		PM3	. . . I show respect for other kids more often.	Y A Sc	SC-NLKTY-m
PM4	I show respect for adults.	Y F Sc	SC-NLKTY-m		PM4	. . . I show respect for adults more often.	Y A Sc	SC-NLKTY-m

12-18 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM5	I care about other people.	F Sc	CTK		PM5	. . . I care more about other people.	A Sc	CTK
PM6	I show respect for other kids.	F Sc	SC-NLKTY-m		PM6	. . . I show respect for other kids more often.	A Sc	SC-NLKTY-m
PM7	I show respect for adults.	F Sc	SC-NLKTY-m		PM7	. . . I show respect for adults more often.	A Sc	SC-NLKTY-m

Measures Bank								
<i>Parents and caregivers of 3-5 year olds and 5-9 year olds</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	My/this child responds appropriately to the feelings of others.	F Sc	SC-NLKTY		1	. . . my/this child responds more appropriately to the feelings of others.	A Sc	SC-NLKTY-m
2	My/this child shows sympathy to someone who has made a mistake.	F Sc	SC-NLKTY		2	. . . my/this child is better at showing sympathy to someone who has made a mistake.	A Sc	SC-NLKTY-m
3	My/this child tries to help someone who has been hurt.	F Sc	SC-NLKTY		3	. . . my/this child tries to help more often when someone has been hurt.	A Sc	SC-NLKTY-m
4	My/this child offers to help other children who are having difficulty with a task.	F Sc	SC-NLKTY		4	. . . my/this child offers to help more often when other children are having difficulty with a task.	A Sc	SC-NLKTY-m
5	My/this child shows respect for other children.	F Sc	SC-NLKTY		5	. . . my/this child shows respect for other children more often.	A Sc	SC-NLKTY-m
6	My/this child shows respect for adults.	F Sc	SC-NLKTY		6	. . . my/this child shows respect for adults more often.	A Sc	SC-NLKTY-m
<i>8-12 years old</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
11	I care about other people.	Y F Sc	CTK		11	. . . I care more about other people.	Y A Sc	CTK
12	I care about the feelings of others.	Y F Sc	CTK		12	. . . I care more about the feelings of others.	Y A Sc	CTK
13	My parents tell me it is important to help other people.	Y A Sc	C		13	. . . my parents tell me more often it is important to help other people.	Y A Sc	C
14	I understand why it is important to help other people.	Y A Sc	C		14	. . . I understand more about why it is important to help other people.	Y A Sc	C
15	I feel good about myself because I help others.	Y F Sc	CTK-m		15	. . . I feel good about myself because I helped others.	Y A Sc	CTK

16	When people I know are sad I wish I could help.	Y A Sc	C						
17	I show respect for other kids.	Y F Sc	SC-NLKTY-m		17	. . . I show respect for other kids more often.	Y A Sc	SC-NLKTY-m	
18	I show respect for adults.	Y F Sc	SC-NLKTY-m		18	. . . I show respect for adults more often.	Y A Sc	SC-NLKTY-m	
<i>12-18 years old</i>									
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source	
						As a result of [insert name],			
21	I care about other people.	F Sc	CTK		21	. . . I care more about other people.	A Sc	CTK	
22	I care about the feelings of others.	F Sc	CTK		22	. . . I care more about the feelings of others.	A Sc	CTK	
23	I consider how others will feel when I make a decision.	F Sc	C		23	. . . I am better at considering how others will feel when I make a decision.	A Sc	C	
24	I believe it is important to help other people.	A Sc	C		24	. . . I have a stronger belief it is important to help other people.	A Sc	C	
25	I feel good about myself because I help others.	F Sc	CTK-m		25	[Insert name] has helped me to feel good about myself because I helped others.	A Sc	CTK	
26	I show respect for other kids.	F Sc	SC-NLKTY-m		26	. . . I show respect for other kids more often.	A Sc	SC-NLKTY-m	
27	I show respect for adults.	F Sc	SC-NLKTY-m		27	. . . I show respect for adults more often.	A Sc	SC-NLKTY-m	

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

Internal Asset - Positive values

Indicator- Asset # 27 - Equality & social justice

There are no provincial priority measures for this indicator.

Measures Bank

Parents and caregivers of 3-5 year olds and 5-9 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	My/this child willingly plays with other children including those who may be left out by others.	F Sc	SC-NLKTY		1	. . . my/this child willingly plays with other children more often, including those who may be left out by others.	A Sc	SC-NLKTY-m
2	My/this child plays by the rules.	F Sc	C		2	. . . my/this child is better at playing by the rules.	A Sc	C
3	My/this child speaks up for other people who have been treated unfairly.	F Sc	CTK-m		3	. . . my/this child is better at speaking up for other people who have been treated unfairly.	A Sc	CTK-m

8-12 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
11	I try to include children who get left out.	Y F Sc	C		11	. . . I try to include children who get left out more often.	Y A Sc	C
12	I understand why it is important to help people that are less fortunate.	Y F Sc	C		12	. . . I better understand why it is important to help people who are less fortunate.	Y A Sc	C
13	I am interested in community and world problems.	Y F Sc	CTK		13	. . . I am more interested in community and world problems.	Y A Sc	CTK

12 - 18 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
31	I try to include those who are typically left out.	F Sc	C		31	. . . I try to include those who are typically left out more often.	A Sc	C
32	I speak up for people who have been treated unfairly.	F Sc	CTK		32	. . . I am better at speaking up for people who have been treated unfairly.	A Sc	CTK
33	I understand why it is important to help people that are less fortunate.	F Sc	C		33	. . . I better understand why it is important to help people that are less fortunate.	A Sc	C
34	I am interested in community and world problems.	F Sc	CTK		34	. . . I am more interested in community and world problems.	A Sc	CTK

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

Internal Asset - Positive values

Indicator- Asset # 28 - Integrity

Provincial Priority Measures

Parents and caregivers of 3-5 year olds and 5-9 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM1	My/this child has a good sense of what is right and what is wrong.	F Sc	C		PM1	... my/this child better understands the difference between right and wrong.	A Sc	C

8-12 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM2	I stand up for what I believe.	Y F Sc	CTK		PM2	... I am better at standing up for what I believe.	Y A Sc	CTK
PM3	I do what I believe is right even when it is hard.	Y F Sc	C		PM3	... I am better at doing what I believe is right even when it is hard.	Y A Sc	C

12-18 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM4	I stand up for what I believe.	F Sc	CTK		PM4	... I am better at standing up for what I believe.	A Sc	CTK
PM5	I do what I believe is right even when it is hard.	F Sc	C		PM5	... I am better at doing what I believe is right even when it is hard.	A Sc	C

Measures Bank								
<i>Parents and caregivers of 3-5 year olds and 5-9 year olds</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	My/this child has a good sense of what is right and what is wrong.	F Sc	C		1	... my/this child better understands the difference between right and wrong.	A Sc	C
2	My/this child has a good sense of what is fair.	F Sc	C		2	... my/this child has a better sense of what is fair.	A Sc	C
<i>8-12 years old</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
11	I stand up for what I believe.	Y F Sc	CTK		11	... I am better at standing up for what I believe.	Y A Sc	CTK
12	I do what I believe is right even when it is hard.	Y F Sc	C		12	... I am better at doing what I believe is right even when it is hard.	Y A Sc	C
<i>12-18 years old</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
21	I act on my beliefs.	F Sc	C		21	... I am better at acting on my beliefs.	A Sc	C
22	I stand up for what I believe.	F Sc	CTK		22	... I am better at standing up for what I believe.	A Sc	CTK
23	I do what I believe is right even when it is hard.	F Sc	C		23	... I am better at doing what I believe is right even when it is hard.	A Sc	C

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

Internal Asset - Positive values

Indicator- Asset # 29 - Honesty

There are no provincial priority measures for this indicator.

Measures Bank

Parents and caregivers of 3-5 year olds and 5-9 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	My/this child understands the difference between truth and lies.	F Sc	C		1	. . . my/this child better understands the difference between truth and lies.	A Sc	C
2	My/this child tells the truth.	F Sc	C		2	. . . my/this child tells the truth more often.	A Sc	C
3	My/this child understands the difference between right and wrong.	A Sc	C		3	. . . my/this child better understands the difference between right and wrong.	A Sc	C

8-12 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
11	I tell the truth even when it is hard.	Y F Sc	CTK-m		11	. . . I tell the truth more often even when it is hard.	Y A Sc	CTK-m
12	I believe it is important to tell the truth.	Y F Sc	C		12	. . . I have a stronger belief it is important to tell the truth.	Y A Sc	C

12-18 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
21	I tell the truth even when it is hard.	F Sc	CTK-m		21	. . . I tell the truth more often even when it is hard.	A Sc	CTK-m

22	I believe it is important to tell the truth.	F Sc	C		22	. . . I have a stronger belief it is important to tell the truth.	A Sc	C
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IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

Internal Asset - Positive values

Indicator- Asset # 30 - Responsibility

Provincial Priority Measures

Parents and caregivers of 3-5 year olds

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [Insert name]		
PM1	My/this child helps to pick up after him/herself.	F Sc	SC:C&Y1-m	PM1	... my/this child helps to pick up after him/her self more often.	A Sc	SC:C&Y1-m

Parents and caregivers of 5-9 year olds

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [Insert name]		
PM2	My/this child accepts responsibility for her/his actions.	F Sc	CTK-m	PM2	... my/this child is better at accepting responsibility for her/his actions.	A Sc	CTK-m

8-12 years old

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [Insert name]		
PM3	I take responsibility for my actions even when it is hard.	Y F Sc	C	PM3	... I am better at taking responsibility for my actions even when it is hard.	Y A Sc	C
PM4	I do what I say I will do.	Y F Sc	C	PM4	... I am better at doing what I say I will do.	Y A Sc	C

12-18 years old

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [Insert name]		
PM5	I take responsibility for my actions even when it is hard.	F Sc	C	PM5	... I am better at taking responsibility for my actions even when it is hard.	A Sc	C

PM6	I do what I say I will do.	F Sc	C		PM6	. . . I am better at doing what I say I will do.	A Sc	C
Measures Bank								
<i>Parents and caregivers of 3-5 year olds</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	My/this child is able to carry out a simple instruction.	F Sc	SC:C&Y1-m		1	. . . my/this child is better able to carry out a simple instruction.	A Sc	SC:C&Y1-m
2	My/this child asks for help with a task when she/he needs it.	F Sc	SC:C&Y1-m		2	. . . my/this child asks for help more often when she/he needs help with a task.	A Sc	SC:C&Y1-m
3	My/this child helps to pick up after him/herself.	F Sc	SC:C&Y1-m		3	. . . my/this child helps to pick up after him/her self more often.	A Sc	SC:C&Y1-m
<i>Parents and caregivers of 5-9 year olds</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
11	My/this child admits when he/she has done something wrong.	F Sc	C		11	. . . my/this child is better at admitting when he/she has done something wrong..	A Sc	C
12	My/this child accepts responsibility for her/his actions.	F Sc	CTK-m		12	. . . my/this child is better at accepting responsibility for her/his actions.	A Sc	CTK-m
<i>8-12 years old</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
21	I take responsibility for my actions even when it is hard.	Y F Sc	C		21	. . . I am better at taking responsibility for my actions even when it is hard.	Y A Sc	C
22	I do my best even when I have to do something I don't like to do.	Y F Sc	C		22	. . . when I have to do something I don't like to do, I do my best more often.	Y A Sc	C
23	I do what I say I will do.	Y F Sc	C		23	. . . I am better at doing what I say I will do.	Y A Sc	C

12-18 years old

#	Pre/Post Measures	F Sc	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
31	I accept and take personal responsibility for myself/my actions.	F Sc	C		31	. . . I am better at accepting and taking personal responsibility for myself/my actions.	A Sc	C
32	I take responsibility for my actions even when it is hard.	F Sc	C		32	. . . I am better at taking responsibility for my actions even when it is hard.	A Sc	C
33	I do my best even when I have to do something I don't like to do.	F Sc	C		33	. . . when I have to do something I don't like to do, I do my best more often.	A Sc	C
34	I do what I say I will do.	F Sc	C		34	. . . I am better at doing what I say I will do.	A Sc	C

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

Internal Asset - Positive values

Indicator- ASSET # 31 - Self-regulation; Healthy lifestyle; Restraint

Provincial Priority Measures

Parents and caregivers of 3-5 year olds and 5-9 year olds

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [Insert name]		
PM1	My/this child demonstrates self-control.	F Sc	SC-NLKTY-m	PM1	... my/this child is better at demonstrating self-control.	A Sc	SC-NLKTY-m

8-12 years old

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [Insert name]		
PM2	I control my temper.	Y F Sc	SC-NLKTY-m	PM2	... I am better at controlling my temper.	Y A Sc	SC-NLKTY-m
PM3	I say "no" to things I know are wrong.	Y F Sc	CTK	PM3	... I am better at saying "no" to things I know are wrong.	Y A Sc	CTK-m

12-18 years old

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [Insert name]		
PM4	I say "no" to things I know are wrong.	F Sc	CTK	PM4	... I am better at saying "no" to things I know are wrong.	A Sc	CTK
PM5	I stay away from violence and fighting.	F Sc	CTK	PM5	... I am better at staying away from violence and fighting.	A Sc	CTK
PM6	I understand the potential consequences of my actions.	F Sc	C	PM6	... I better understand the potential consequences of my actions.	A Sc	C

Measures Bank								
<i>Parents and caregivers of 3-5 year olds and 5-9 year olds</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	My/this child controls his/her temper.	F Sc	SC-NLKTY-m		1	. . . my/this child is better at controlling his/her temper.	A Sc	SC-NLKTY-m
2	My/this child demonstrates self-control.	F Sc	SC-NLKTY-m		2	. . . my/this child is better at demonstrating self-control.	A Sc	SC-NLKTY-m
3	My/this child seeks adult support to help resolve conflicts.	F Sc	C		3	. . . my/this child gets adult support to help resolving conflicts more often.	A Sc	C
4	My/this child respects the property of others.	F Sc	SC-NLKTY-m		4	. . . my/this child is better at respecting the property of others.	A Sc	SC-NLKTY-m
5	My/this child says “no” to things she/he knows are wrong.	F Sc	CTK		5	. . . my/this child is better at saying “no” to things she/he knows are wrong.	A Sc	CTK
<i>8-12 years old</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
11	I control my temper.	Y F Sc	SC-NLKTY-m		11	. . . I am better at controlling my temper.	Y A Sc	SC-NLKTY-m
12	I respect the property of others.	Y F Sc	SC-NLKTY-m		12	. . . I am better at respecting the property of others.	Y A Sc	SC-NLKTY-m
13	I say “no” to things I know are wrong.	Y F Sc	CTK		13	. . . I am better at saying “no” to things I know are wrong.	Y A Sc	CTK-m
14	I get help from adults when I need it.	Y F Sc	C		14	. . . I get help from adults more when I need it.	Y A Sc	C

<i>12-18 years old</i>								
#	Pre/Post Measures	F Sc	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
21	I say “no” to things I know are wrong.	F Sc	CTK		21	... I am better at saying “no” to things I know are wrong.	A Sc	CTK
22	I stay away from violence and fighting.	F Sc	CTK		22	... I am better at staying away from violence and fighting.	A Sc	CTK
23	I understand the potential consequences of my actions.	F Sc	C		23	... I better understand the potential consequences of my actions.	A Sc	C
24	I understand the potential consequences of drinking and driving.	A Sc	C		24	... I better understand the potential consequences of drinking and driving.	A Sc	C
25	I understand the potential consequences of texting and driving.	A Sc	C		25	... I better understand the potential consequences of texting and driving.	A Sc	C
26	I understand the potential consequences of sexting.	A Sc	C		26	... I better understand the potential consequences of sexting.	A Sc	C
27	I understand the potential consequences of bullying.	A Sc	C		27	... I better understand the potential consequences of bullying.	A Sc	C
28	I understand the potential consequences of cyber-bullying.	A Sc	C		28	... I better understand the potential consequences of cyber-bullying.	A Sc	C
29	I understand the potential consequences of drinking alcohol.	A Sc	C		29	... I better understand the potential consequences of drinking alcohol.	A Sc	C
30	I understand the potential consequences of doing drugs.	A Sc	C		30	... I better understand the potential consequences of doing drugs.	A Sc	C
31	I understand the potential consequences of becoming sexually involved with another.	A Sc	C		31	... I better understand the potential consequences of becoming sexually involved with another.	A Sc	C
32	I understand the potential consequences of being abusive toward others.	A Sc	C		32	... I better understand the potential consequences of being abusive toward others.	A Sc	C
33	I understand the potential consequences of [insert risk behaviour].	A Sc	C		33	... I better understand the potential consequences of [insert risk behaviour].	A Sc	C

**Individuals: Outcome 3: Children and youth
develop positively.
Internal Asset - Social competencies**

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

Internal Asset - Social competencies

Indicator- Asset # 32 - Planning & decision-making

Provincial Priority Measures

Parents and caregivers of 3-5 year old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM1	My/this child gets to make simple choices.	F Sc	C		PM1	. . . I provide more opportunities for my/this child to make simple choices.	A Sc	C

Parents and caregivers of 5-9 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM2	My/this child makes good decisions.	F Sc	CTK-m		PM2	. . . my/this child makes better decisions.	A Sc	CTK-m
PM3	My/this child is good at planning ahead.	F Sc	CTK-m		PM3	. . . my/this child is better at planning ahead.	A Sc	CTK-m
PM4	My/this child is good at solving problems.	F Sc	CTK-m		PM4	. . . my/this child is better at solving problems.	A Sc	CTK-m

8-12 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM5	I make good decisions.	Y F Sc	CTK		PM5	. . . I make better decisions.	Y A Sc	CTK
PM6	I am good at planning ahead.	Y F Sc	CTK		PM6	. . . I am better at planning ahead.	Y A Sc	CTK
PM7	I am good at solving problems.	Y F Sc	CTK		PM7	. . . I am better at solving problems.	Y A Sc	CTK

12-18 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM8	I make good decisions.	F Sc	CTK		PM8	. . . I make better decisions.	A Sc	CTK
PM9	I am good at planning ahead.	F Sc	CTK		PM9	. . . I am better at planning ahead.	A Sc	CTK
PM10	I am good at solving problems.	F Sc	CTK		PM10	. . . I am better at solving problems.	A Sc	CTK

Measures Bank**Parents and caregivers of 3-5 year olds**

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	My/this child gets to make simple choices.	F Sc	C		1	. . . I provide more opportunities for my/this child to make simple choices.	A Sc	C
2	My/this child shows he/she can solve a problem.	F Sc	SC-NLKTY-m		2	. . . my/this child is better at solving problems.	A Sc	CTK-m

Parents and caregivers of 5-9 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
11	My/this child gets to make choices.	F Sc	C		11	. . . I provide more opportunities for my/this child to make choices.	A Sc	C
12	My/this child makes good decisions.	F Sc	CTK-m		12	. . . my/this child makes better decisions.	A Sc	CTK-m
13	My/this child is good at planning ahead.	F Sc	CTK-m		13	. . . my/this child is better at planning ahead.	A Sc	CTK-m
14	My/this child is good at setting goals.	F Sc	C		14	. . . my/this child is better at setting goals.	A Sc	C
15	My/this child is good at figuring out how to reach her/his goals.	F Sc	C		15	. . . my/this child is better at figuring out how to reach her/his goals.	A Sc	C
16	My/this child is good at solving problems.	F Sc	CTK-m		16	. . . my/this child is better at solving problems.	A Sc	CTK-m

<i>8-12 years old</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
21	I make good decisions.	Y F Sc	CTK		21	. . . I make better decisions.	Y A Sc	CTK
22	I am good at planning ahead.	Y F Sc	CTK		22	. . . I am better at planning ahead.	Y A Sc	CTK
23	I am good at setting goals.	Y F Sc	CTK		23	. . . I am better at setting goals.	Y A Sc	CTK
24	I am good at figuring out how to reach my goals.	Y F Sc	C		24	. . . I am better at figuring out how to reach my goals.	Y A Sc	C
25	I am good at solving problems.	Y F Sc	CTK		25	. . . I am better at solving problems.	Y A Sc	CTK
<i>12-18 years old</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
31	I make good decisions.	F Sc	CTK		31	. . . I make better decisions.	A Sc	CTK
32	I am good at planning ahead.	F Sc	CTK		32	. . . I am better at planning ahead.	A Sc	CTK
33	I am good at setting goals.	F Sc	CTK		33	. . . I am better at setting goals.	A Sc	CTK
34	I am good at figuring out how to reach my goals.	F Sc	C		34	. . . I am better at figuring out how to reach my goals.	A Sc	C
35	I am good at solving problems.	F Sc	CTK		35	. . . I am better at solving problems.	A Sc	CTK
36	I get advice from people I respect when I am having trouble making a decision.	F Sc	C		36	. . . I get advice from people I respect more often when I am having trouble making a decision.	A Sc	C
37	When things don't go according to plan, I try something different .	F Sc	C		37	. . . when things don't go according to plan, I am better at trying something different .	A Sc	C
38	I know the importance of making informed decisions.	A Sc	C		38	. . . I am more aware of the importance of making informed decisions.	A Sc	C

39	I am aware that the choices I make have an impact on others.	F Sc	C		39	. . . I am more aware that the choices I make have an impact on others.	A Sc	C
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IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS**Individual Outcome #3: Children and youth develop positively.****Internal Asset - Social competencies****Indicator- Asset # 33 - Interpersonal skills; Interpersonal competence****Provincial Priority Measures****Parents and caregivers of 3-5 year old**

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM1	My/this child plays cooperatively with other children.	F Sc	SC-NLKTY-m		PM1	. . . my/this child is better at playing cooperatively with other children.	A Sc	SC-NLKTY-m
PM2	My/this child makes friends easily.	F Sc	SC-NLKTY-m		PM2	. . . my/this child makes friends more easily.	A Sc	SC-NLKTY-m

Parents and caregivers of 5-9 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM3	My/this child gets along with others.	F Sc	CTK-m		PM3	. . . my/this child gets along better with others.	A Sc	CTK-m
PM4	My/this child is good at making friends.	F Sc	CTK-m		PM4	. . . my/this child is better at making friends.	A Sc	CTK-m

8-12 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM5	I get along with others.	Y F Sc	CTK-m		PM5	. . . I get along better with others.	Y A Sc	CTK
PM6	I am good at making friends.	Y F Sc	CTK		PM6	. . . I am better at making friends.	Y A Sc	CTK
PM7	I can name my feelings.	Y F Sc	C		PM7	. . . I am better at naming my feelings.	Y A Sc	C

PM8	I am good at telling others about my feelings.	Y F Sc	CTK-m		PM8	... I am better at telling others about my feelings.	Y A Sc	CTK-m
PM9	I work well with others on a team.	Y F Sc	CTK		PM9	... I work better with others on a team.	Y A Sc	CTK
12-18 years old								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM10	I get along with others.	F Sc	CTK-m		PM10	... I get along better with others.	A Sc	CTK
PM11	I am good at making friends.	F Sc	CTK		PM11	... I am better at making friends.	A Sc	CTK
PM12	I can name my feelings.	F Sc	C		PM12	... I am better at naming my feelings.	A Sc	C
PM13	I am good at telling others about my feelings.	F Sc	CTK-m		PM13	... I am better at telling others about my feelings.	A Sc	CTK-m
PM14	I work well with others on a team.	F Sc	CTK		PM14	... I work better with others on a team.	A Sc	CTK
Measures Bank								
Parents and caregivers of 3-5 year olds								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	My/this child is able to carry out a simple instruction.	F Sc	SC:C&Y1-m		1	... my/this child is better able to carry out a simple instruction.	A Sc	SC:C&Y1-m
2	My/this child asks for help with a task when she/he needs it.	F Sc	SC:C&Y1-m		2	... my/this child asks for help more often when she/he needs help with a task.	A Sc	SC:C&Y1-m
3	My/this child helps to pick up after him/herself.	F Sc	SC:C&Y1-m		3	... my/this child helps to pick up after him/her self more often.	A Sc	SC:C&Y1-m
4	My/this child plays cooperatively with other children.	F Sc	SC-NLKTY-m		4	... my/this child is better at playing cooperatively with other children.	A Sc	SC-NLKTY-m
5	My/this child tries to help someone who has been hurt.	F Sc	SC-NLKTY-m		5	... my/this child tries to help someone who has been hurt more often.	A Sc	SC-NLKTY-m

6	My/this child comforts another child who is crying or upset.	F Sc	SC-NLKTY-m		6	. . . my/this child comforts another child who is crying or upset more often.	A Sc	SC-NLKTY-m
7	My/this child makes friends easily.	F Sc	SC-NLKTY-m		7	. . . my/this child makes friends more easily.	A Sc	SC-NLKTY-m
8	My/this child shares toys.	F Sc	C		8	. . . my/this child is better at sharing toys.	A Sc	C
9	My/this child takes turns.	F Sc	C		9	. . . my/this child is better at taking turns.	F Sc	C
10	My/this child invites others to join in a game.	F Sc	SC-NLKTY-m		10	. . . my/this child invites others to join in a game more often.	A Sc	SC-NLKTY-m
11	My/this child shows respect for adults.	F Sc	SC-NLKTY-m		11	. . . my/this child shows respect for adults more often.	A Sc	SC-NLKTY-m
12	My/this child shows respect for children.	F Sc	SC-NLKTY-m		12	. . . my/this child shows respect for children more often.	A Sc	SC-NLKTY-m
13	My child shows respect for others.	F Sc	C		13	. . . my child shows respect for others more often.	A Sc	C

Parents and caregivers of 5-9 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
21	My/this child gets along with others.	F Sc	CTK-m		21	. . . my/this child gets along better with others.	A Sc	CTK-m
22	My/this child gets along with other people his/her age.	F Sc	CTK-m		22	. . . my/this child gets along better with other people his/her own age.	A Sc	CTK-m
23	My/this child is good at making friends.	F Sc	CTK-m		23	. . . my/this child is better at making friends.	A Sc	CTK-m
24	My/this child is good at telling others about her/his ideas.	F Sc	CTK-m		24	. . . my/this child is better at telling others about her/his ideas.	A Sc	CTK-m
25	My/this child is good at telling others about his/her feelings.	F Sc	CTK-m		25	. . . my/this child is better at telling others about his/her feelings.	A Sc	CTK-m
26	My/this child is good at listening to other people.	F Sc	CTK-m		26	. . . my/this child is better at listening to other people.	A Sc	CTK-m
27	My/this child works well with others on a team.	F Sc	CTK-m		27	. . . my/this child works better with others on a team.	A Sc	CTK-m

<i>8-12 years old</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
31	I get along with others.	Y F Sc	CTK-m		31	. . . I get along better with others.	Y A Sc	CTK
32	I get along with my brothers and sisters including step and half- brothers and sisters.	Y F Sc	C		32	. . . I get along better with my brothers and sisters including step and half- brothers and sisters.	Y A Sc	C
33	I get along with other people my age.	Y F Sc	CTK		33	. . . I get along better with other people my own age.	Y A Sc	CTK
34	I get along with my classmates.	Y F Sc	CTK		34	. . . I get along better with my classmates.	Y A Sc	CTK
35	I get along with my team mates.	Y F Sc	C		35	. . . I get along better with my team mates.	Y A Sc	C
36	I am good at making friends.	Y F Sc	CTK		36	. . . I am better at making friends.	Y A Sc	CTK
37	Other kids like to have me around.	Y F Sc	CFCSS-m		37	. . . other kids like to have me around more.	Y A Sc	CFCSS-m
38	I have a close friend whom I can really trust and count on.	Y F Sc	CFCSS-m		38	. . . I have made a close friend whom I can really trust and count on.	Y A Sc	CFCSS-m
39	It is easy for me to talk to kids I know.	Y F Sc	C		39	. . . I am better at talking with kids I know.	Y A Sc	C
40	It is easy for me to start talking with someone I have just met.	Y F Sc	C		40	. . . it is easier for me to start talking with someone I have just met.	Y A Sc	C
41	I am good at telling others about my ideas.	Y F Sc	CTK-m		41	. . . I am better at telling others about my ideas.	Y A Sc	CTK-m
42	I am good at listening to other people.	Y F Sc	CTK		42	. . . I am better at listening to other people.	Y A Sc	CTK
43	I can name my feelings.	Y F Sc	C		43	. . . I am better at naming my feelings.	Y A Sc	C
44	I can describe my feelings.	Y F Sc	SC-NLKTY-m		44	. . . I am better at describing my feelings.	Y A Sc	SC-NLKTY-m
45	I am good at telling others about my feelings.	Y F Sc	CTK-m		45	. . . I am better at telling others about my feelings.	Y A Sc	CTK-m

46	I know when people are upset, even when they say nothing.	Y F Sc	SC-NLKTY-m		46	... I am better at knowing when people are upset, even when they say nothing.	Y A Sc	SC-NLKTY-m
47	I like doing things together with my group of friends.	Y F Sc	CFCSS-m		47	... I like doing things together with my group of friends more.	Y A Sc	CFCSS-m
48	I work well with others on a team.	Y F Sc	CTK		48	... I work better with others on a team.	Y A Sc	CTK
49	I make new friends at [insert name].	Y F Sc	C		49	... I made new friends at [insert name].	Y A Sc	C
					50	... I met kids I didn't know before.	Y A Sc	C
12-18 years old								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
61	I get along with others.	F Sc	CTK-m		61	... I get along better with others.	A Sc	CTK
62	I get along with my siblings.	F Sc	C		62	... I get along better with my siblings.	A Sc	C
63	I get along with other kids my age.	F Sc	CTK-m		63	... I get along better with kids my own age.	A Sc	CTK-m
64	I get along with my classmates.	F Sc	CTK		64	... I get along better with my classmates.	A Sc	CTK
65	I get along with my team mates.	F Sc	C		65	... I get along better with my team mates.	A Sc	C
66	I am good at making friends.	F Sc	CTK		66	... I am better at making friends.	A Sc	CTK
67	I have a close friend whom I can really trust and count on.	F Sc	CFCSS-m		67	... I have made a close friend whom I can really trust and count on.	A SC	CFCSS-m
68	It is easy for me to talk to kids I know.	F Sc	C		68	... I am better at talking with kids I know.	A Sc	C
69	It is easy for me to start talking with someone I have just met.	F Sc	C		69	... it is easier for me to start talking with someone I have just met.	A Sc	C
70	I am good at telling others about my ideas.	F Sc	CTK-m		70	... I am better at telling others about my ideas.	A Sc	CTK-m

71	I am good at listening to other people.	F Sc	CTK		71	. . . I am better at listening to other people.	A Sc	CTK
72	I can name my feelings.	F Sc	C		72	. . . I am better at naming my feelings.	A Sc	C
73	I can describe my feelings.	F Sc	SC-NLKTY-m		73	. . . I am better at describing my feelings.	A Sc	SC-NLKTY-m
74	I am good at telling others about my feelings.	F Sc	CTK-m		74	. . . I am better at telling others about my feelings.	A Sc	CTK-m
75	I know when people are upset, even when they say nothing.	F Sc	SC-NLKTY-m		75	. . . I am better at knowing when people are upset, even when they say nothing.	A Sc	SC-NLKTY-m
76	I like doing things together with my group of friends.	F Sc	CFCSS-m		76	. . . I like doing things together with my group of friends more.	A SC	CFCSS-m
77	I adjust my behaviour based on the people I am with.	F Sc	C		77	. . . I am better at adjusting my behaviour based on the people I am with.	A Sc	C
78	I work well with others on a team.	F Sc	CTK		78	. . . I work better with others on a team.	A Sc	CTK
79	I make new friends at [insert name].	F Sc	C		79	. . . I made new friends at [insert name].	A Sc	C
					80	. . . I met kids I didn't know before.	A Sc	C

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

Internal Asset - Social competencies

Indicator- Asset # 34 - Cultural awareness & sensitivity; Cultural competence

Provincial Priority Measures

Parents and caregivers of 3-5 year olds and 5-9 year olds

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [Insert name]		
PM1	My/this child is comfortable being around children who look or sound differently than my/this child.	F Sc	CTK-m	PM1	[Insert name] has helped my/this child feel more comfortable being around children who look or sound differently than my/this child.	A Sc	CTK-m
PM2	My/this child knows about her/his cultural identity.	A Sc	C	PM2	. . . my/this child knows more about her/his cultural identity.	A Sc	C

8-12 years old

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [Insert name]		
PM3	I am comfortable being around kids who look or sound differently than me.	Y F Sc	CTK-m	PM3	. . . I feel more comfortable being around kids who look or sound differently than me.	Y A Sc	CTK
PM4	I know about people of other cultures, races and ethnic groups.	Y A SC	CTK-m	PM4	. . . I know more about people of other cultures, races and ethnic groups.	Y A Sc	CTK

12-18 years old

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [Insert name]		
PM5	I feel pride for my own culture, race or ethnic group.	F Sc	CTK-m	PM5	. . . I feel more pride in my own culture, race or ethnic group.	A Sc	CTK

PM6	I respect members of my own cultural, racial or ethnic group.	F Sc	CTK-m		PM6	. . . I have more respect for members of my own community.	A Sc	CTK
PM7	I feel a strong attachment to my own culture, race or ethnic group.	A Sc	CFCSS		PM7	. . . I feel a stronger attachment to my own ethnic group.	A Sc	CFCSS-m
PM8	I have a good understanding of other cultures, races and ethnic groups.	A Sc	C		PM8	. . . I have a better understanding of other cultures, races and ethnic groups.	A Sc	C
PM9	I feel comfortable with people of other cultures, races or ethnic groups.	F Sc	CTK-m		PM9	. . . I feel more comfortable with people of other cultures, races or ethnic groups.	A Sc	CTK-m

Measures Bank

Parents and caregivers of 3-5 year olds and 5-9 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	My/this child understands that someone who looks or sounds differently than my/this child may not be that different at all.	A Sc	CTK-m		1	. . . my/this child better understands that someone who looks or sounds differently than my/this child may not be that different at all.	A Sc	CTK-m
2	My/this child plays with children who look or sound differently than my/this child.	F Sc	CTK-m		2	[Insert name] has helped my/this child to play more with children who look or sound differently than my/this child.	A Sc	CTK-m
3	My/this child is comfortable being around children who look or sound differently than my/this child.	F Sc	CTK-m		3	[Insert name] has helped my/this child feel more comfortable being around children who look or sound differently than my/this child.	A Sc	CTK-m
4	My/this child knows about her/his cultural identity.	A Sc	C		4	. . . my/this child knows more about her/his cultural identity.	A Sc	C

8-12 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
11	I know about the good things that people who look or sound differently than me have done.	Y A Sc	CTK-m		11	. . . I know more about the good things that people who look or sound differently than me have done.	Y A Sc	CTK

12	I talk with other children who look or sound differently than me.	Y F Sc	CTK-m		12	. . . I talk more with children who look or sound differently than me.	Y A Sc	CTK
13	I understand that someone who looks or sounds differently than me may not be that different at all.	Y F Sc	CTK-m		13	. . . I have a better understanding that someone who looks or sounds differently than me may not be that different at all.	Y A Sc	CTK
14	I am comfortable being around kids who look or sound differently than me.	Y F Sc	CTK-m		14	. . . I feel more comfortable being around kids who look or sound differently than me.	Y A Sc	CTK
15	I know about people of other cultures, races and ethnic groups.	Y A Sc	CTK-m		15	. . . I know more about people of other cultures, races and ethnic groups.	Y A Sc	CTK
12-18 years old								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
21	I am interested in my own culture, race or ethnic group.	A Sc	CTK-m		21	. . . I am more interested in my own culture, race or ethnic group.	A Sc	CTK
22	I know about my own culture, race or ethnic group.	A Sc	CTK-m		22	. . . I know about my own culture, race or ethnic group.	A Sc	CTK
23	I feel connected to my family's cultural traditions.	F Sc	CTK-m		23	. . . I feel more connected to my family's cultural traditions.	A Sc	CTK
24	I feel connected to my own culture, race or ethnic group.	F Sc	CTK-m		24	. . . I feel more connected to my own culture, race or ethnic group.	A Sc	CTK
25	I feel pride for my own culture, race or ethnic group.	F Sc	CTK-m		25	. . . I feel more pride in my own culture, race or ethnic group.	A Sc	CTK
26	I respect members of my own cultural, racial or ethnic group.	F Sc	CTK-m		26	. . . I have more respect for members of my own community.	A Sc	CTK
27	I have a strong sense of belonging to my own culture, race or ethnic group.	A Sc	CFCSS		27	. . . I have a stronger sense of belonging to my own culture, race or ethnic group.	A Sc	CFCSS-m

28	I feel a strong attachment to my own culture, race or ethnic group.	A Sc	CFCSS	28	. . . I feel a stronger attachment to my own ethnic group.	A Sc	CFCSS-m
29	I have spent time trying to find out more about my ethnic group, such as its history, traditions, and customs.	A Sc	CFCSS	29	. . . I found out more about my ethnic group, such as its history, traditions, and customs.	A Sc	CFCSS-m
30	I have often done things that will help me to understand my culture, race or ethnic background better.	A Sc	CFCSS	30	. . . I have done more things that will help me to understand my ethnic background better.	A Sc	CFCSS-m
31	I have often talked to other people in order to learn more about my culture, race or ethnic group.	A Sc	CFCSS-m	31	. . . I have talked more with other people in order to learn more about my culture, race or ethnic group.	A Sc	CFCSS-m
32	I am interested in other cultures, races and ethnic groups.	A Sc	C	32	. . . I am more interested in other cultures, races and ethnic groups.	A Sc	C
33	I have a good understanding of other cultures, races and ethnic groups.	A Sc	C	33	. . . I have a better understanding of other cultures, races and ethnic groups.	A Sc	C
34	I respect the beliefs of different cultures, races and ethnic groups.	F Sc	C	34	. . . I have more respect for the beliefs of different cultures, races and ethnic groups.	A Sc	C
35	I am happy to live in a place that has people from many different cultures, races and ethnic groups.	A Sc	C	35	. . . I am happier to live in a place that has people from many different cultures, races and ethnic groups.	A Sc	C
36	I care about young people of other cultures, races or ethnic groups.	F Sc	CTK-m	36	. . . I care more about young people of other cultures, races or ethnic groups.	A Sc	CTK
37	I have respect for young people of other cultures, races or ethnic groups.	F Sc	CTK-m	37	. . . I have more respect for young people of other cultures, races or ethnic groups.	A Sc	CTK
38	I feel comfortable with people of other cultures, races or ethnic groups.	F Sc	CTK-m	38	. . . I feel more comfortable with people of other cultures, races or ethnic groups.	A Sc	CTK-m
39	I realize that I have ideas about people that are not true.	F Sc	CTK-m	39	. . . I am more aware that I sometimes have ideas about people that are not true.	A Sc	CTK
40	I accept other people and their differences.	F Sc	C	40	. . . I am more accepting of other people and their differences.	A Sc	C

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

Internal Asset - Social competencies

Indicator- Asset # 35 - Resistance skills

There are no provincial priority measures for this indicator.

Measures Bank

Parents and caregivers of 3-5 year old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	My/this child goes to adults he/she trusts when someone tries to get him/her to do something that is wrong.	F Sc	C		1	. . . my/this child goes to an adult he/she trusts more often when someone tries to get him/her to do something that is wrong.	A Sc	C
2	My/this child says "no" to things she/he knows are wrong.	F Sc	CTK-m		2	. . . my/this child says "no" more often to things she/he know are wrong.	A Sc	CTK-m
3	My/this child recognizes dangerous situations.	F Sc	C		3	. . . my/this child is better at recognizing dangerous situations.	A Sc	C
4	My/this child goes to adults he/she trusts when someone tries to get him/her to do something that is not safe.	F Sc	C		4	. . . my/this child goes to an adult he/she trusts more often when someone tries to get him/her to do something that is not safe.	A Sc	C
5	My/this child says "no" to dangerous activities.	F Sc	C		5	. . . my/this child says "no" more often to dangerous activities.	A Sc	C

Parents and caregivers of 5-9 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
11	My/this child goes to adults she/he trusts when someone tries to get her/him to do something that is wrong.	F Sc	C		11	. . . my/this child goes to an adult he/she trusts more often when someone tries to get him/her to do something that is wrong.	A Sc	C

12	My/this child says “no” to things he/she knows are wrong.	F Sc	CTK-m		12	. . . my/this child says “no” more often to things she/he know are wrong.	A Sc	CTK-m
13	My/this child recognizes dangerous situations.	F Sc	C		13	. . . my/this child is better at recognizing dangerous situations.	A Sc	C
14	My/this child goes to adults she/he trusts when someone tries to get her/him to do something that is not safe.	F Sc	C		14	. . . my/this child goes to an adult he/she trusts more often when someone tries to get him/her to do something that is not safe.	A Sc	C
15	My/this child says no to dangerous activities.	F Sc	C		15	. . . my/this child says "no" more often to dangerous activities.	A Sc	C
16	My/this child stays out of trouble.	F Sc	CTK-m		16	. . . my/this child is better at staying out of trouble.	A Sc	CTK-m
8-12 years old								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
21	I choose friends that have my best interests at heart.	Y F Sc	C		21	. . . I am better at choosing friends that have my best interests at heart.	Y A Sc	C
22	I avoid unsafe situations.	Y F Sc	C		22	. . . I am better at avoiding unsafe situations.	Y A Sc	C
23	I make good choices for myself.	Y F Sc	C		23	. . . I am better at making good choices for myself.	Y A Sc	C
25	I stay out of trouble.	Y F Sc	CTK		25	. . . I am better at staying out of trouble.	Y A Sc	CTK-m
26	I do what I believe is right even when my friends pressure me.	Y F Sc	C		26	. . . I am better at doing what I believe is right even when my friends pressure me.	Y A Sc	C
27	I say “no” to things I know are wrong.	Y F Sc	CTK		27	. . . I am better at saying “no” to things I know are wrong.	Y A Sc	CTK-m
28	I say "no" even when my friends pressure me.	Y F Sc	C		28	. . . I am better at saying "no" even when my friends pressure me.	Y A Sc	C
29	I understand the potential consequences of posting pictures on the internet.	Y A Sc	C		29	. . . I better understand the potential consequences of posting pictures on the internet.	Y A Sc	C

30	I stay away from people and places that are unsafe.	Y F Sc	C		30	. . . I am better at staying away from people and places that are unsafe.	Y A Sc	C
31	I stay away from people and places that can get me into trouble.	Y F Sc	C		31	. . . I am better at staying away from people and places that can get me into trouble.	Y A Sc	C
<i>12-18 years old</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
41	I say "no" to things I know are wrong.	F Sc	CTK		41	. . . I am better at saying "no" to things I know are wrong.	A Sc	CTK-m
42	I stay out of trouble.	F Sc	CTK		42	. . . I am better at staying out of trouble.	A Sc	CTK-m
43	I resist negative peer pressure.	F Sc	C		43	. . . I am better at resisting negative peer pressure.	A Sc	C
44	I resist dangerous situations.	F Sc	C		44	. . . I am better at resisting dangerous situations.	A Sc	C
45	I do what I believe is right even when my friends pressure me.	F Sc	C		45	. . . I am better at doing what I believe is right even when my friends pressure me.	A Sc	C
46	I say "no" even when my friends pressure me.	F Sc	C		46	. . . I am better at saying "no" even when my friends pressure me.	A Sc	C
47	I am confident that I would make the responsible choice when faced with peer pressure.	F Sc	C		47	. . . I feel more confident that I would make the responsible choice when faced with peer pressure.	A Sc	C
48	I understand the potential consequences of posting pictures on the internet.	A Sc	C		48	. . . I better understand the potential consequences of posting pictures on the internet.	A Sc	C
49	I understand the potential consequences of drinking and driving.	A Sc	C		49	. . . I better understand the potential consequences of drinking and driving.	A Sc	C
50	I understand the potential consequences of texting while driving.	A Sc	C		50	. . . I better understand the potential consequences of texting while driving.	A Sc	C
51	I stay away from people and places that are unsafe.	F Sc	C		51	. . . I am better at staying away from people and places that are unsafe.	A Sc	C

52	I stay away from people and places that can get me into trouble.	F Sc	C		52	. . . I am better at staying away from people and places that can get me into trouble.	A Sc	C
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IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

Internal Asset - Social competencies

Indicator- Asset # 36 - Peaceful conflict resolution

Provincial Priority Measures

Parents and caregivers of 3-5 year olds and 5-9 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM1	My/this child uses her/his words to communicate with others.	F Sc	C		PM1	... my/this child is better at using her/his words to communicate with others.	A Sc	C
PM2	My/this child resolves conflict peacefully with other children.	F Sc	C		PM2	... my/this child is better at resolving conflict peacefully with other children.	A Sc	C

8-12 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM3	I am good at taking care of problems without hitting, throwing a tantrum or using hurtful language.	Y F Sc	C		PM3	... I am better at taking care of problems without hitting, throwing a tantrum or using hurtful language.	Y A Sc	C

12-18 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM4	I am good at taking care of problems without violence or fighting.	F Sc	CTK		PM4	... I am better at taking care of problems without violence or fighting.	A Sc	CTK
PM5	I choose to resolve conflict peacefully.	F Sc	C		PM5	... I choose to resolve conflicts peacefully more often.	A Sc	C

Measures Bank								
<i>Parents and caregivers of 3-5 year olds and 5-9 year olds</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	My/this child resolves conflict without hitting, throwing a tantrum or using hurtful language.	F Sc	C		1	... my/this child is better at resolving conflict without hitting, throwing a tantrum or using hurtful language.	A Sc	C
2	My/this child uses her/his words to communicate with others.	F Sc	C		2	... my/this child is better at using her/his words to communicate with others.	A Sc	C
3	My/this child resolves conflict peacefully with other children.	F Sc	C		3	... my/this child is better at resolving conflict peacefully with other children.	A Sc	C
4	My/this child seeks help from trusted adults to stop an argument or a fight.	F Sc	SC:C&Y1-m		4	... my/this child seeks help from trusted adults more often to stop an argument or a fight.	A Sc	SC:C&Y1-m
<i>8-12 years old</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
11	I am good at taking care of problems without hitting, throwing a tantrum or using hurtful language.	Y F Sc	C		11	... I am better at taking care of problems without hitting, throwing a tantrum or using hurtful language.	Y A Sc	C
12	I walk away when someone wants to fight with me.	Y F Sc	C		12	... I am better at walking away when someone wants to fight with me.	Y A Sc	C
13	I get help from trusted adults to stop an argument or a fight.	Y F Sc	SC:C&Y1-m		13	... I get help from trusted adults more often to stop an argument or a fight.	Y A Sc	SC:C&Y1-m

12-18 years old								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
21	I am good at taking care of problems without violence or fighting.	F Sc	CTK		21	... I am better at taking care of problems without violence or fighting.	A Sc	CTK
22	I work through my problems without using hurtful language and physical violence.	F Sc	C		22	... I am better at working through my problems without using hurtful language and physical violence.	A Sc	C
23	I get help from an adult I trust when I cannot resolve a conflict.	F Sc	C		23	... I get help from an adult I trust more often when I cannot resolve a conflict.	F Sc	C
24	I walk away when someone wants to fight with me.	F Sc	C		24	... I am better at walking away when someone wants to fight with me.	A Sc	C
25	I use my communication skills to help me resolve conflicts peacefully.	F Sc	C		25	... I am better at using my communication skills to help me resolve conflicts peacefully.	A Sc	C
26	I use my negotiation skills to help me resolve conflicts peacefully.	F Sc	C		26	... I am better at using my negotiation skills to help me resolve conflicts peacefully.	A Sc	C
27	I use empathy to help me resolve conflicts peacefully.	F Sc	C		27	... I am better at using empathy to help me resolve conflicts peacefully.	A Sc	C
28	I find middle ground to help me resolve conflicts peacefully.	F Sc	C		28	... I am better at finding middle ground to help me resolve conflicts peacefully.	A Sc	C
29	I am able to resolve a conflict peacefully.	F Sc	C		29	... I am better at resolving a conflict peacefully.	A Sc	C
30	I choose to resolve conflict peacefully.	F Sc	C		30	... I choose to resolve conflicts peacefully more often.	A Sc	C

**Individuals: Outcome 3: Children and youth
develop positively.
Internal Asset - Positive identity**

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

Internal Asset - Positive identity

Indicator- Asset # 37 - Personal power

Provincial Priority Measures

Parents and caregivers of 3-5 year olds and 5-9 year olds

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [Insert name]		
PM1	My/this child gets to make simple choices.	F Sc	C	PM1	. . . I provide more opportunities for my/this child to make simple choices.	A Sc	C

8-12 years old

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [Insert name]		
PM2	I feel that I can make a difference.	Y A Sc	CTK-m	PM2	[Insert name] has helped me to feel that I can make a difference.	Y A Sc	CTK-m
PM3	I am good at handling whatever comes my way.	Y F Sc	CTK	PM3	[Insert name] has helped me to feel I am better at handling whatever comes my way.	Y A Sc	CTK

12-18 years old

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [Insert name]		
PM4	I feel that I can make a difference.	A Sc	CTK-m	PM4	[Insert name] has helped me to feel that I can make a difference.	A Sc	CTK-m
PM5	I am good at handling whatever comes my way.	F Sc	CTK	PM5	[Insert name] has helped me to feel I am better at handling whatever comes my way.	A Sc	CTK

Measures Bank								
<i>Parents and caregivers of 3-5 year olds and 5-9 year olds</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	My/this child gets to make simple choices.	F Sc	C		1	. . . I provide more opportunities for my/this child to make simple choices.	A Sc	C
2	My/this child shows self-confidence.	A Sc	SC-NLKTY-m		2	. . . my/this child shows more self-confidence.	A Sc	SC-NLKTY-m
<i>8-12 years old</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
11	I feel that I can make a difference.	Y A Sc	CTK-m		11	[Insert name] has helped me to feel that I can make a difference.	Y A Sc	CTK-m
12	I believe I have the power to make my life better.	Y A Sc	C		12	[Insert name] has helped me to believe I have the power to make my life better.	Y A Sc	C
13	I believe I am important.	Y A Sc	C		13	[Insert name] has helped me to believe I am important.	Y A Sc	C
14	I make choices about the things that happen in my life.	Y A Sc	C		14	[Insert name] has helped me to make choices about the things that happen in my life.	Y A Sc	C
15	I feel I have control over the things that happen to me.	Y F Sc	CTK		15	[Insert name] has helped me to feel I have more control over things that happen to me.	Y A Sc	CTK
16	I am good at handling whatever comes my way.	Y F Sc	CTK		16	[Insert name] has helped me to feel I am better at handling whatever comes my way.	Y A Sc	CTK
17	I believe I have something valuable to offer.	Y A Sc	C		17	[Insert name] has helped me to believe that I have something valuable to offer.	Y A Sc	C
18	I believe I can make a positive difference in other peoples' lives.	Y A Sc	C		18	[Insert name] has helped me to believe that I can make a positive difference in other people's lives.	Y A Sc	C
19	I make a positive difference in other peoples' lives.	Y A Sc	C		19	[Insert name] has helped me to make a positive difference in other peoples' lives.	Y A Sc	C

12-18 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
21	I feel I have influence over the things that happen to me.	A Sc	C		21	[Insert name] has helped me to feel I have influence over the things that happen to me.	A Sc	C
22	I make choices about the things that happen in my life.	F Sc	C		22	[Insert name] has helped me to make choices about the things that happen in my life.	A Sc	C
23	I feel I have control over the things that happen to me.	F Sc	CTK		23	[Insert name] has helped me to feel I have control over things that happen to me.	A Sc	CTK-m
24	I am good at handling whatever comes my way.	F Sc	CTK		24	[Insert name] has helped me to feel I am better at handling whatever comes my way.	A Sc	CTK
25	I feel that I can make a difference.	A Sc	CTK-m		25	[Insert name] has helped me to feel that I can make a difference.	A Sc	CTK-m
26	I believe I can make a difference in my life.	A Sc	C		26	[Insert name] has helped me to believe that I can make a difference in my life.	A Sc	C
27	I make a difference in my life.	A Sc	C		27	[Insert name] has helped me to make a difference in my life.	A Sc	C
28	I believe I have something valuable to offer.	A SC	C		28	[Insert name] has helped me to believe that I have something valuable to offer.	A SC	C
29	I believe I can make a positive difference in other peoples' lives.	A Sc	C		29	[Insert name] has helped me to believe that I can make a positive difference in other people's lives.	A Sc	C
30	I make a positive difference in other peoples' lives.	A Sc	C		30	[Insert name] has helped me to make a positive difference in other peoples' lives.	A Sc	C

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

Internal Asset - Positive identity

Indicator- Asset # 38 - Self-esteem

Provincial Priority Measures

Parents and caregivers of 3-5 year olds and 5-9 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM1	My/this child shows self-confidence.	A Sc	SC-NLKTY-m		PM1	. . . my/this child shows more self-confidence.	A Sc	SC-NLKTY-m
PM2	My/this child feels good about himself/herself.	F Sc	C		PM2	[Insert name] has helped my/this child to feel better about himself/herself.	A Sc	C

8-12 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM3	I know that it is okay to be different.	Y F Sc	CFCSS-m		PM3	[Insert name] has helped me to understand it's okay to be different.	Y A Sc	CFCSS-m
PM4	I know that it is okay to be myself.	Y F Sc	C		PM4	[Insert name] has helped me to understand it's okay to be myself.	Y A Sc	C
PM5	I feel confident to be myself.	Y F Sc	C		PM5	. . . I feel more confident to be myself.	Y A Sc	C
PM6	I feel good about myself.	Y F Sc	CTK		PM6	[Insert name] has helped me feel good about myself.	Y A Sc	CTK-m

12-18 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM7	I know that it is okay to be different.	F Sc	CFCSS-m		PM7	[Insert name] has helped me to understand it's okay to be different.	A Sc	CFCSS-m

PM9	I know that it is okay to be myself.	F Sc	C		PM9	[Insert name] has helped me to understand it's okay to be myself.	A Sc	C
PM10	I feel confident to be myself.	F Sc	C		PM10	. . . I feel more confident to be myself.	A Sc	C
PM11	I feel good about myself.	F Sc	CTK		PM11	[Insert name] has helped me feel good about myself.	A Sc	CTK-m

Measures Bank

Parents and caregivers of 3-5 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	My/this child shows self-confidence.	A Sc	SC-NLKTY-m		1	. . . my/this child shows more self-confidence.	A Sc	SC-NLKTY-m
2	My/this child feels good about himself/herself.	F Sc	C		2	[Insert name] has helped my/this child to feel better about himself/herself.	A Sc	C

Parents and caregivers of 5-9 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
11	My/this child shows self-confidence.	A Sc	SC-NLKTY-m		11	. . . my/this child shows more self-confidence.	A Sc	SC-NLKTY-m
12	My/this child feels good about herself/himself.	F Sc	C		12	[Insert name] has helped my/this child to feel better about herself/himself.	A Sc	C
13	My/this child feels good about himself/herself because my/this child help others.	F Sc	CTK		14	[Insert name] has helped my/this child feel good about himself/herself because my/this child helped others.	A Sc	CTK-m

8-12 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
21	In general, I like the way I am.	Y F Sc	SC:C&Y1		21	[Insert name] has helped me to like myself the way I am.	Y A Sc	SC:C&Y1-m
22	Overall, I have a lot to be proud of.	Y F Sc	SC:C&Y1		22	[Insert name] has helped me learn I have a lot to be proud of.	Y A Sc	SC:C&Y1-m
23	When I do something, I do it well.	Y F Sc	SC:C&Y1		23	. . . when I do something, I do it well more often.	Y A Sc	SC:C&Y1-m
24	I like the way I look.	Y F Sc	SC:C&Y1		24	[Insert name] has helped me to like the way I look more.	Y A Sc	SC:C&Y1-m
25	I have good ideas.	Y F Sc	CFCSS		25	[Insert name] has helped me to learn that I have good ideas.	Y A Sc	CFCSS-m
26	I am good at a lot of things.	Y F Sc	CFCSS		26	[Insert name] has helped me to learn that I am good at a lot of things.	Y A Sc	CFCSS-m
27	For the most part, I like myself.	Y F Sc	CFCSS		27	[Insert name] has helped me to like myself more.	Y A Sc	CFCSS-m
28	I learn about myself.	Y A Sc	C		28	[Insert name] has helped me to learn about myself.	Y A Sc	C
29	I learn how to use my strengths.	Y A Sc	C		29	[Insert name] has helped me to learn how to use my strengths.	Y A Sc	C
30	I learn how to work on my challenges.	Y A Sc	C		30	[Insert name] has helped me to learn how to work on my challenges.	Y A Sc	C
31	I realize I have a lot to offer others/my community/the world.	Y A Sc	C		31	[Insert name] has helped me to realize I have a lot to offer others/my community/the world.	Y A Sc	C
32	I feel confident enough to share my ideas with others.	Y F Sc	CFCSS-m		32	[Insert name] has helped me to feel more confident so I share my ideas.	Y A Sc	CFCSS-m
33	I feel confident enough to share my feelings with others.	Y F Sc	CFCSS		33	[Insert name] has helped me to feel more confident so I share my feelings.	Y A Sc	CFCSS-m
34	I know that it is okay to be different.	Y F Sc	CFCSS-m		34	[Insert name] has helped me to understand it's okay to be different.	Y A Sc	CFCSS-m
35	I know that it is okay to be myself.	Y F Sc	C		35	[Insert name] has helped me to understand it's okay to be myself.	Y A Sc	C

36	I feel confident to be myself.	Y F Sc	C		36	. . . I feel more confident to be myself.	Y A Sc	C
37	I feel like good things are going to happen in my life.	Y F Sc	CFCSS		37	[Insert name] has helped me to feel like good things are going to happen in my life.	Y A Sc	CFCSS-m
38	I feel good about myself.	Y F Sc	CTK		38	[Insert name] has helped me feel good about myself.	Y A Sc	CTK-m
39	I am good at learning new things.	Y F Sc	CTK		39	[Insert name] has helped me to learn I can do things I didn't think I could do before.	Y A Sc	CTK-m
40	I feel good about myself because I help others.	Y F Sc	CTK		40	[Insert name] has helped me feel good about myself because I help others.	Y A Sc	CTK-m
41	I feel valued by others.	Y F Sc	C		41	[Insert name] has helped me feel more valued by others.	Y A Sc	C
42	I feel good taking a leadership role.	Y F Sc	CTK		42	[Insert name] has helped me feel good taking a leadership role.	Y A Sc	CTK-m
43	I am comfortable taking a leadership role.	Y F Sc	C		43	. . . I am more comfortable taking a leadership role.	Y A Sc	C
44	I am a good leader.	A Sc	CTK-m		44a	. . . I am more of a leader.	Y A Sc	CTK-m
					44b	. . . I am a better leader.	Y A Sc	CTK-m
45	I am important to my community.	Y F Sc	CTK		45	[Insert name] has helped me feel more important to my community.	Y A Sc	CTK-m

12-18 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
51	In general, I like the way I am.	F Sc	SC:C&Y1		51	[Insert name] has helped me to like myself the way I am.	A Sc	SC:C&Y1-m
52	Overall, I have a lot to be proud of.	F Sc	SC:C&Y1		52	[Insert name] has helped me learn I have a lot to be proud of.	A Sc	SC:C&Y1-m
53	When I do something, I do it well.	F Sc	SC:C&Y1		53	. . . when I do something, I do it well more often.	A Sc	SC:C&Y1-m
54	I like the way I look.	F Sc	SC:C&Y1		54	[Insert name] has helped me to like the way I look more.	A Sc	SC:C&Y1-m

55	I feel good about myself.	F Sc	CTK		55	[Insert name] has helped me feel good about myself.	A Sc	CTK-m
56	I know that it is okay to be different.	F Sc	CFCSS		56	[Insert name] has helped me to understand it's okay to be different.	A Sc	CFCSS-m
57	I know that it is okay to be myself.	F Sc	C		57	[Insert name] has helped me to understand it's okay to be myself.	A Sc	C
58	I feel confident to be myself.	F Sc	C		58	. . . I feel more confident to be myself.	A Sc	C
59	I am good at learning new things.	F Sc	CTK		59	[Insert name] has helped me to learn I can do things I didn't think I could do before.	A Sc	CTK-m
60	I feel valued by others.	F Sc	C		60	[Insert name] has helped me feel more valued by others.	A Sc	C
61	I feel good about myself because I help others.	F Sc	CTK		61	[Insert name] has helped me feel good about myself because I help others.	A Sc	CTK-m
62	I feel good taking a leadership role.	F Sc	CTK		62	[Insert name] has helped me feel good about taking a leadership role.	A Sc	CTK-m
63	I am comfortable taking a leadership role.	F Sc	C		63	. . . I am more comfortable taking a leadership role.	A Sc	C
64	I am a good leader.	A Sc	CTK-m		64a	. . . I am more of a leader.	A Sc	CTK-m
					64b	. . . I am a better leader.	A Sc	CTK-m
65	I am important to my community.	F Sc	CTK		65	[Insert name] has helped me feel more important to my community.	A Sc	CTK-m
66	I like myself.	F Sc	C		66	[Insert name] has helped me to like myself more.	A Sc	C
67	I learn about myself.	A Sc	C		67	[Insert name] has helped me to learn about myself.	A Sc	C
68	I learn how to use my strengths.	A Sc	C		68	[Insert name] has helped me to learn how to use my strengths.	A Sc	C
69	I learn how to work on my challenges.	A Sc	C		69	[Insert name] has helped me to learn how to work on my challenges.	A Sc	C

70	I realize I have a lot to offer others/my community/the world.	A Sc	C		70	[Insert name] has helped me to realize I have a lot to offer others/my community/the world.	A Sc	C
71	I am confident in my ability to deal with emergency situations.	A Sc	C		71	. . . I am more confident in my ability to deal with emergency situations.	A Sc	C
72	I feel confident in my ability to take care of myself when I am home alone.	A Sc	C		72	. . . I feel more confident in my ability to take care of myself when I am home alone.	A Sc	C
73	I am proud of myself.	A Sc	C		73	I am proud of what I have accomplished at [insert name].	A Sc	C
74	I am a valued member of my team at [insert name].	A Sc	C		74	I felt like a valued member of my team at [insert name].	A Sc	C
75	I am confident in my ability to care for a baby.	A Sc	C		75	. . . I am more confident in my ability to care for a baby.	A Sc	C
76	I am confident in my ability to care for young children.	A Sc	C		76	. . . I am more confident in my ability to care for young children.	A Sc	C
77	I feel confident that I am able to provide safe and caring babysitting services.	A Sc	C		77	. . . I feel more confident that I am able to provide safe and caring babysitting services.	A Sc	C

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

Internal Asset - Positive identity

Indicator- Asset # 39 - Sense of purpose

There are no provincial priority measures for this indicator.

Measures Bank

Parents and caregivers of 3-5 year olds and 5-9 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	My/this child enjoys learning.	A Sc	SC-NLKTY-m		1	. . . my/this child enjoys learning more.	A Sc	SC-NLKTY-m
2	My/this child likes to try new things.	F Sc	SC-NLKTY		2	. . . my/this child likes trying new things more.	A Sc	SC-NLKTY-m
3	My/this child talks about what he/she wants to be when he/she grows up.	A Sc	C		3	. . . my child talks more about what he/she wants to be when he/she grows up.	A Sc	C

8-12 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
11	I have hopes and dreams for my future.	Y A Sc	C		11	. . . I have created hopes and dreams for my future.	Y A Sc	C
12	I feel like my life has a purpose.	Y F Sc	CFCSS		12	[Insert name] has helped me feel like my life has a purpose.	Y A Sc	CFCSS-m

12-18 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
21	I have hopes and dreams for my future.	F Sc	C		21	. . . I have created hopes and dreams for my future.	A Sc	C
22	I feel like my life has a purpose.	F Sc	CFCSS		22	[Insert name] has helped me feel like my life has a purpose.	A Sc	CFCSS-m

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

Internal Asset - Positive identity

Indicator- Asset # 40 - Positive view of personal future

There are no provincial priority measures for this indicator.

Measures Bank

Parents and caregivers of 3-5 year olds and 5-9 year olds

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	My/this child shows curiosity about the world.	A Sc	SC-NLKTY-m		1	. . . my/this child shows more curiosity about the world.	A Sc	SC-NLKTY-m
2	My/this child is usually happy and interested in life.	A Sc	SC:C&Y1-m		2	[Insert name] has helped this/my child to be happier and more interested in life.	A Sc	SC:C&Y1-m

8-12 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
11	I feel good about my future.	Y A Sc	CTK		11	[Insert name] has helped me to feel good about my future.	Y A Sc	CTK-m
12	I feel hopeful about my future.	Y A SC	C		12	[Insert name] has helped me to feel more hopeful about my future.	Y A Sc	C
13	I believe that most things will turn out OK.	Y F Sc	SC:C&Y2-m		13	[Insert name] has helped me to believe that most things will turn out OK.	Y A Sc	SC:C&Y2-m
14	I hope for the best.	Y F Sc	SC:C&Y2-m		14	[Insert name] has helped me to hope for the best more.	Y A Sc	C

12-18 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
21	I feel good about my future.	A Sc	CTK		21	[Insert name] has helped me to feel good about my future.	A Sc	CTK
22	I feel hopeful about my future.	A Sc	C		22	[Insert name] has helped me to feel more hopeful about my future.	A Sc	C
23	I believe that most things will turn out OK.	F Sc	SC:C&Y2-m		23	[Insert name] has helped me to believe that most things will turn out OK.	A Sc	SC:C&Y2-m
24	I hope for the best.	F Sc	SC:C&Y2-m		24	[Insert name] has helped me to hope for the best more.	A Sc	SC:C&Y2-m
25	I enjoy the things I do.	F Sc	SC:C&Y2-m		25	[Insert name] has helped me to enjoy the things I do more often.	A Sc	SC:C&Y2-m
26	In general, I am happy with how things are for me in my life right now.	F Sc	SC:C&Y2-m		26	[Insert name] has helped me to be happier about how things are for me in my life right now.	A Sc	SC:C&Y2-m
27	I feel like good things are going to happen in my life.	F Sc	CFCSS		27	[Insert name] has helped me to feel more like good things are going to happen in my life.	A Sc	CFCSS-m

**Improved social well-
being of families**

Families: Outcome 1:
Healthy functioning within families

IMPROVED SOCIAL WELL-BEING OF FAMILIES

Family Outcome #1: Healthy functioning within families

Indicator – POSITIVE FAMILY RELATIONSHIPS: Family members have positive relationships.
 Parents have a positive relationship and support each other if applicable.
 Family members care about each other.
 Family members are safe from abuse, neglect and violence.

Provincial Priority Measures

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [Insert name]		
PM1	My family shares meals together.	F Sc	SC:C&Y1-m	PM1	 my family shares meals together more often.	A Sc	SC:C&Y1-m
PM2	My family plays together.	F Sc	SC:C&Y1-m	PM2	 my family plays together more often.	A Sc	SC:C&Y1-m
PM3	My family feels close to one another.	A Sc	C	PM3	 my family feels closer to one another.	A Sc	C
PM4	In my family, we take the time to listen to each other.	A Sc	PLCUS-m	PM4	 my family takes the time to listen to each other more often.	A Sc	PLCUS-m
PM5	My family can turn to each other for support.	A Sc	SC:C&Y1-m	PM5	 my family has gotten better at turning to each other for support.	A Sc	SC:C&Y1-m

Measures Bank

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [insert name],		
1	My family shares meals together.	F Sc	SC:C&Y1-m	1a	[Insert name] has helped me to understand the importance of my family eating meals together.	A Sc	SC:C&Y1-m
				1b	 my family shares meals together more often.	A Sc	SC:C&Y1-m
2	My family plays together.	F Sc	SC:C&Y1-m	2a	[Insert name] has helped me to understand the importance of my family playing together.	A Sc	SC:C&Y1-m
				2b	 my family plays together more often.	A Sc	SC:C&Y1-m
3	My family talks about things together.	F Sc	SC:C&Y1-m	3a	[Insert name] has helped me to understand the importance of my family talking about things together.	A Sc	SC:C&Y1-m
				3b	 my family talks about things together more often.	A Sc	SC:C&Y1-m

4	My family does chores together.	F Sc	SC:C&Y1-m	4a	[Insert name] has helped me to understand the importance of my family doing chores together.	A Sc	SC:C&Y1-m
				4b	 my family does chores together more often.	A Sc	SC:C&Y1-m
5	My family does projects together.	F Sc	SC:C&Y1-m	5a	[Insert name] has helped me to understand the importance of my family doing projects together.	A Sc	SC:C&Y1-m
				5b	 my family does projects together more often.	A Sc	SC:C&Y1-m
6	My family goes on outings together.	F Sc	SC:C&Y1-m	6a	[Insert name] has helped me to understand the importance of my family going on outings together.	A Sc	SC:C&Y1-m
				6b	 my family goes on outings together more often.	A Sc	SC:C&Y1-m
7	My family enjoys spending time together.	F Sc	C	7	My family enjoyed spending time together today.	A Sc	C
8	My family has fun together.	F Sc	C	8	My family had fun together at today's event.	A Sc	C
9	I have fun with my family.	F Sc	C	9	I had fun with my family today at [insert name].	A Sc	C
10	I have fun with my child(ren).	F Sc	C	10	I had fun with my child(ren) today at [insert name].	A Sc	C
11	I have fun with my parent(s)/sibling(s).	F Sc	C	11	I had fun with my parent(s)/sibling(s) today at [insert name].	A Sc	C
12	My family feels close to one another.	A Sc	C	12	 my family feels closer to one another.	A Sc	C
13	In my family, we take the time to listen to each other.	A Sc	PLCUS-m	13	 my family takes the time to listen to each other more often.	A Sc	PLCUS-m
14	I do things with my child to help him/her learn.	F Sc	PLCUS-m	14	 I do things with my child to help him/her learn more often.	A Sc	PLCUS-m
15	I feel supported by my partner in my parenting (if you parent alone, please check "does not apply").	A Sc	PLCUS-m	15	 I feel more supported by my partner in my parenting (if you parent alone, please check "does not apply").	A Sc	PLCUS-m
16	I am supportive of my partner in his/her parenting.	A Sc	C	16	 I am more supportive of my partner in his/her parenting.	A Sc	C
17	My family can turn to each other for support.	A Sc	SC:C&Y1-m	17	 my family has gotten better at turning to each other for support.	A Sc	SC:C&Y1-m
18	My family is able to make decisions together.	A Sc	SC:C&Y1-m	18	 my family is better at making decisions together.	A Sc	SC:C&Y1-m
19	My family is able to solve problems together.	A Sc	SC:C&Y1-m	19	 my family is better at solving problems together.	A Sc	SC:C&Y1-m

20	Individuals in my family are accepted for who they are.	A Sc	SC:C&Y1		20	 my family is better at accepting one another for who they are.	A Sc	SC:C&Y1-m
21	Members of my family express feelings to each other.	A Sc	SC:C&Y1-m		21	 my family is better at expressing feelings to each other.	A Sc	SC:C&Y1-m
22	Members of my family confide in each other.	A Sc	SC:C&Y1-m		22	 my family confides in each other more often.	A Sc	SC:C&Y1-m
23	I feel connected to my family's cultural traditions.	F Sc	CTK		23	 I feel more connected to my family's cultural traditions.	A Sc	CTK
24	I feel safe at home.	F Sc	C		24	 I feel more safe at home.	A Sc	C
25	I understand what [insert type of abuse] is.	A Sc	C		25	 I have a better understanding of what [insert type of abuse] is.	A Sc	C
26	I know what to do if I suspect abuse is happening.	A Sc	C		26	 I know more about what to do if I suspect abuse is happening.	A Sc	C
Child and Youth Questions								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
31	When my parents and I disagree, we work together to find a solution.	F Sc	SC:C&Y1-m		31	 my parents and I work together more often to find solutions to things we disagree on.	A Sc	SC:C&Y1-m
32	My parents tell me I am appreciated.	F Sc	SC:C&Y1-m		32	 my parents let me know that I am appreciated more often.	A Sc	SC:C&Y1-m
33	My parents take an interest in where I am going and who I am with.	F Sc	SC:C&Y1		33	 my parents take more of an interest in where I am going and who I am with.	A Sc	SC:C&Y1-m

IMPROVED SOCIAL WELL-BEING OF FAMILIES							
Family Outcome #1: Healthy functioning within families							
Indicator – POSITIVE PARENTING: Parent(s) use positive parenting with their children							
Provincial Priority Measures							
Parent Questions							
#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [Insert name]		
PM1	I praise my child by saying something like “Good for you!” or “What a nice thing you did!” or “That’s good going!”	F Sc	SC:C&Y1-m	PM1	 I praise my child more often.	A Sc	SC:C&Y1-m
PM2	I am aware of how my child's needs change as he/she grows and develops.	A Sc	C	PM2	 I am more aware of how my child's needs change as he/she grows and develops.	A Sc	C
PM3	I know how to discipline my child(ren) without hitting or spanking.	A Sc	PLCUS-m	PM3	 I know more about how to discipline my child(ren) without hitting or spanking.	A Sc	PLCUS-m
PM4	I make time to play or talk with my child(ren).	F Sc	PLCUS-m	PM4	 I make more time to play or talk with my child(ren).	A Sc	PLCUS-m
PM5	I have confidence in my parenting skills.	F Sc	PLCUS-m	PM5	 I have more confidence in my parenting skills.	A Sc	PLCUS-m
Child and Youth Questions							
#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [Insert name]		
PM6	My parents listen to my ideas and opinions.	F Sc	SC:C&Y1-m	PM6	 my parents listen more to my ideas and opinions.	A Sc	SC:C&Y1-m
PM7	My parents let me know I am appreciated.	F Sc	SC:C&Y1-m	PM7	 my parents let me know more that I am appreciated.	A Sc	SC:C&Y1-m
PM8	My parents help me when I have problems.	F Sc	SC:C&Y1-m	PM8	 my parents help me more when I have problems.	A Sc	SC:C&Y1-m
Measures Bank							
Parent Questions							
#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [insert name],		
1	I praise my child by saying something like “Good for you!” or “What a nice thing you did!” or “That’s good going!”	F Sc	SC:C&Y1-m	1	 I praise my child more often.	A Sc	SC:C&Y1-m

2	My child and I talk with each other, focusing attention on each other for five minutes or more, just for fun.	F Sc	SC:C&Y1-m	2	 I spend more time talking with my child, focusing attention on each other for five minutes or more, just for fun.	A Sc	SC:C&Y1-m
3	My child and I play with each other, focusing attention on each other for five minutes or more, just for fun.	F Sc	SC:C&Y1-m	3	 I spend more time playing with my child, focusing attention on each other for five minutes or more, just for fun.	A Sc	SC:C&Y1-m
4	My child(ren) and I laugh together.	F Sc	SC:C&Y1-m	4	 my child(ren) and I laugh together more often.	A Sc	SC:C&Y1-m
5	I do something special with my child that the child enjoys.	F Sc	SC:C&Y1-m	5	 I do something special with my child, that my child enjoys, more often.	A Sc	SC:C&Y1-m
6	I play sports, hobbies or games with my child.	F Sc	SC:C&Y1-m	6	 I play sports, hobbies or games with my child more often.	A Sc	SC:C&Y1-m
7	I am aware of how children change as they learn and grow.	A Sc	PLCUS-m	7	 I am more aware of how children change as they learn and grow.	A Sc	PLCUS-m
8	I am aware of how my child's needs change as he/she grows and develops.	A Sc	C	8	 I am more aware of how my child's needs change as he/she grows and develops.	A Sc	C
9	When my child misbehaves, I talk calmly and respectfully with my child.	F Sc	SC:C&Y1-m	9	 I talk more calmly and respectfully with my child when he/she misbehaves.	A Sc	SC:C&Y1-m
10	When my child misbehaves, I talk with the child about acceptable ways of behaving.	F Sc	SC:C&Y1-m	10	 I talk more with my child about acceptable ways of behaving when he/she misbehaves.	A Sc	SC:C&Y1-m
11	When I need to discipline my child, I take away privileges or use a time out.	F Sc	SC:C&Y1-m	11	 when I need to discipline my child, I take away privileges or use a time out more often.	A Sc	SC:C&Y1-m
12	I know how to discipline my child(ren) without hitting or spanking.	A Sc	PLCUS-m	12	 I know more about how to discipline my child(ren) without hitting or spanking.	A Sc	PLCUS-m
13	I know how to set clear limits for my child(ren).	A Sc	PLCUS-m	13	 I know more about how to set clear limits for my child(ren).	A Sc	PLCUS-m
14	I set clear limits for my child(ren).	A Sc	C	14	 I set clear limits for my child(ren) more often.	A Sc	C
15	I know how to set healthy boundaries for my child(ren).	A Sc	C	15	 I know more about how to set healthy boundaries for my child(ren).	A Sc	C
16	I set healthy boundaries for my child(ren).	A Sc	C	16	 I set healthy boundaries for my child(ren) more often.	A Sc	C
17	I make time to play or talk with my child(ren).	F Sc	PLCUS-m	17	 I make more time to play or talk with my child(ren).	A Sc	PLCUS-m
18	I know how to keep my child(ren) healthy.	A Sc	PLCUS-m	18	 I know more about how to keep my child(ren) healthy.	A Sc	PLCUS-m
19	I know how to keep my child(ren) safe.	A Sc	PLCUS-m	19	 I know more how to keep my child(ren) safe.	A Sc	PLCUS-m
20	I know why it is important to read to my child(ren) every day.	A Sc	PLCUS-m	20	 I know more about why it is important to read to my child(ren) every day.	A Sc	PLCUS-m

21	I know reading to or with my child can positively influence my child's development.	A Sc	C		21	 I know more about how reading to or with my child can positively influence my child's development.	A Sc	C
22	I know how to handle the everyday challenges of things like sleep, toileting, food dislikes, etc.	A Sc	PLCUS-m		22	 I know more about how to handle the everyday challenges of things like sleep, toileting, food dislikes, etc.	A Sc	PLCUS-m
23	I know how my relationship with my child(ren) impacts his or her development.	A Sc	PLCUS-m		23	 I know more about how my relationship with my child impacts his or her development.	A Sc	PLCUS-m
24	I have confidence in my parenting skills.	F Sc	PLCUS-m		24	 I have more confidence in my parenting skills.	A Sc	PLCUS-m
25	I feel positive in my role as a parent.	F Sc	PLCUS-m		25	 I feel more positive in my role as a parent.	A Sc	PLCUS-m
26	I know ways to meet my family's needs with the money and resources that I have.	A Sc	PLCUS-m		26	 I know more ways to meet my family's needs with the money and resources that I have.	A Sc	PLCUS-m
27	I can speak up for what my family and children need.	A Sc	PLCUS-m		27	 I am better able to speak up for what my family and children need.	A Sc	PLCUS-m
28	As parents/guardians, we try to agree on parenting decisions.	F Sc	SC:C&Y1-m		28	 we, as parents/guardians, try harder to agree on parenting decisions.	A Sc	SC:C&Y1-m
29	I encourage my child to do his/her best.	F Sc	C		29	 I encourage my child to do his/her best more often.	A Sc	C
30	I help my child to do her/his best.	F Sc	C		30	 I help my child to do her/his best more often.	A Sc	C
31	I help my child with his/her problems.	F Sc	C		31	 I am better able to help my child with his/her problems.	A Sc	C
32	I help my child deal with his/her challenges.	F Sc	C		32	 I am better able to help my child(ren) deal with his/her challenges.	A Sc	C
33	I talk with my child about the her/his friends.	F Sc	SC:C&Y1-m		33	 I talk with my child about her/his friends more often.	A Sc	SC:C&Y1-m
34	I know my child's close friends by sight and name.	F Sc	SC:C&Y1-m		34	 I know more of my child's close friends by sight and name.	A Sc	SC:C&Y1-m
35	I participate in activities at my child's school.	F Sc	SC:C&Y1-m		35	 I participate more in activities at my child's school.	A Sc	SC:C&Y1-m
36	I talk with my child about school.	F Sc	SC:C&Y1-m		36	 I talk with my child about school more often.	A Sc	SC:C&Y1-m
37	I encourage my child to do well at school.	F Sc	C		37	 I encourage my child more often to do well at school.	A Sc	C
38	I help my child to do well at school.	F Sc	C		38	 I help my child to do well at school more often.	A Sc	C
Child and Youth Questions								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
41	My parents praise me (say good things about me).	F Sc	SC:C&Y1-m		41	 my parents praise me (say good things about me) more.	A Sc	SC:C&Y1-m

42	My parents listen to my ideas and opinions.	F Sc	SC:C&Y1-m		42	 my parents listen more to my ideas and opinions.	A Sc	SC:C&Y1-m
43	When my parents and I disagree, we work together to find a solution.	F Sc	SC:C&Y1-m		43	 my parents and I work together more to find solutions to things we disagree on.	A Sc	SC:C&Y1-m
44	My parents let me know I am appreciated.	F Sc	SC:C&Y1-m		44	 my parents let me know more that I am appreciated.	A Sc	SC:C&Y1-m
45	My parents take an interest in where I am going and who I am with.	F Sc	SC:C&Y1-m		45	 my parents take more of an interest in where I am going and who I am with.	A Sc	SC:C&Y1-m
46	My parents speak of the good things I do.	F Sc	SC:C&Y1-m		46	 my parents speak more of the good things I do.	A Sc	SC:C&Y1-m
47	My parents seem proud of the things I do.	F Sc	SC:C&Y1-m		47	 my parents seem more proud of the things I do.	A Sc	SC:C&Y1-m
48	My parents let me know how to get in touch with them when they are not at home.	F Sc	SC:C&Y1-m		48	 my parents let me know more often how to get in touch with them when they are not at home.	A Sc	SC:C&Y1-m
49	My parents help me when I have problems.	F Sc	SC:C&Y1-m		49	 my parents help me more when I have problems.	A Sc	SC:C&Y1-m
50	My parents help me when /if I have problems at school.	F Sc	SC:C&Y1-m		50	 my parents help me more when/if I have problems at school.	A Sc	SC:C&Y1-m
51	If I have problems, my parents are willing to help.	F Sc	C		51	 my parents are more willing to help me if I have problems.	A Sc	C
52	My parents encourage me to do my best.	F Sc	C		52	 my parents encourage me more to do my best.	A Sc	C
53	My parents help me to do my best.	F Sc	C		53	 my parents help me more to do my best.	A Sc	C
54	My parents encourage me to do well at school.	F Sc	SC:C&Y1-m		54	 my parents encourage me more to do well at school.	A Sc	SC:C&Y1-m
55	My parents help me to do well at school.	F Sc	C		55	 my parents help me more to do well at school.	A Sc	C
56	If I have problems at school, my parents are willing to help.	F Sc	SC:C&Y1-m		56	 my parents are more willing to help me if I have problems at school.	A Sc	SC:C&Y1-m

IMPROVED SOCIAL WELL-BEING OF FAMILIES							
Family Outcome #1: Healthy functioning within families							
Indicator – POSITIVE FAMILY COMMUNICATION: Family members communicate effectively and positively							
Provincial Priority Measures							
Parent Questions							
#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [Insert name]		
PM1	When my child misbehaves, I talk calmly and respectfully with my child.	F Sc	SC:C&Y1-m	PM1	 I talk more calmly and respectfully with my child when he/she misbehaves.	A Sc	SC:C&Y1-m
PM2	Members of my family express feelings to each other.	A Sc	SC:C&Y1-m	PM2	 members of my family are better at expressing feelings to each other.	A Sc	SC:C&Y1-m
PM3	I know how to talk with my child about sensitive issues.	A Sc	C	PM3	 I know more about how to talk with my child about sensitive issues.	A Sc	C
PM4	I am able to communicate effectively with my (child(ren)/spouse/partner/co-parent).	A Sc	C	PM4	 I am better able to communicate effectively with my (child(ren)/spouse/partner/co-parent).	A Sc	C
Child and Youth Questions							
#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [Insert name]		
PM5	My parents listen to my ideas and opinions.	F Sc	SC:C&Y1-m	PM5	 my parents listen more to my ideas and opinions.	A Sc	SC:C&Y1-m
Measures Bank							
Parent Questions							
#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [insert name],		
1	I praise my child by saying something like “Good for you!” or “What a nice thing you did!” or “That’s good going!”	F Sc	SC:C&Y1-m	1	 I praise my child more often.	A Sc	SC:C&Y1-m
2	My child and I talk with each other, focusing attention on each other for five minutes or more, just for fun.	F Sc	SC:C&Y1-m	2	 I spend more time talking with my child, focusing attention on each other for five minutes or more, just for fun.	A Sc	SC:C&Y1-m
3	My child and I play with each other, focusing attention on each other for five minutes or more, just for fun.	F Sc	SC:C&Y1-m	3	 I spend more time playing with my child, focusing attention on each other for five minutes or more, just for fun.	A Sc	SC:C&Y1-m

4	My child(ren) and I laugh together.	F Sc	SC:C&Y1-m	4	 my child(ren) and I laugh together more often.	A Sc	SC:C&Y1-m
5	When my child misbehaves, I talk calmly and respectfully with my child.	F Sc	SC:C&Y1-m	5	 I talk more calmly and respectfully with my child when he/she misbehaves.	A Sc	SC:C&Y1-m
6	When my child misbehaves, I talk with him/her about acceptable ways of behaving.	F Sc	SC:C&Y1-m	6	 I talk more with my child about acceptable ways of behaving when he/she misbehaves.	A Sc	SC:C&Y1-m
7	As (parents/guardians), we try to agree on parenting decisions.	F Sc	SC:C&Y1-m	7	 we, as (parents/guardians), try harder to agree on parenting decisions.	A Sc	SC:C&Y1-m
8	My family takes the time to listen to each other.	F Sc	PLCUS-m	8	 my family takes the time to listen to each other more often.	A Sc	PLCUS-m
9	Members of my family express feelings to each other.	A Sc	SC:C&Y1-m	9	 members of my family are better at expressing feelings to each other.	A Sc	SC:C&Y1-m
10	My family is able to make decisions together.	A Sc	SC:C&Y1-m	10	 my family is better at making decisions together.	A Sc	SC:C&Y1-m
11	My family is able to solve problems together.	A Sc	SC:C&Y1-m	11	 my family is better at solving problems together.	A Sc	SC:C&Y1-m
12	I know how to talk with my child about sensitive issues.	A Sc	C	12	 I know more about how to talk with my child about sensitive issues.	A Sc	C
13	I talk with my child about sensitive issues.	F Sc	C	13	 I talk with my child about sensitive issues more often.	A Sc	C
14	My child and I talk about sensitive issues.	F Sc	C	14	 my child and I are better at talking about sensitive issues.	A Sc	C
15	I know how to communicate effectively with my (child(ren)/spouse/partner/co-parent).	A Sc	C	15	 I have more ideas about how to communicate effectively with my (child(ren)/spouse/partner/co-parent).	A Sc	C
16	I am able to communicate effectively with my (child(ren)/spouse/partner/co-parent).	A Sc	C	16	 I am better able to communicate effectively with my (child(ren)/spouse/partner/co-parent).	A Sc	C
17	I communicate effectively with my (child(ren)/spouse/partner/co-parent).	F Sc	C	17	 I am better at communicating effectively with my (child(ren)/spouse/partner/co-parent).	A Sc	C

Child and Youth Questions

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
31	My parents praise me (say good things about me).	F Sc	SC:C&Y1-m	31	 my parents praise me (say good things about me) more.	A Sc	SC:C&Y1-m
32	My parents listen to my ideas and opinions.	F Sc	SC:C&Y1-m	32	 my parents listen more to my ideas and opinions.	A Sc	SC:C&Y1-m
33	My parents speak of the good things I do.	F Sc	SC:C&Y1-m	33	 my parents speak more of the good things I do.	A Sc	SC:C&Y1-m
34	My parents seem proud of the things I do.	F Sc	SC:C&Y1-m	34	 my parents seem more proud of the things I do.	A Sc	SC:C&Y1-m

35	My parents let me know how to get in touch with them when they are not at home.	F Sc	SC:C&Y1-m		35	 my parents let me know more often how to get in touch with them when they are not at home.	A Sc	SC:C&Y1-m
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**Families: Outcome 2:
Families have social supports.**

IMPROVED SOCIAL WELL-BEING OF FAMILIES

Family Outcome #2: Families have social supports.

Indicator – EXTENT AND QUALITY OF SOCIAL NETWORKS: Family has social networks to support them, e.g., extended family, friends and neighbours. The family can reach out and get support.

Quality of close relationships: family, friends, neighbours, etc. For example: family feels close to them, family feels at ease with them, family can share freely with them, and family can ask them for help or a favour.

Provincial Priority Measures

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [Insert name]		
PM1	I have family and friends who help me feel safe, secure and happy.	A Sc	SC:C&Y1	PM1	[Insert name] has helped me to realize my family and friends help me feel safe, secure and happy.	A Sc	SC:C&Y1-m
PM2	My family has someone we trust that we can turn to for advice.	A Sc	SC:C&Y1-m	PM2	 my family has more people that we trust and can turn to for advice.	A Sc	SC:C&Y1-m
PM3	My family is connected to a group of people who share our beliefs and values.	A Sc	SC:C&Y1-m	PM3	 my family is more connected to a group of people who share our beliefs and values.	A Sc	SC:C&Y1-m
PM4	My family has people we can count on to help us.	A Sc	C	PM4	 my family has more people we can count on to help us.	A Sc	C
PM5	I know other parents in our neighbourhood/community that we can ask for help and support.	A Sc	C	PM5	 I have met other parents in our neighbourhood/community we can ask for help and support.	A Sc	C

Measures Bank

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [insert name],		
1	I have family and friends who help me feel safe, secure and happy.	A Sc	SC:C&Y1	1	[Insert name] has helped me to realize my family and friends help me feel safe, secure and happy.	A Sc	SC:C&Y1-m
2	My family has someone we trust that we can turn to for advice.	A Sc	SC:C&Y1-m	2	 my family has more people that we trust and can turn to for advice.	A Sc	SC:C&Y1-m
3	My family is connected to a group of people who share our beliefs and values.	A Sc	SC:C&Y1-m	3	 my family is more connected to a group of people who share our beliefs and values.	A Sc	SC:C&Y1-m
4	My family has people we can count on to help us.	A Sc	C	4	 my family has more people we can count on to help us.	A Sc	C
5	My family has people we can count on in an emergency.	A Sc	SC:C&Y1-m	5	 my family has more people we can count on in an emergency.	A Sc	SC:C&Y1-m
6	I am connected to other parents in my neighbourhood/community.	A Sc	C	6	 I have built connections with other parents in my neighbourhood/community.	A Sc	C

7	My family is friends with other families in my neighbourhood/community.	A Sc	C		7	 my family has made friends with more families in my neighbourhood/community.	A Sc	C
8	I know other parents in our neighbourhood/community that we can ask for help and support.	A Sc	C		8	 I have met other parents in our neighbourhood/community we can ask for help and support.	A Sc	C
9	I feel supported by the other parents in my neighbourhood/community.	A Sc	C		9	 I feel more support from the other parents in our neighbourhood/community.	A Sc	C
10	My family is connected with other families in my neighbourhood/community.	A Sc	C		10	 my family has made new connections with other families in my neighbourhood/community.	A Sc	C
					11	As a result of [insert name], my family has strengthened existing connections with other families.	A Sc	C

IMPROVED SOCIAL WELL-BEING OF FAMILIES								
Family Outcome #2: Families have social supports.								
Indicator – FAMILY ACCESES RESOURCES AS NEEDED: The family can access community resources when they need them.								
Provincial Priority Measures								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM1	I know what resources are available for my family.	A Sc	C		PM1	 I have more information on what resources are available for my family.	A Sc	C
PM2	I can access the resources available for my family when I need them.	A Sc	C		PM2	 I am better able to access the resources available for my family when we need them.	A Sc	C
PM3	I access the resources available for my family when needed.	F Sc	C		PM3	 I have been able to access more resources that are available for my family when needed.	A Sc	C
Measures Bank								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	I know what resources are available for my family.	A Sc	C		1	 I have more information on what resources are available for my family.	A Sc	C
2	I can access the resources available for my family when I need them.	A Sc	C		2	 I am better able to access the resources available for my family when we need them.	A Sc	C
3	I access the resources available for my family when needed.	F Sc	C		3	 I have been able to access more resources that are available for my family when needed.	A Sc	C
4	I know what parenting resources are available for my family.	A Sc	C		4	 I have more information on what parenting resources are available for my family.	A Sc	C
5	I can access the parenting resources available for my family when I need them.	A Sc	C		5	 I am better able to access the parenting resources available for my family when we need them.	A Sc	C
6	I access the parenting resources available for my family when I need them.	F Sc	C		6	 I have been able to access more parenting resources that are available for my family when we need them.	A Sc	C
7	I know how to find accurate information on the internet.	A Sc	C		7	 I know more about how to find accurate information on the internet.	A Sc	C
8	I know how to keep myself safe when using the internet/social media.	A Sc	C		8	 I know more about how to keep myself safe when using the internet/socio media.	A Sc	C

**Improved social well-
being of community**

Community: Outcome 1:
The community is connected and engaged.

IMPROVED SOCIAL WELL-BEING OF COMMUNITY								
Community Outcome # 1: The community is connected and engaged.								
Indicator – SOCIAL ENGAGEMENT: A diverse range of activities individuals participate in for their own enjoyment or benefit or to provide benefit to others in the wider community. Informal and formal volunteering is an example.								
Provincial Priority Measures								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM1	I know what is happening in my neighbourhood/community.	A Sc	C		PM1	[Insert name] helps me to know what is happening in my neighbourhood/community.	A Sc	C
PM2	I feel a sense of belonging to my neighbourhood/community.	F Sc	SC:MH&D-m		PM2	[Insert name] has helped me to feel a sense of belonging to my neighbourhood/community.	A Sc	SC:MH&D-m
PM3	People in my neighbourhood/community are willing to help their neighbours.	A Sc	SC:C&Y1-m		PM3	 people in my neighbourhood/community are more willing to help their neighbours.	A Sc	SC:C&Y1-m
PM4	I get involved in neighbourhood/community events or activities.	F Sc	SCS		PM4	[Insert name] helps me to get involved in neighbourhood/community events or activities.	A Sc	SCS-m
PM5	I help out in my neighbourhood/community by volunteering.	F Sc	SCS-m		PM5	 I help out more in my neighbourhood/community by volunteering.	A Sc	SCS-m
Measures Bank								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	I am able to connect with my friends here.	A Sc	C		1	[Insert name] helps me stay connected with my friends.	A Sc	C
2	I know where I can connect with others in my neighbourhood/community.	A Sc	C		2	 I know more about where I can connect with others in my neighbourhood/community.	A Sc	C
3	I stay connected with others in my neighbourhood/community.	A Sc	C		3	 I am better able to stay connected with others in my neighbourhood/community.	A Sc	C
4	I know what is happening in my neighbourhood/community.	A Sc	C		4	[Insert name] helps me to know what is happening in my neighbourhood/community.	A Sc	C
5	I feel connected to my neighbourhood/community.	A Sc	C		5	[Insert name] helps me to feel connected to my neighbourhood/community.	A Sc	C
6	I feel welcome at [insert name].	A Sc	C		6	 I feel more welcome at [insert name].	A Sc	C
7	I feel welcome in my neighbourhood/community.	A Sc	C		7	[Insert name] helped me to feel welcome in my neighbourhood/community.	A Sc	C

8	I am comfortable attending events at [insert name].	A Sc	C						
9	I express my ideas about activities at [insert name].	A Sc	C						
10	I take responsibility for some of the activities at [insert name].	A Sc	C						
11	I feel like I belong at [insert name].	A Sc	C						
12	I am active in my neighbourhood/community.	A Sc	C		12	[Insert name] helps me to be active in my neighbourhood/community.	A Sc	C	
13	I am connected with others in my neighbourhood/community.	A Sc	C		13	 I am more connected with others in my neighbourhood/community.	A Sc	C	
14	I feel a sense of belonging to my neighbourhood/community.	F Sc	SC:MH&D-m		14	[Insert name] has helped me to feel a sense of belonging to my neighbourhood/community.	A Sc	SC:MH&D-m	
15	I feel isolated from others in my neighbourhood/community.	A Sc (R)	C		15	 I feel less isolated from others in my neighbourhood/community.	A Sc	C	
16	People in my neighbourhood/community are willing to help their neighbours.	A Sc	SC:C&Y1-m		16	 people in my neighbourhood/community are more willing to help their neighbours.	A Sc	SC:C&Y1-m	
17	I am interested in my neighbourhood/community.	A Sc	C		17	 I am more interested in my (neighbourhood/ community).	A Sc	CTK-m	
18	I am interested in getting involved in my neighbourhood/community.	A Sc	C		18	 I am more interested in getting involved in my neighbourhood/community.	A Sc	C	
19	I make a contribution to my neighbourhood/community.	A Sc	C		19	[Insert name] helps me to make a contribution to my neighbourhood/community.	A Sc	CTK-m	
20	I believe it is important to get involved in my neighbourhood/community.	A Sc	C		20	[Insert name] helped me to believe it is important to get involved in my neighbourhood/community.	A Sc	C	
21	I get involved in neighbourhood/community events or activities.	F Sc	SCS		21	[Insert name] helps me to get involved in neighbourhood/community events or activities.	A Sc	C	
22	My neighbourhood/community has lots of opportunities to get involved in community life.	A Sc	C		22	 I realize my neighbourhood/community has lots of opportunities to get involved in community life.	A Sc	C	
23	My neighbourhood/community has an active community life.	A Sc	C		23	 I realize my neighbourhood/community has an active community life.	A Sc	C	
24	I know how to get involved in community life.	A Sc	C		24	 I know more about how to get involved in community life.	A Sc	C	
25	I help my neighbourhood/community organize community events.	F Sc	C		25	 I help my (neighbourhood/ community) organize community events more often.	A Sc	C	
26	I know where I can volunteer in my neighbourhood/community.	A Sc	C		26	 I know more about where I can volunteer in my neighbourhood/community.	A Sc	C	
27	I recognize the importance of volunteering.	A Sc	C		27	 I am more aware of the importance of volunteering.	A Sc	C	

28	I believe volunteering is vital to the community.	A Sc	C		28	[Insert name] helped me to believe volunteering is vital to the community.	A Sc	C
29	I am aware of the value of volunteering.	A Sc	C		29	 I am more aware of the value of volunteering.	A Sc	C
30	My volunteering makes a positive difference in my neighbourhood/community.	A Sc	C		30	 I am more aware that my volunteering makes a positive difference in my neighbourhood/community.	A Sc	C
31	I help out in my neighbourhood/community by volunteering.	F Sc	SCS-m		31	 I help out more in my neighbourhood/community by volunteering.	A Sc	SCS-m
32	I believe I am making my neighbourhood/community a better place to live by volunteering.	A Sc	C		32	[Insert name] helped me to believe I can make my neighbourhood/community a better place by volunteering.	A Sc	C
33	I understand the value of volunteerism in the community.	A Sc	C		33	 I have a better understanding of the value of volunteerism in the community.	A Sc	C
34	As a result of volunteering, I feel connected to my neighbourhood/community.	A Sc	C		34	As a result of volunteering, I feel more connected to my neighbourhood/community.	A Sc	C
35	As a result of _____, I am involved in my neighbourhood/community.	A Sc	C		35	As a result of _____, I am more involved in my neighbourhood/community.	A Sc	C
36	As a result of volunteering for _____, I am interested in volunteering in other ways.	A Sc	C		36	As a result of volunteering for _____, I am more interested in volunteering in other ways.	A Sc	C
37	I have a great appreciation for the volunteers in my neighbourhood/community.	A Sc	C		37	 I have a greater appreciation for the volunteers in my neighbourhood/community.	A Sc	C
38	I am/my organization is knowledgeable about volunteer management.	A Sc	C		38	 I have/my organization has more knowledge about volunteer management.	A Sc	C
39	I feel I have influence over what happens in my community.	A Sc	C		39	 I feel I have more influence over what happens in my community.	A Sc	C
40	I have meaningful participation in municipal/civic processes, projects and/or decisions.	A Sc	C		40	 I am better able to participate meaningfully in municipal/civic processes, projects and/or decisions.	A Sc	C
41	I make informed decisions when I vote in the [municipal/provincial/federal] election.	A Sc	C		41	 I am better prepared to make informed decisions when I vote in the [municipal/provincial/federal] election.	A Sc	C
42	I believe I have a duty to vote in [municipal/provincial/federal] elections.	A Sc	SC:NLSCY-m		42	 I now have a belief that I have a duty to vote in [municipal/provincial/federal] elections.	A Sc	SC:NLSCY-m

IMPROVED SOCIAL WELL-BEING OF COMMUNITY								
Community Outcome # 1: The community is connected and engaged.								
Indicator – SOCIAL SUPPORT: The activities individuals undertake, within the context of social relationships, to share information, and provide emotional or physical support.								
Provincial Priority Measures								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM1	I tell others about events, activities and resources in my (neighbourhood/community).	F Sc	C		PM1	 I was able to tell others about events, activities and resources in my (neighbourhood/community).	A Sc	C
PM2	I provide support to others.	F Sc	C		PM2	 I provided support to another person.	A Sc	C
PM3	I connect people with things they need.	F Sc	C		PM3	 I was able to connect another person with something they needed.	A Sc	C
PM4	I help other people in my (neighbourhood/community).	F Sc	C		PM4	 I was able to help other people in my (neighbourhood/community).	A Sc	C
Measures Bank								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	I tell others about events, activities and resources in my (neighbourhood/community).	F Sc	C		1	 I was able to tell others about events, activities and resources in my (neighbourhood/community).	A Sc	C
2	I provide support to others.	F Sc	C		2	 I provided support to another person.	A Sc	C
3	I listen when someone needs to talk.	F Sc	C		3	 I listened to someone who needed to talk.	A Sc	C
4	I connect people with things they need.	F Sc	C		4	 I was able to connect another person with something they needed.	A Sc	C
5	I help other people.	F Sc	C		5	 I was able to help someone.	A Sc	C
6	I know how to help other people in my (neighbourhood/community).	A Sc	C		6	 I found out how to help other people in my (neighbourhood/community).	A Sc	C
7	I help other people in my (neighbourhood/community).	F Sc	C		7	 I was able to help other people in my (neighbourhood/community).	A Sc	C

8	I help other people in my (neighbourhood/community) with things around their homes (cooking, cleaning, shopping for them, gardening, maintenance, painting, shoveling snow or car repairs).	F Sc	SC:HA-m		8a	 I found out about opportunities to help other people in my (neighbourhood/community) with things around their homes (cooking, cleaning, shopping for them, gardening, maintenance, painting, shoveling snow or car repairs).	A Sc	SC:HA-m
					8b	 I was able to help other people in my (neighbourhood/community) with things around their homes (cooking, cleaning, shopping for them, gardening, maintenance, painting, shoveling snow or car repairs).	A Sc	SC:HA-m
9	I help other people in my (neighbourhood/community) with paperwork (writing letters, doing taxes, filling out forms, banking, paying bills or finding information).	F Sc	SC:HA-m		9a	 I found out about opportunities to help other people in my (neighbourhood/community) with paperwork (writing letters, doing taxes, filling out forms, banking, paying bills or finding information).	A Sc	SC:HA-m
					9b	 I was able to help other people in my (neighbourhood/community) with paperwork (writing letters, doing taxes, filling out forms, banking, paying bills or finding information).	A Sc	SC:HA-m
10	I help other people in my (neighbourhood/community) with their transportation needs (driving them to the store or to any other appointments).	F Sc	SC:HA-m		10a	 I found out about opportunities to help other people in my (neighbourhood/community) with their transportation needs (driving them to the store or to any other appointments).	A Sc	SC:HA-m
					10b	 I was able to help other people in my (neighbourhood/community) with their transportation needs (driving them to the store or to any other appointments).	A Sc	SC:HA-m
11	I help other people in my (neighbourhood/community) with personal support (emotional support, providing advice, visiting, unpaid babysitting).	F Sc	SC:HA-m		11a	 I found out about opportunities to help other people in my (neighbourhood/community) with personal support (emotional support, counseling, providing advice, visiting, unpaid babysitting).	A Sc	SC:HA-m
					11b	 I was able to help other people in my (neighbourhood/community) with personal support (emotional support, providing advice, visiting, unpaid babysitting).	A Sc	SC:HA-m

IMPROVED SOCIAL WELL-BEING OF COMMUNITY								
Community Outcome # 1: The community is connected and engaged.								
Indicator – AWARENESS OF THE COMMUNITY: Awareness of and use of programs and services available in the community.								
Provincial Priority Measures								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM1	I know how to access the community resources I need.	A Sc	C		PM1	 I know more about how to access the community resources I need.	A Sc	C
PM2	I am aware of what is happening in my community.	A Sc	C		PM2	 I am more aware of what is happening in my community.	A Sc	C
Measures Bank								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	I am aware of the resources and supports available in my community.	A Sc	C		1	 I am more aware of the resources and supports available in my community.	A Sc	C
2	I know how to access the community resources I need.	A Sc	C		2	 I know more about how to access the community resources I need.	A Sc	C
3	I am able to access the community resources I need.	A Sc	C		3	 I am better able to access the community resources I need.	A Sc	C
4	I access the community resources I need.	A Sc	C		4	 I access the community resources I need, more often.	A Sc	C
5	I am aware of [insert topic] in my community.	A Sc	C		5	 I am more aware of [insert topic] in my community.	A Sc	C
6	I am aware of what is happening in my community.	A Sc	C		6	 I am more aware of what is happening in my community.	A Sc	C
7	I know where to get help when I need it.	A Sc	C		7	 I know more about where to get help when I need it.	A Sc	C

IMPROVED SOCIAL WELL-BEING OF COMMUNITY

Community Outcome # 1: The community is connected and engaged.

Indicator – POSITIVE ATTITUDE TOWARDS OTHERS AND THE COMMUNITY: How people feel, what they believe and what they value: Trust; Respect for diversity; Supporting others and receiving support from them* ; Sense of belonging to the community * Also see social engagement and social support

Provincial Priority Measures

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [Insert name]		
PM1	I trust people in my neighbourhood.	A Sc	SC:GSS-m	PM1	 I am more trusting of people in my neighbourhood.	A Sc	SC:GSS-m
PM2	I feel a strong sense of community with the people on my block/in my neighbourhood.	A Sc	BSCI	PM2	 I feel a stronger sense of community with the people on my block/in my neighbourhood.	A Sc	BSCI-m
PM3	I am comfortable being with people of other cultures, races or ethnic groups.	F Sc	CTK	PM3	 I feel more comfortable with people of other cultures, races or ethnic groups.	A Sc	CTK
PM4	I respect members of my own culture/race/ethnic group.	F Sc	CTK	PM4	 I have more respect for members of my own culture/race/ethnic group.	A Sc	CTK
PM5	I care about other people in my neighbourhood/community.	F Sc	CTK-m	PM5	 I care more about other people in my neighbourhood/community.	A Sc	CTK-m

Measures Bank

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [insert name],		
1	I trust people in my neighbourhood.	A Sc	SC:GSS-m	1	 I am more trusting of people in my neighbourhood.	A Sc	SC:GSS-m
2	It is safe to walk alone in this neighbourhood after dark.	A Sc	SC:C&Y1	2	 I feel safer walking alone in my neighbourhood after dark.	A Sc	SC:C&Y1-m
3	If there is a problem in the neighbourhood, the neighbours get together to deal with it.	A Sc	SC:C&Y1-m	3	 if there is a problem in the neighbourhood, the neighbours are more likely to get together to deal with it.	A Sc	SC:C&Y1-m
4	I feel a strong sense of community with the people on my block/in my neighbourhood.	A Sc	BSCI	4	 I feel a stronger sense of community with the people on my block/in my neighbourhood.	A Sc	BSCI-m
5	I feel a sense of belonging in my (neighbourhood/ community).	A Sc	C	5	 I feel a stronger sense of belonging in my neighbourhood/community.	A Sc	C
6	I feel welcome in my neighbourhood/community.	A Sc	C	6	[Insert name] helped me feel welcome in my (neighbourhood/ community).	A Sc	C

7	I care about the future of my neighbourhood/community.	A Sc	C	7	 I care more about the future of my neighbourhood/community.	A Sc	C
8	I know about the good things people do in my neighbourhood/community.	A Sc	CTK	8	 I know more about the good things that people have done in my neighbourhood/community.	A Sc	CTK
9	I know my neighbours.	A Sc	C	9	 I know my neighbours better.	A Sc	C
10	I appreciate the seniors in my neighbourhood/community.	A Sc	C	10	 I have more appreciation for the seniors in my neighbourhood/community .	A Sc	C
11	Seniors are an important/valuable part of my neighbourhood/community.	A Sc	C	11	[Insert name] helped me to realize that seniors are an important/valuable part of my neighbourhood/community	A Sc	C
12	I appreciate the youth in my neighbourhood/community.	A Sc	C	12	 I have more appreciation for the youth in my neighbourhood/community.	A Sc	C
13	Youth are an important/valuable part of my neighbourhood/community.	A Sc	C	13	[Insert name] helped me to realize that youth are an important/valuable part of my neighbourhood/community	A Sc	C
14	Youth in my neighbourhood/community have a lot to offer.	A Sc	C	14	[Insert name] helped me to realize that youth in my neighbourhood/community have a lot to offer.	A Sc	C
15	Adults in my neighbourhood/community value our youth.	A Sc	C	15	 adults in my neighbourhood/community value youth more.	A Sc	C
16	[Insert population group] are an important/valuable part of my neighbourhood/community.	A Sc	C	16	[Insert name] helped me to realize that [insert population group] are an important/valuable part of my neighbourhood/community.	A Sc	C
17	[Insert population group] in my neighbourhood/community have a lot to offer.	A Sc	C	17	[Insert name] helped me to realize that [insert population group] in my neighbourhood/community have a lot to offer.	A Sc	C
18	I am aware of the contribution [insert population group] makes in my neighbourhood/community.	A Sc	C	18	 I am more aware of the contribution [insert population group] makes in my neighbourhood/community.	A Sc	C
19	I know about other cultures, races, and ethnic groups.	A Sc	CTK-m	19	 I know more about other cultures, races or ethnic groups.	A Sc	CTK-m
20	I care about people from other cultures, races or ethnic groups.	F Sc	CTK-m	20	 I care more about people of other cultures, races or ethnic groups.	A Sc	CTK
21	I respect people from other cultures, races or ethnic groups.	F Sc	CTK-m	21	 I have more respect for people of other cultures, races or ethnic groups.	A Sc	CTK
22	I am comfortable being with people of other cultures, races or ethnic groups.	F Sc	CTK	22	 I feel more comfortable with people of other cultures, races or ethnic groups.	A Sc	CTK
23	I know about my own culture/race/ethnic group.	A Sc	CTK	23	 I know more about my own culture/race/ethnic group.	A Sc	CTK
24	I am interested in my own culture/race/ethnic group.	A Sc	CTK	24	 I am more interested in my own culture/race/ethnic group.	A Sc	CTK

25	I feel connected to my family's cultural traditions.	F Sc	CTK		25	 I feel more connected to my family's cultural traditions.	A Sc	CTK
26	I feel connected to my own culture/race/ethnic group.	F Sc	CTK		26	 I feel more connected to my own culture/race/ethnic group.	A Sc	CTK
27	I feel pride for my own culture/race/ethnic group.	F Sc	CTK		27	 I feel more pride in my own culture/race/ethnic group.	A Sc	CTK
28	I respect members of my own culture/race/ethnic group.	F Sc	CTK		28	 I have more respect for members of my own culture/race/ethnic group.	A Sc	CTK
29	I care about other people in my neighbourhood/community.	F Sc	CTK-m		29	 I care more about other people in my neighbourhood/community.	A Sc	CTK-m
30	I care about all people in my neighbourhood/community	F Sc	C		30	 I care more about all people in my neighbourhood/community.	A Sc	C

Community: Outcome 2:
Community social issues are identified and
addressed.

IMPROVED SOCIAL WELL-BEING OF COMMUNITY								
Community Outcome # 2: Community social issues are identified and addressed.								
Indicator –AWARENESS OF COMMUNITY SOCIAL ISSUES : Awareness of existing/emerging social issues								
Provincial Priority Measures								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM1	I am aware that [insert community social issue] is an issue in my community.	A Sc	C		PM1	 I am more aware that [insert community issue] is an issue in my community.	A Sc	C
PM2	I am aware of the impact of [insert community social issue] in my neighbourhood/community.	A Sc	C		PM2	 I am more aware of the impact of [insert community social issue] in my neighbourhood/community.	A Sc	C
Measures Bank								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	I am aware of [insert community social issue].	A Sc	C		1	 I am more aware of [insert community social issue].	A Sc	C
2	I am knowledgeable about [insert community social issue].	A Sc	C		2	 I am more knowledgeable about [insert community social issue].	A Sc	C
3	I am aware that [insert community social issue] is an issue in my community.	A Sc	C		3	 I am more aware that [insert community issue] is an issue in my community.	A Sc	C
4	I am aware of the impact of [insert community social issue] in my neighbourhood/community.	A Sc	C		4	 I am more aware of the impact of [insert community social issue] in my neighbourhood/community.	A Sc	C
5	I am aware of what is happening in my community.	A Sc	C		5	 I am more aware of what is happening in my community.	A Sc	C
6	I am aware of the social issues in my community.	A Sc	C		6	 I am more aware of the social issues in my community.	A Sc	C
7	I am aware that the social issues in my community have been identified.	A Sc	C		7	 I am more aware that the social issues in my community have been identified.	A Sc	C

IMPROVED SOCIAL WELL-BEING OF COMMUNITY								
Community Outcome # 2: Community social issues are identified and addressed.								
Indicator –UNDERSTANDING OF COMMUNITY SOCIAL ISSUES: Understanding of existing/emerging social issues								
Provincial Priority Measures								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [Insert name]		
PM1	I understand [insert community social issue].	A Sc	C		PM1	 I have a greater understanding of [insert community social issue].	A Sc	C
PM2	I understand why [insert community social issue] is important to my community.	A Sc	C		PM2	 I have a greater understanding of why [insert community social issue] is important to my community.	A Sc	C
PM3	I understand the impact of [insert community social issue] on my community.	A Sc	C		PM3	 I have a greater understanding of the impact of [insert community social issue] on my community.	A Sc	C
Measures Bank								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
1	I understand [insert community social issue].	A Sc	C		1	 I have a greater understanding of [insert community social issue].	A Sc	C
2	I understand why [insert community social issue] is important to my community.	A Sc	C		2	 I have a greater understanding of why [insert community social issue] is important to my community.	A Sc	C
3	I understand the impact of [insert community social issue] on my community.	A Sc	C		3	 I have a greater understanding of the impact of [insert community social issue] on my community.	A Sc	C
4	I have enough information to form an opinion about [insert community social issue].	A Sc	un		4	 I have more information to form an opinion about [insert community social issue].	A Sc	C
5	I feel I can have a conversation with someone who can effect change/make a difference on [insert community social issue].	A Sc	C		5	 I feel I am better able to have a conversation with someone who can effect change/make a difference on [insert community social issue].	A Sc	C
6	I understand [insert community social issue] well enough to figure out how I can contribute.	A Sc	C		6	 I better understand [insert community social issue] and can figure out how I can contribute.	A Sc	C
7	I have enough of a understanding of [insert community social issue] to identify people who can effect change/make a difference on this community issue.	A Sc	C		7	 I have a better understanding of [insert community social issue] so I can identify people who can effect change/make a difference on this community issue.	A Sc	C

IMPROVED SOCIAL WELL-BEING OF COMMUNITY

Community Outcome # 2: Community social issues are identified and addressed.

Indicator –AGENCIES AND/OR COMMUNITY MEMBERS WORK TOGETHER IN PARTNERSHIP TO ADDRESS SOCIAL ISSUES IN THE COMMUNITY: Partnerships created to address priority social issues in the community.
Levels of partnership: Communication, Cooperation, Coordination, Collaboration

Provincial Priority Measures

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [Insert name]		
PM1	I have / My organization has good working relationships with other community agencies.	A Sc	C	PM1	 I have / My organization has developed better working relationships with other community agencies.	A Sc	C
PM2	I am / My organization is able to serve the people in my community well.	A Sc	C	PM2	 I am / My organization is better able to serve the people in my community.	A Sc	C
PM3	I have / My organization has the necessary knowledge to help address this community social issue.	A Sc	C	PM3	 I have / My organization has more knowledge to help address this community social issue.	A Sc	C
PM4	I have / My organization has the necessary skills to help address this community social issue.	A Sc	C	PM4	 I have / My organization has more of the necessary skills required to help address this community social issue.	A Sc	C
PM5	Community members are prepared/ready to take ownership of community initiatives.	A Sc	C	PM5	 community members are better prepared/more ready to take ownership of community initiatives.	A Sc	C

Measures Bank

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [insert name],		
1	I am well informed about community and/or regional programs, services and resources.	A Sc	C	1	 I am better informed about community and/or regional programs, services and resources.	A Sc	C
2	I have / My organization has good working relationships with other community agencies.	A Sc	C	2	 I have / My organization has developed better working relationships with other community agencies.	A Sc	C
3	I identify / My organization identifies opportunities to partner with other agencies.	A Sc	C	3	 I have / My organization has identified opportunities to partner with other agencies.	A Sc	C
4	I am / My organization is able to serve the people in my community well.	A Sc	C	4	 I am / My organization is better able to serve the people in my community.	A Sc	C
5	I am / My organization is able to address the social needs in my community.	A Sc	C	5	 I am / My organization is better able to address the social needs in my community.	A Sc	C

6	This collaboration has the necessary knowledge to take action on this community social issue.	A Sc	C		6	 this collaboration has more of the necessary knowledge required to take action on this community social issue.	A Sc	C
7	I have / My organization has the necessary knowledge to help address this community social issue.	A Sc	C		7	 I have / My organization has more knowledge to help address this community social issue.	A Sc	C
8	This collaboration has the necessary skills to take action on this community social issue.	A Sc	C		8	 this collaboration has more of the necessary skills required to take action on this community social issue.	A Sc	C
9	I have / My organization has the necessary skills to help address this community social issue.	A Sc	C		9	 I have / My organization has more of the necessary skills required to help address this community social issue.	A Sc	C
10	This collaboration has the necessary resources to take action this community social issue.	A Sc	C		10	 this collaboration has more of the necessary resources to take action on this community social issue.	A Sc	C
11	I have / My organization has the necessary resources to help address this community social issue.	A Sc	C		11	 I have / My organization has more of the necessary resources to help address this community social issue.	A Sc	C
12	This collaboration facilitates effective use of our collective resources.	A Sc	C		12	 this collaboration facilitates more effective use of our collective resources.	A Sc	C
13	The people involved in this collaboration have the necessary influence to take action on this community social issue.	A Sc	C		13	 the people involved in this collaboration have more of the necessary influence required to take action on this community social issue.	A Sc	C
14	People involved in this collaboration trust one another.	A Sc	WCFI-m		14	 people involved in this collaboration trust one another more.	A Sc	WCFI
15	I have / My organization has a lot of respect for the other people involved in this collaboration.	A Sc	WCFI		15	 I have / My organization has more respect for the other people involved in this collaboration.	A Sc	WCFI
16	The people involved in this collaboration represent a cross section of those who have a stake in what we are trying to accomplish.	A Sc	WCFI					
17	Everyone who is a member of this collaborative group wants this project to succeed.	A Sc	WCFI		17	 everyone who is a member of this collaborative is more invested in this project succeeding.	A Sc	WCFI-m
18	The level of commitment among the collaboration participants is high.	A Sc	WCFI		18	 the level of commitment among the collaboration participants has increased.	A Sc	WCFI-m
19	People in this collaborative group have a clear sense of their roles and responsibilities.	A Sc	WCFI		19	 people in this collaborative group have a clearer sense of their roles and responsibilities.	A Sc	WCFI-m
20	There is a clear process for making decisions among the partners in this collaboration.	A Sc	WCFI		20	 there is a clearer process for making decisions among the partners in this collaboration.	A Sc	WCFI-m
21	The people in this collaboration are currently able to keep up with the work necessary to coordinate all the people, organizations, and activities related to this collaborative project.	A Sc	WCFI-m		21	 the people involved in this collaboration are better able to keep up with the work necessary to coordinate all the people, organizations, and activities related to this collaborative project.	A Sc	WCFI-m
22	People in this collaboration communicate openly with one another.	A Sc	WCFI		22	 people in this collaboration communicate more openly with one another.	A Sc	WCFI-m

23	I feel comfortable expressing my ideas.	A Sc	C		23	 I am more comfortable expressing my ideas.	A Sc	C
24	I have / My organization has the information I/we need to be well-informed about this collaborative project.	A Sc	WCFI-m		24	 I have / My organization has more of the information I/we need to be well-informed about this collaborative project.	A Sc	WCFI-m
25	I have / My organization has a clear understanding of what this collaboration is trying to accomplish.	A Sc	WCFI		25	 I have / My organization has a better understanding of what this collaboration is trying to accomplish.	A Sc	WCFI-m
26	People in this collaborative group know and understand our goals.	A Sc	WCFI		26	 people in this collaborative group have a greater understanding of our goals.	A Sc	WCFI-m
27	The work this collaboration has done has made an impact on the issue in our community.	A Sc	C		27	 the work of this collaboration has made more of an impact on the issue in our community.	A Sc	C
28	Community members are prepared/ready to take ownership of community initiatives.	A Sc	C		28	 community members are better prepared/more ready to take ownership of community initiatives.	A Sc	C
29	Community members/agencies identify the social issues present in the community.	A Sc	C		29	Community members/agencies have identified the social issues present in the community.	A Sc	C
30	Community members/agencies set priorities for the specific social issues to be addressed in the community .	A Sc	C		30	Community members/agencies have set priorities for the specific social issues to be addressed in our community.	A Sc	C
31	Community members/agencies understand [insert community social issue] well enough to identify and address the challenges and barriers.	A Sc	C		31	Community members/agencies now understand [insert community social issue] well enough to identify and address the challenges and barriers.	A Sc	C
32	Community members/agencies understand [insert community social issue] well enough to identify allies and opportunities.	A Sc	C		32	Community members/agencies now understand [insert community social issue] well enough to identify allies and opportunities.	A Sc	C
33	Community members/agencies have a strategy to address the identified community social issues.	A Sc	C		33	Community members/agencies have developed a strategy to address the identified community social issues.	A Sc	C