

Family and Community Support
Services

Measures Bank

Second Edition

Individual: Children and Youth Measures

March 29, 2019

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

External Asset: Support

Indicator: Asset #1: Family support

For more measures, see the indicators under Family Outcome 1: Healthy functioning within families

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 enjoys spending time together more often.	A Sc	C	
					7b	My family enjoyed spending time together today.	A Sc	C	
8	My family has fun together.	F Sc	C		8a	. . . my family has fun together more often.	A Sc	C	
					8b	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	

<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 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
<i>12-18 years old</i>								
#	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

For more measures, see Family Outcome 1: Healthy functioning within families & Indicator: 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								
<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	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
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IMPROVED SOCIAL WELL-BEING

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
	Revision code: N: new measure; A: added to PM from MB; R: removed from PM, still in MB (look for teal)				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 adults that I know. (A)	Y F Sc	C	PM3	. . . I feel more supported by the adults I know. (A)	Y A Sc	C
PM4	I go to an adult when I need help. (A)	Y F Sc	C	PM4	. . . I go to an adult when I need help more often. (A)	Y A Sc	C
PM5	I have adults I look up to. (N)	Y F Sc	C	PM5	. . . I have more adults to look up to. (N)	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	I know adults that I can go to when I need help.	F Sc	C	PM6	. . . I know more adults that I can go to when I need help.	A Sc	C
PM7	I feel the staff/my mentor care(s) about me.	F Sc	CTK-m	PM7	At [insert name], I feel the staff/my mentor care(s) about me.	A Sc	CTK-m
PM8	I feel supported by the adults that I know. (A)	F Sc	C	PM8	. . . I feel more supported by the adults that I know. (A)	A Sc	C
PM9	I go to an adult when I need help. (A)	F Sc	C	PM9	. . . I go to an adult when I need help more often. (A)	A Sc	C

PM10	I have adults I look up to. (N)	F Sc	C		PM10	... I have adults to look up to. (N)	A Sc	C
Measures Bank								
<i>8-12 years old</i>								
#	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. (A)	Y F Sc	C		2	... I feel more supported by the adults that I know. (A)	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. (A)	Y F Sc	C		4	... I go to an adult when I need help more often. (A)	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
11	I have adults I look up to. (N)	Y F Sc	C		11	... I have adults to look up to. (N)	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. (A)	F Sc	C		22	... I feel more supported by the adults that I know. (A)	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. (A)	F Sc	C		24	... I go to an adult when I need help more often. (A)	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
31	I have adults I look up to. (N)	F Sc	C		31	... I have adults to look up to. (N)	Y 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
	Revision code: N: new measure; A: added to PM from MB; R: removed from PM, still in MB (look for teal)					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
PM5	I feel like I belong in my neighbourhood/community. (A)	Y F Sc	CFCSS-m		PM5	[Insert name] helped me to feel like I belong in my neighbourhood/community more often. (A)	Y A 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]		
PM6	I feel comfortable asking my neighbors for help.	A Sc	C		PM6	. . . I feel more comfortable asking my neighbors for help.	A Sc	C
PM7	My neighbourhood/community is a friendly place to live.	A Sc	SC:C&Y1-m		PM7	. . . my neighbourhood/community feels like a friendlier place to live.	A Sc	SC:C&Y1-m
PM8	I feel like I belong in my neighbourhood/community. (A)	F Sc	CFCSS-m		PM8	[Insert name] helped me feel like I belong in my neighbourhood/community. (A)	A Sc	CFCSS-m

Measures Bank

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

#	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

Parents of 5-12 year olds

#	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

8-12 years old								
#	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. (A)	Y F Sc	CFCSS-m		28	[Insert name] helped me to feel like I belong in my neighbourhood/community. (A)	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
12-18 years old								
#	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. (A)	F Sc	CFCSS-m		38	[Insert name] helped me feel like I belong in my neighbourhood/community. (A)	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

Parents of 3-5 year olds

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
	Revision code: N: new measure; A: added to PM from MB; R: removed from PM, still in MB (look for teal)				As a result of [insert name]		
PM1	My/this child likes going to daycare/ playschool/kindergarten. (reworded - A)	F Sc	CFCSS-m	PM1	. . . my/this child likes going to daycare/ playschool/kindergarten more. (reworded - A)	A Sc	CFCSS-m

Parents 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 likes going to school. (reworded - A)	F Sc	CFCSS-m	PM2	. . . my/this child likes going to school more. (reworded - A)	A Sc	CFCSS-m

8-12 years old

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [insert name]		
PM3	I like school.	Y F Sc	CFCSS	PM3	. . . I like school more.	Y A Sc	CFCSS-m
PM4	I feel like I belong at school.	Y F Sc	CFCSS	PM4	. . . I feel more like I belong at school.	Y A Sc	CFCSS-m
PM5	Our school is a nice place to be. (N)	Y A Sc	HSBC	PM5	. . . our school is a nicer place to be. (N)	Y A Sc	HSBC
PM6	The rules of this school are fair for everyone. (N)	Y A Sc	HSBC	PM6	. . . the rules of this school are more fair for everyone. (N)	A 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]		
PM7	I like school.	F Sc	CFCSS		PM7	. . . I like school more.	A Sc	CFCSS-m
PM8	I feel like I belong at school.	F Sc	CFCSS		PM8	. . . I feel more like I belong at school.	A Sc	CFCSS-m
PM9	Our school is a nice place to be. (N)	A Sc	HSBC		PM9	. . . our school is a nicer place to be. (N)	A Sc	HSBC
PM10	The rules of this school are fair for everyone. (N)	A Sc	HSBC		PM10	. . . the rules of this school are fair for everyone. (N)	A Sc	CFCSS-m
PM11	I am treated with respect at my school.	F Sc	C		PM11	. . . I am treated with more respect at my school.	A Sc	C
PM12	We look after each other at my school.	F Sc	C		PM12	. . . we are better at looking after each other at my school.	A Sc	C
PM13	I participate in school clubs, teams or other school organizations (for example, school teams, bands, drama, student council).	F Sc	SC:C&Y2-m		PM13	. . . 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

Parents 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 likes going to daycare/ playschool/kindergarten. (reworded - A)	F Sc	CFCSS-m		1	. . . my/this child likes going to daycare/ playschool/ kindergarten more. (reworded - A)	A Sc	CFCSS-m
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 likes going to school. (reworded - A)	F Sc	CFCSS-m		11	... my/this child likes going to school more. (reworded - A)	A Sc	CFCSS-m
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 A 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 A Sc	CFCSS-m
23	Our school is a nice place to be. (N)	Y A Sc	HSBC		23	... our school is a nicer place to be. (N)	Y A Sc	HSBC
24	I like to learn new things.	Y F Sc	CFCSS		24	... I like to learn new things more.	Y A Sc	CFCSS-m
25	I like my teacher(s).	Y F Sc	CFCSS		25	... I like my teacher(s) more.	Y A Sc	CFCSS-m
26	My teacher is fair.	Y F Sc	CFCSS		26	... my teacher is more fair.	Y A Sc	CFCSS-m
27	The rules of this school are fair for everyone. (N)	Y A Sc	HSBC		27	... the rules of this school are more fair for everyone. (N)	Y A Sc	CFCSS-m

12-18 years old								
#	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	The rules of this school are fair for everyone. (N)	A Sc	HSBC		32	. . . the rules of this school are more fair for everyone. (N)	A Sc	CFCSS-m
33	I feel like I belong at school.	F Sc	CFCSS		33	. . . I feel more like I belong at school.	A Sc	CFCSS-m
34	I like going to school.	F Sc	CFCSS		34	. . . I like going to school more.	A Sc	CFCSS-m
35	Our school is a nice place to be. (N)	A Sc	HSBC		35	. . . our school is a nicer place to be. (N)	A Sc	HSBC
36	I feel comfortable being myself at school.	F Sc	C		36	. . . I feel more comfortable being myself at school.	A Sc	C
37	I am treated with respect at my school.	F Sc	C		37	. . . I am treated with more respect at my school.	A Sc	C
38	We look after each other at my school.	F Sc	C		38	. . . we are better at looking after each other at my school.	A Sc	C
39	I know why it is important to show up for class on time.	A Sc	SC:C&Y2-m		39	[Insert name] helped me to know why it is important to show up for class on time.	A Sc	SC:C&Y2-m
40	I know why it is important for me to express my opinion in class.	A Sc	SC:C&Y2-m		40	[Insert name] helped me to know why it is important for me to express my opinion in class.	A Sc	SC:C&Y2-m
41	I know why it is important for me to take part in student council or similar groups.	F Sc	SC:C&Y2-m		41	[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
42	I know why it is important for me to hand in assignments on time.	A Sc	SC:C&Y2-m		42	[Insert name] helped me to know why it is important for me to hand in assignments on time.	A Sc	SC:C&Y2-m

43	I participate in school clubs, teams or other school organizations (for example, school teams, bands, drama, student council).	F Sc	SC:C&Y2-m		43	. . . 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
44	How much school spirit does your school have?	Q Sc	SC:C&Y2-m		44	. . . my school has more school spirit.	A Sc	C
45	How much school spirit do you have?	Q Sc	SC:C&Y2-m		45	. . . 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 3-18 year olds

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
	Revision code: N: new measure; A: added to PM from MB; R: removed from PM, still in MB (look for teal)				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
PM3	I encourage my child to do his/her best at (daycare/playschool/kindergarten). (A)	F Sc	C	PM3	. . . I encourage my child more often to do his/her best at (daycare/playschool /kindergarten). (A)	A Sc	C

8-12 years old

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [insert name]		
PM4	My parents participate in activities at my school.	Y F Sc	SC:C&Y1-m	PM4	. . . my parents participate more in activities at my school.	Y A Sc	SC:C&Y1-m
PM5	My parents talk with me about school.	Y F Sc	SC:C&Y1-m	PM5	. . . my parents talk with me more about school.	Y A Sc	SC:C&Y1-m
PM6	My parents encourage me to do well at school. (A)	Y F Sc	SC:C&Y1-m	PM6	. . . my parents encourage me more to do well at school. (A)	Y A Sc	SC:C&Y1-m
PM7	My parents help me with my homework.	Y F Sc	C	PM7	. . . 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
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					As a result of [insert name]		
PM8	My parents participate in activities at my school.	F Sc	SC:C&Y1-m		PM8 . . . my parents participate more in activities at my school.	A Sc	SC:C&Y1-m
PM9	My parents talk with me about school.	F Sc	SC:C&Y1-m		PM9 . . . my parents talk with me more about school.	A Sc	SC:C&Y1-m
PM10	My parents encourage me to do well at school. (A)	F Sc	SC:C&Y1-m		PM10 . . . my parents encourage me more to do well at school. (A)	A Sc	SC:C&Y1-m
PM11	My parents help me with my homework.	F Sc	C		PM11 . . . my parents help me more with my homework.	A Sc	C

Measures Bank

Parents of 3-5 year olds

#	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). (A)	F Sc	C	3	. . . I encourage my child more often to do his/her best at (daycare/playschool /kindergarten). (A)	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

Parents of 5-18 year olds

#	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 his/her best at school. (A)	F Sc	C	13	. . . I encourage my child more often to do his/her best at school. (A)	A Sc	C

14	I help my child to do her/his best 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. (A)	Y F Sc	SC:C&Y1-m		23	. . . my parents encourage me more to do well at school. (A)	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. (A)	F Sc	SC:C&Y1-m		33	. . . my parents encourage me more to do well at school. (N)	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

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
	Revision code: N: new measure; A: added to PM from MB; R: removed from PM, still in MB (look for teal)				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 ask me to plan, choose or lead activities more often.	Y A Sc	CTK-m
PM3	I feel important to my community. (A)	Y F Sc	CTK-m	PM3	[Insert name] helped me to feel important to my community. (A)	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	Adults in my neighbourhood/community listen to what I have to say. (A)	F Sc	CTK-m	PM4	At [insert name], adults listened to what I had to say. (A)	Y A Sc	CTK-m
PM5	Adults in my neighbourhood/community ask me to plan, choose or lead activities. (A)	F Sc	CTK-m	PM5	. . . adults in my neighbourhood/community ask me to plan, choose or lead activities more often. (A)	Y A Sc	CTK-m
PM6	I feel that what I have to offer is appreciated by my neighbourhood/community.	A Sc	C	PM6	. . . I feel that what I have to offer is more appreciated by my neighbourhood/community.	A Sc	C
PM7	Adults in my neighbourhood/community value youth.	A Sc	C	PM7	. . . adults in my neighbourhood/community value youth more.	A Sc	C

PM8	I feel important to my community. (A)	F Sc	CTK-m	PM8	[Insert name] helped me to feel important to my community. (A)	A Sc	CTK-m
Measures Bank							
<i>8-12 years old</i>							
#	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 encourage 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 ask 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. (A)	Y F Sc	CTK-m	4	[Insert name] helped me to feel important to my community. (A)	Y A SC	CTK-m
5	It is easy for me to contribute to my neighbourhood/community.	Y F Sc	C	5	. . . it is easier for me to contribute to my neighbourhood/community.	Y A Sc	C

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. (A)	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)	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 encourage 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. (A)	F Sc	CTK-m	13a	. . . adults in my neighbourhood/community ask me to plan, choose or lead activities more often. (A)	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. (A)	F Sc	CTK-m	14	[Insert name] helped me to feel important to my community. (A)	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
	Revision code: N: new measure; A: added to PM from MB; R: removed from PM, still in MB (look for teal)					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
PM3	I look for opportunities to help others in my community. (A)	Y F Sc	CTK-m		PM3	... I look for more opportunities to help others in my community. (A)	Y A Sc	CTK-m
PM4	I get opportunities to help make my neighbourhood/community a better place. (A)	Y F Sc	C		PM4	... I get more opportunities to help make my neighbourhood/community a better place. (A)	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 participate when my family makes decisions together about how to solve problems. (N)	F Sc	SC:C&Y1-m		PM5	... my family is better at including me when making decisions together about how to solve problems. (N)	A Sc	SC:C&Y1-m
PM6	I am involved in civic processes/what happens in my community.	A Sc	C		PM6	... I am more involved in civic processes/what happens in my community.	A Sc	C

PM7	I look for opportunities to help others in my community.	F Sc	CTK-m		PM7	... I look for more opportunities to help others in my community.	A Sc	CTK-m
PM8	I get opportunities to help make my neighbourhood/community a better place. (A)	F Sc	C		PM8	... I get more opportunities to help make my neighbourhood/community a better place. (A)	A Sc	C

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 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	SC:C&Y1-m
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	[Insert name] helped my/this child to 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	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 ask 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
17	I look for opportunities to help others in my community. (A)	Y F Sc	CTK-m		17	... I look for more opportunities to help others in my community. (A)	Y A Sc	CTK-m
18	I get opportunities to help make my neighbourhood/community a better place. (A)	Y F Sc	C		18	... I get more opportunities to help make my neighbourhood/community a better place. (A)	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 participate when my family makes decisions together about how to solve problems. (N)	F Sc	SC:C&Y1-m		21	... my family is better at including me when making decisions together about how to solve problems. (N)	A Sc	SC:C&Y1-m
22	I am included when my family makes decisions about how to solve problems. (N)	F Sc	SC:C&Y1-m		22	... I am included more when my family makes decisions about how to solve problems. (N)	A Sc	SC:C&Y1-m
23	I spend time volunteering in my neighbourhood/community.	F Sc	CTK-m		23	... I spend more time volunteering in my neighbourhood/community.	A Sc	CTK-m
24	I look for opportunities to help others in my community.	F Sc	CTK-m		24	... I look for more opportunities to help others in my community.	A Sc	CTK-m
25	I get support to volunteer in my neighbourhood/community.	F Sc	C		25	... I get more support to volunteer in my neighbourhood/community.	A Sc	C
26	Adults in my neighbourhood/community ask me to plan, choose or lead activities.	F Sc	CTK-m		26a	... adults in my neighbourhood/community ask me to plan, choose or lead activities more often.	A Sc	CTK-m
					26b	At [insert name], I was asked to plan, choose or lead activities.	A Sc	CTK-m

27	I participate in a meaningful way in civic processes/what happens in my community.	A Sc	C		27a	... I am better able to participate in a meaningful way in civic processes/what happens in my community.	A Sc	C
					27b	[Insert name] helped me to participate in a meaningful way in civic processes/what happens in my community.	A Sc	C
28	I am involved in civic processes/what happens in my community.	A Sc	C		28	... I am more involved in civic processes/what happens in my community.	A Sc	C
29	I am involved with my community.	A Sc	C		29	... I am more involved with my community.	A Sc	C
30	I get opportunities to help make my neighbourhood/community a better place. (A)	F Sc	C		30	... I get more opportunities to help make my neighbourhood/community a better place. (A)	A Sc	C
31	I help to make the world a better place.	F Sc	C		31	... 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
	Revision code: N: new measure; A: added to PM from MB; R: removed from PM, still in MB (look for teal)				As a result of [insert name]		
PM1	My/this child helps other people. (A)	F Sc	C	PM1	... my/this child helps other people more often. (A)	A Sc	C
PM2	My/this child helps out in the neighbourhood/community.	F Sc	C	PM2	... 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]		
PM3	I spend time helping others in my school/neighbourhood/community.	Y F Sc	CTK-m	PM3	... I spend more time helping others in my school/neighbourhood/community.	Y A Sc	CTK-m
PM4	I spend time volunteering in my school/neighbourhood/community. (A)	Y F Sc	CTK-m	PM4	... I spend more time volunteering in my school/neighbourhood/community. (A)	Y A Sc	CTK-m
PM5	I help to make my school/my community/the world a better place. (A)	Y F Sc	C	PM5	... I help more often to make my school/my community/the world a better place. (A)	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	I spend time helping others in my school/neighbourhood/community.	F Sc	CTK-m	PM6	... I spend more time helping others in my school/neighbourhood/community.	A Sc	CTK-m

PM7	I spend time volunteering in my school/neighbourhood/community. (A)	A Sc	CTK-m		PM7	... I spend more time volunteering in my school/neighbourhood/community. (A)	A Sc	CTK-m
PM8	I help to make my school/my community/the world a better place. (A)	F Sc	C		PM8	... I help more often to make my school/my community/the world a better place. (A)	A Sc	C

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. (A)	F Sc	C		3	... my/this child helps other people more often. (A)	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. (A)	Y F Sc	CTK-m		14	... I spend more time volunteering in my neighbourhood/community. (A)	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 help to make the world a better place. (A)	Y F Sc	C		17	... I help more often to make the world a better place. (A)	Y A Sc	C
<i>12-18 years old</i>								
#	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. (A)	F Sc	CTK-m		24	... I spend more time volunteering in my neighbourhood/community. (A)	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. (A)	F Sc	C		29	... I help more often to make the world a better place. (A)	A Sc	C

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
	Revision code: N: new measure; A: added to PM from MB; R: removed from PM, still in MB (look for teal)				As a result of [insert name]		
PM1	There are safe parks, playgrounds and play spaces in this neighbourhood/community.	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/community.	Y A Sc	C	PM2	. . . I feel safer in my neighborhood/community.	Y A Sc	C
PM3	I feel safe at school. (A)	Y A Sc	C	PM3	. . . I feel safer at school. (A)	Y A Sc	C
PM4	I know how to keep myself safe. (N)	Y A Sc	C	PM4	. . . I know more about how to keep myself safe. (N)	Y A Sc	C
PM5	I can keep myself safe. (N)	Y A Sc	C	PM5	. . . I am better able to keep myself safe. (N)	Y A Sc	C
PM6	I keep myself safe. (N)	Y F Sc	C	PM6	[Insert name] has helped me to keep myself safe more often. (N)	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]		
PM7	I feel safe in my neighborhood.	A Sc	C		PM7	... I feel safer in my neighborhood.	A Sc	C
PM8	I feel safe when I am at home by myself. (A)	A Sc	C		PM8	... I feel safer when I am at home by myself. (A)	A Sc	C
PM9	I feel safe at school. (A)	F Sc	C		PM9	... I feel safer at school. (A)	A Sc	C
PM10	I know how to keep myself safe. (N)	A Sc	C		PM10	... I know more about how to keep myself safe. (N)	A Sc	C
PM11	I can keep myself safe. (N)	A Sc	C		PM11	... I am better able to keep myself safe. (N)	A Sc	C
PM12	I keep myself safe. (N)	F Sc	C		PM12	[Insert name] has helped me to keep myself safe more often. (N)	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. (A)	Y A Sc	C		12	... I feel safer at school. (A)	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
17	I know how to keep myself safe. (N)	Y A Sc	C		17	... I know more about how to keep myself safe. (N)	Y A Sc	C
18	I can keep myself safe. (N)	Y A Sc	C		18	... I am better able to keep myself safe. (N)	Y A Sc	C
19	I keep myself safe. (N)	Y F Sc	C		19	[Insert name] has helped me to keep myself safe more often. (N)	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)	A Sc	C		22	... I feel safer when I am at home by myself. (A)	A Sc	C
23	I feel safe at school. (A)	F Sc	C		23	... I feel safer at school. (A)	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
28	I know how to keep myself safe. (N)	A Sc	C		28	... I know more about how to keep myself safe. (N)	A Sc	C
29	I can keep myself safe. (N)	A Sc	C		29	... I am better able to keep myself safe. (N)	A Sc	C
30	I keep myself safe. (N)	F Sc	C		30	[Insert name] has helped me to keep myself safe more often. (N)	A Sc	C

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

External Asset: Boundaries and Expectations

Indicator: Asset #11: Family boundaries

Provincial Priority Measures

Parents of 3-5 and 5-9 year olds

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
	Revision code: N: new measure; A: added to PM from MB; R: removed from PM, still in MB (look for teal)				As a result of [insert name]		
PM1	My/this child has clear rules about acceptable behaviour. (A)	F Sc	C	PM1	[Insert name] has helped me to set clear rules about acceptable behaviour for my/this child. (A)	A Sc	C
PM2	My/this child has clear consequences for unacceptable behaviour. (A)	F Sc	C	PM2	[Insert name] has helped me to set clear consequences for any unacceptable behaviour by my child. (A)	A Sc	C
PM3	I apply the rules for my/this child's behaviour consistently. (A)	F Sc	C	PM3	... I apply the rules for my/this child's behaviour more consistently. (A)	A Sc	C

8-12 years old

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [insert name]		
PM4	My family's rules about acceptable behaviour stay the same from day-to-day. (A)	Y F Sc	C	PM4	... my family's rules about acceptable behaviour stay the same more often. (A)	Y A Sc	C
PM5	My parents apply the rules about my behaviour the same way. (A)	Y F Sc	C	PM5	... my parents apply the rules about my behaviour the same way more often. (A)	Y A Sc	C
PM6	My parents know who I am with. (A)	Y F Sc	C	PM6	... my parents know who I am with more often. (A)	Y A Sc	C
PM7	My parents know where I am. (A)	Y F Sc	C	PM7	... my parents know where I am more often. (A)	Y A Sc	C

12-18 years old

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [insert name]		
PM8	My family's rules about acceptable behaviour stay the same from day-to-day. (A)	F Sc	C	PM8	. . . my family's rules about acceptable behaviour stay the same more often. (A)	A Sc	C
PM9	My parents apply the rules about my behaviour consistently. (A)	F Sc	C	PM9	. . . my parents apply the rules about my behaviour more consistently. (A)	A Sc	C
PM10	My parents take an interest in where I am going and who I am with. (A)	F Sc	SC:C&Y1-m	PM10	. . . my parents take more of an interest in where I am going and who I am with. (A)	A Sc	SC:C&Y1-m

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. (A)	F Sc	C	1	[Insert name] has helped me to set clear rules about acceptable behaviour for my/this child. (A)	A Sc	C
2	My/this child has clear consequences for unacceptable behaviour. (A)	F Sc	C	2	[Insert name] has helped me to set clear consequences for any unacceptable behaviour by my child. (A)	A Sc	C
3	I apply the rules for my/this child's behaviour consistently. (A)	F Sc	C	3	. . . I apply the rules for my/this child's behaviour more consistently. (A)	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 family's rules about acceptable behaviour stay the same from day-to-day. (A)	Y F Sc	C		11	... my family's rules about acceptable behaviour stay the same more often. (A)	Y A Sc	C
12	My family's consequences for unacceptable behaviour stay the same from day-to-day.	Y F Sc	C		12	... my family's consequences for unacceptable behaviour stay the same more often.	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. (A)	Y A Sc	C		14	... my parents apply the rules about my behaviour the same way more often. (A)	Y A Sc	C
15	My parents know who I am with. (A)	Y F Sc	C		15	... my parents know who I am with more often. (A)	Y A Sc	C
16	My parents know where I am. (A)	Y F Sc	C		16	... my parents know where I am more often. (A)	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	My family's rules about acceptable behaviour stay the same from day-to-day. (A)	F Sc	C		21	... my family's rules about acceptable behaviour stay the same more often. (A)	A Sc	C
22	My family's consequences for unacceptable behaviour stay the same from day-to-day.	F Sc	C		22	... my family's consequences for unacceptable behaviour stay the same more often.	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)	A Sc	C		24	... my parents apply the rules about my behaviour more consistently. (A)	A Sc	C
25	My parents take an interest in where I am going and who I am with. (A)	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)	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

Provincial Priority Measures

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

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
	Revision code: N: new measure; A: added to PM from MB; R: removed from PM, still in MB (look for teal)				As a result of [insert name],		
PM1	My/this child has rules to follow at [insert name]. (A)	A Sc	CTK	PM1	... my/this child better understands the rules to follow at [insert name]. (A)	A Sc	CTK

8-12 years old

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [insert name],		
PM2	I understand the rules my school has for acceptable behaviour. (A)	Y A Sc	C	PM2	... I better understand the rules my school has for acceptable behaviour. (A)	Y A Sc	C
PM3	I understand the consequences my school has for unacceptable behaviour. (A)	Y A Sc	C	PM3	... I better understand the consequences my school has for unacceptable behaviour. (A)	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 understand the rules my school has for acceptable behaviour. (A)	A Sc	C	PM4	... I better understand the rules my school has for acceptable behaviour. (A)	A Sc	C
PM5	I understand the consequences my school has for unacceptable behaviour. (A)	A Sc	C	PM5	... I better understand the consequences my school has for unacceptable behaviour. (A)	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	There are rules my/this child is expected to follow at [insert name]. (A)	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 understand the rules my school has for acceptable behaviour. (A)	Y A Sc	C		11	... I better understand the rules my school has for acceptable behaviour. (A)	Y A Sc	C
12	I understand the consequences my school has for unacceptable behaviour. (A)	Y A Sc	C		12	... I better understand the consequences my school has for unacceptable behaviour. (A)	Y A Sc	C
					13	There are rules I am expected to follow at [insert name]. (A)	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],		
21	I understand the rules my school has for acceptable behaviour. (A)	A Sc	C		21	... I better understand the rules my school has for acceptable behaviour. (A)	A Sc	C
22	I understand the consequences my school has for unacceptable behaviour. (A)	A Sc	C		22	... I better understand the consequences my school has for unacceptable behaviour. (A)	A Sc	C
					23	There are rules I am expected to follow at [insert name]. (A)	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

Provincial Priority Measures

Parents, caregivers and neighbours of 3-18 year olds

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
	Revision code: N: new measure; A: added to PM from MB; R: removed from PM, still in MB (look for teal)				As a result of [insert name],		
PM1	I can count on the other adults in my neighbourhood/community to keep watch so children are safe and don't get into trouble. (A)	A Sc	SC:C&Y1-m	PM1	. . . I can count on the other adults in my neighbourhood/community to keep watch so children are safe and don't get into trouble. (A)	A Sc	SC:C&Y1-m
PM2	I watch out for the children in my neighbourhood/community. (A)	F Sc	C	PM2	. . . I watch out for the children in my neighbourhood/community more often. (A)	A Sc	C
PM3	I intervene if the children in my neighbourhood/community are unsafe or getting into trouble. (A)	F Sc	C	PM3	. . . I intervene more often if the children in my neighbourhood/community are unsafe or getting into trouble. (A)	A Sc	C
PM4	I know the children in my neighbourhood/community. (A)	A Sc	C	PM4	[Insert name] has helped me to get to know the children in my neighbourhood/community better. (A)	A Sc	C

Measures Bank								
<i>Parents, caregivers and neighbours of 3-18 year olds</i>								
#	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 keep watch so children are safe and don't get into trouble. (A)	A Sc	SC:C&Y1-m		1	. . . I can count on the other adults in my neighbourhood/community to keep watch so children are safe and don't get into trouble. (A)	A Sc	SC:C&Y1-m
2	I watch out for the children in my neighbourhood/community. (A)	F Sc	C		2	. . . I watch out for the children in my neighbourhood/community more often. (A)	A Sc	C
3	I intervene if the children in my neighbourhood/community are unsafe or getting into trouble. (A)	F Sc	C		3	. . . I intervene more often if the children in my neighbourhood/community are unsafe or getting into trouble. (A)	A Sc	C
4	I know the children in my neighbourhood/community. (A)	A Sc	C		4	[Insert name] has helped me to get to know the children in my neighbourhood/community better. (A)	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

Provincial Priority Measures

Parents and caregivers of 3-5 year olds

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
	Revision code: N: new measure; A: added to PM from MB; R: removed from PM, still in MB (look for teal)				As a result of [insert name],		
PM1	I model positive behaviour for my/this child. (A)	F Sc	C	PM1	... I model positive behaviour for my/this child more often. (A)	A Sc	C
PM2	I encourage my/this child to do his/her best at daycare/playschool/kindergarten. (A)	F Sc	C	PM2	... I encourage my/this child more often to do his/her best at daycare/playschool/kindergarten. (A)	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],		
PM3	I model positive responsible behaviour for my/this child. (A)	F Sc	C	PM3	... I model positive behaviour for my/this child more often. (A)	A Sc	C
PM4	I encourage my/this child to do his/her best at school. (A)	F Sc	C	PM4	... I encourage my/this child more often to do his/her best at school. (A)	A Sc	C
PM5	I encourage my/this child to do her/his best in all her/his activities. (A)	F Sc	C	PM5	... I encourage my/this child more often to do her/his best in all her/his activities. (A)	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	I model positive behaviour for my/this child. (A)	F Sc	C		1	... I model positive behaviour for my/this child more often. (A)	A Sc	C
2	I encourage my/this child to do his/her best at daycare/playschool/kindergarten. (A)	F Sc	C		2	... I encourage my/this child more often to do his/her best at daycare/playschool/kindergarten. (A)	A Sc	C
<i>Parents and caregivers of 5-18 year olds</i>								
#	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. (A)	F Sc	C		11	... I model positive behaviour for my/this child more often. (A)	A Sc	C
12	I encourage my/this child to do his/her best at school. (A)	F Sc	C		12	... I encourage my/this child more often to do his/her best at school. (A)	A Sc	C
13	I encourage my/this child to do her/his best in all her/his activities. (A)	F Sc	C		13	... I encourage my/this child more often to do her/his best in all her/his activities. (A)	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
	Revision code: N: new measure; A: added to PM from MB; R: removed from PM, still in MB (look for teal)					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 can count on my friends more to support me to do the right thing.	Y A Sc	C
PM4	I can count on my friends when things go wrong. (N)	Y A Sc	HBSC		PM4	. . . I can count on my friends more often when things go wrong. (N)	Y A Sc	HBSC
PM5	if other kids were bothering me, my best friend would help me. (N)	Y F-T Sc	OCHS		PM5	. . . my best friend would be more likely to help me if other kids were bothering me. (N)	Y A Sc	OCHS-m
PM6	if there is something bothering me, I can tell my best friend even if it is something I cannot tell other people. (N)	F - T Sc	OCHS		PM6	. . . I can tell my best friend if there is something bothering me more often even it is something I cannot tell other people. (N)	Y A Sc	OCHS-m

<i>12-18 years old</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name]		
PM7	I can trust my friends.	A Sc	RIP		PM7	... I have more friends I can trust.	A Sc	RIP-m
PM8	I know I can count on my friends to do the right thing.	A Sc	RIP		PM8	... I am better able to count on my friends to do the right thing.	A Sc	RIP-m
PM9	I know I can count on my friends to support me to do the right thing.	A Sc	C		PM9	... I am better able to count on my friends to support me to do the right thing.	A Sc	C
PM10	I can count on my friends when things go wrong. (N)	A Sc	HBSC		PM10	... I can count on my friends more often when things go wrong. (N)	A Sc	HBSC
PM11	I have a close friend whom I can really trust and count on. (A)	F Sc	CFCSS-m		PM11	... I have made a close friend whom I can really trust and count on. (A)	A Sc	CFCSS-m
PM12	If other kids were bothering me, my best friend would help me. (N)	F - T Sc	OCHS		PM12	... my best friend would be more likely to help me if other kids were bothering me. (N)	A Sc	OCHS-m
PM13	If there is something bothering me, I can tell my best friends even if it is something I cannot tell other people. (N)	F - T Sc	OCHS		PM13	... I can tell my best friend if there is something bothering me more often even it is something I cannot tell other people. (N)	A Sc	OCHS-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 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/ in my child's club) encourage her/him to succeed.	F Sc	C		2	At [insert name], the other kids (on my/this child's team/ in my/this child's club) encourage her/him to succeed.	A Sc	C
3	The other kids (on my/this child's team/ in my child's club) encourage her/him to do his/her best.	F Sc	C		3	At [insert name], the other kids in my/this child's club encourage him/her to do his/her best.	A Sc	C

8-12 years old

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [insert name],		
11	The other kids on my team/in my club encourage me to succeed.	Y F Sc	C	11	At [insert name], the other kids on my team/in my club encourage me to succeed.	Y A Sc	C
12	The other kids in my team/in my club encourage me to do my best.	Y F Sc	C	12	At [insert name], the other kids on my team/in my club encourage me to do my best.	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
17	My friends really try to help me. (N)	Y A Sc	HBSC	17	... My friends really try to help me. (N)	Y A Sc	HBSC
18	I can count on my friends when things go wrong. (N)	Y A Sc	HBSC	18	... I can count on my friends more often when things go wrong. (N)	Y A Sc	HBSC
20	I can talk about my problems with my friends. (N)	Y A Sc	HBSC	20	... I can talk about my problems with my friends. (N)	Y A Sc	HBSC
21	If other kids were bothering me, my best friend would help me. (N)	F - T Sc	OCHS	21	... My best friend would be more likely to help me if other kids were bothering me. (N)	Y A Sc	OCHS-m
22	If there is something bothering me, I can tell my best friend even if it is something I cannot tell other people. (N)	F - T Sc	OCHS	22	... I can tell my best friend if there is something bothering me more often even it is something I cannot tell other people. (N)	Y A Sc	OCHS-m

12-18 years old							
#	Pre/Post Measures	F Sc	Source	#	Post-Only Measures	Scale	Source
					As a result of [insert name],		
21	The other kids on my team/in my club encourage me to succeed.	F Sc	C	21	At [insert name], the other kids on my team/in my club encourage me to succeed.	A Sc	C
22	The other kids in my team/in my club encourage me to do my best.	F Sc	C	22	At [insert name], the other kids on my team/in my club encourage me to do my best.	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
32	My friends really try to help me. (N)	A Sc	HBSC	32	... My friends really try to help me. (N)	A Sc	HBSC

33	I can count on my friends when things go wrong. (N)	A Sc	HBSC		33	. . . I can count on my friends more often when things go wrong. (N)	A Sc	HBSC
34	I have a close friend whom I can really trust and count on. (A)	F Sc	CFCSS-m		34	. . . I have made a close friend whom I can really trust and count on. (A)	A Sc	CFCSS-m
35	I can talk about my problems with my friends. (N)	A Sc	HBSC		35	. . . I can talk about my problems with my friends. (N)	A Sc	HBSC
36	If other kids were bothering me, my best friend would help me. (N)	F - T Sc	OCHS		36	. . . My best friend would be more likely to help me if other kids were bothering me. (N)	A Sc	OCHS-m
37	If there is something bothering me, I can tell my best friend even if it is something I cannot tell other people. (N)	F - T Sc	OCHS		37	. . . I can tell my best friend if there is something bothering me more often even it is something I cannot tell other people. (N)	A Sc	OCHS-m

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/teachers/coaches/mentors encourage me to do my best.	Y F Sc	C	PM3	. . . my parents/teachers/coaches/mentors encourage me more to do my best.	Y A Sc	C
PM4	My parents/teachers/coaches/mentors tell me when I do a good job.	Y F Sc	CTK-m	PM4	. . . my parents/teachers/coaches/mentors 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/teachers/coaches/mentors encourage me to do my best.	F Sc	C	PM5	. . . my parents/teachers/coaches/mentors encourage me more to do my best.	A Sc	C
PM6	My parents/teachers/coaches/mentors tell me when I do a good job.	F Sc	CTK-m	PM6	. . . my parents/teachers/coaches/mentors tell me when I do a good job more often.	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	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

8-12 years old

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [insert name],		
11	My parents/teachers/coaches/mentors encourage me to do my best.	Y F Sc	C	11	. . . my parents/teachers/coaches/mentors encourage me more to do my best.	Y A Sc	C
12	My parents/teachers/coaches/mentors tell me when I do a good job.	Y F Sc	CTK-m	12	. . . my parents/teachers/coaches/mentors 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],		
21	My parents/teachers/coaches/mentors encourage me to do my best.	F Sc	C	21	. . . my parents/teachers/coaches/mentors encourage me more to do my best.	A Sc	C
22	My parents/teachers/coaches/mentors tell me when I do a good job.	F Sc	CTK-m	22	. . . my parents/teachers/coaches/mentors tell me when I do a good job more often.	A Sc	CTK-m

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
<i>8-12 years old</i>								
#	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 enjoy 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 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 enjoy spending time with my family more.	A Sc	C

51	My family has fun together.	F Sc	C		51a	I had fun with my family at today's event.	A Sc	C
					51b	. . . I had 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

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

Provincial Priority Measures

Parents and caregivers of 3-9 year old

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
	Revision code: N: new measure; A: added to PM from MB; R: removed from PM, still in MB (look for teal)				As a result of [insert name],		
PM1	My/this child likes to try new things. (A)	F Sc	SC-NLKTY	PM1	... my/this child likes to try new things more often. (A)	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 always try to do my best. (N)	Y F Sc	C	PM2	... I try to do my best more often (N)	Y A Sc	C
PM3	I like to learn new things. (A)	Y F Sc	CFCSS	PM3	... I like to learn new things more. (A)	Y A Sc	CFCSS-m

12-18 years old

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [insert name],		
PM4	I always try to do my best. (N)	F Sc	C	PM4	... I try to do my best more often (N)	A Sc	C
PM5	I like to learn new things. (A)	F Sc	CFCSS	PM5	... I like to learn new things more often. (A)	A Sc	CFCSS-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	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. (A)	F Sc	SC-NLKTY		3	. . . my/this child likes to try new things more often. (A)	A Sc	SC-NLKTY-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 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. (A)	F Sc	SC-NLKTY		16	. . . my/this child likes to try new things more often. (A)	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],		
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 always try to do my best. (N)	Y F Sc	C		26	. . . I try to do my best more often. (N)	Y A Sc	C
27	I like to learn new things. (A)	Y F Sc	CFCSS		27	. . . I like to learn new things more often. (A)	Y A Sc	CFCSS-m
28	We encourage each other to do our best at school.	Y F Sc	C		28	. . . 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 always try to do my best. (N)	F Sc	C		36	. . . I try to do my best more often. (N)	A Sc	C
37	I like to learn new things. (A)	F Sc	CFCSS		37	. . . I like to learn new things more often. (A)	A Sc	CFCSS-m
38	We encourage each other to do our best at school.	F Sc	C		38	. . . 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

Provincial Priority Measures

8-12 years old

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
	Revision code: N: new measure; A: added to PM from MB; R: removed from PM, still in MB (look for teal)				As a result of [insert name],		
PM1	I am good at learning new things. (A)	Y F Sc	CTK	PM1	At [insert name], I learned I can do things I didn't think I could do before. (A)	Y A Sc	CTK

12-18 years old

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [insert name],		
PM2	I am good at learning new things. (A)	F Sc	CTK	PM2	At [insert name], I learned I can do things I didn't think I could do before. (A)	A Sc	CTK

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

<i>Parents and caregivers of 5-9 year olds</i>							
#	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
<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-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. (A)	Y F Sc	CTK	24	At [insert name], I learned I can do things I didn't think I could do before. (A)	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 am interested in going to school.	F Sc	CTK	31	. . . I am more interested in going to school.	A Sc	CTK-m
32	I like school.	F Sc	CTK	32	. . . I like school more.	A Sc	CTK-m
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. (A)	F Sc	CTK	34	At [insert name], I learned I can do things I didn't think I could do before. (A)	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

Provincial Priority Measures

Parents and caregivers of 3-5 year old

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
	Revision code: N: new measure; A: added to PM from MB; R: removed from PM, still in MB (look for teal)				As a result of [insert name],		
PM1	I help my child to do well at daycare/playschool/kindergarten. (A)	F Sc	C	PM1	... I help my child more to do well at daycare/playschool/kindergarten. (A)	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	I help my child to do well at school. (A)	F Sc	C	PM2	... I help my child more to do well at school. (A)	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 do my homework. (A)	Y F Sc	CTK-m	PM3	... I am better at doing my homework. (A)	Y A Sc	CTK-m
PM4	I get my school assignments done on time. (A)	Y F Sc	CTK-m	PM4	... I am better at getting my assignments done on time. (A)	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	I do my homework. (A)	F Sc	CTK-m	PM5	... I am better at doing my homework. (A)	A Sc	CTK-m
PM6	I get my school assignments done on time. (A)	F Sc	CTK-m	PM6	... I am better at getting my assignments done on time. (A)	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 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. (A)	F Sc	C		2	... I help my child more to do well at daycare/playschool/kindergarten. (A)	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 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. (A)	F Sc	C		12	... I help my child more to do well at school. (A)	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 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. (A)	Y F Sc	CTK-m		23	... I am better at doing my homework. (A)	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. (A)	Y F Sc	CTK-m		25	... I am better at getting my assignments done on time. (A)	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],		
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. (A)	F Sc	CTK-m	33	. . . I am better at doing my homework. (A)	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. (A)	F Sc	CTK-m	35	. . . I am better at getting my assignments done on time. (A)	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

Provincial Priority Measures

Parents and caregivers of 3-5 year olds

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
	Revision code: N: new measure; A: added to PM from MB; R: removed from PM, still in MB (look for teal)				As a result of [insert name],		
PM1	My/this child is interested in going to playschool/kindergarten. (A)	F Sc	CTK-m	PM1	... my/this child is more interested in going to playschool/kindergarten. (A)	A Sc	CTK-m

Parents and caregivers of 5-9 year olds

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
PM2	My/this child feels like he/she belongs to her/his school. (N)	A Sc	PISA-m	PM2	... my/this child feels he/she belongs to her/his school more. (N)	A Sc	PISA-m

8-12 years old

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
PM3	I make friends easily at school. (N)	Y A Sc	PISA	PM3	[Insert name] has helped me to make friends more easily at school.(N)	Y A Sc	PISA-m
PM4	I feel like an outsider (or left out of things) at school. (N)	Y F Sc - R	PISA	PM4	[Insert name] has helped me to feel like an outsider or left out at school less often. (N)	Y A Sc	PISA-m
PM5	I feel like I belong at school. (N)	Y A Sc	PISA	PM5	... I feel like I belong at school more often. (N)	Y A Sc	PISA-m
PM6	I feel awkward and out of place in my school. (N)	Y F Sc R	PISA	PM6	[Insert name] has helped me to feel awkward and out of place in my school less often. (N)	Y A Sc	PISA-m
PM7	Other students seem to like me. (N)	Y A Sc	PISA	PM7	... other students seem to like me more. (N)	Y A Sc	PISA-m
PM8	I feel lonely at school. (N)	Y F Sc R	PISA	PM8	... I feel lonely at school less often. (N)	Y A Sc	PISA-m

12-18 years old

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
PM9	I make friends easily at school. (N)	A Sc	PISA	PM9	[Insert name] has helped me to make friends more easily at school.(N)	A Sc	PISA-m
PM10	I feel like an outsider (or left out of things) at school. (N)	F Sc - R	PISA	PM10	[Insert name] has helped me to feel like an outsider or left out at school less often. (N)	A Sc	PISA-m
PM11	I feel like I belong at school. (N)	A Sc	PISA	PM11	. . . I feel like I belong at school more often. (N)	A Sc	PISA-m
PM12	I feel awkward and out of place in my school. (N)	F Sc - R	PISA	PM12	[Insert name] has helped me to feel awkward and out of place in my school less often. (N)	A Sc	PISA-m
PM13	Other students seem to like me. (N)	A Sc	PISA	PM13	. . . other students seem to like me more. (N)	A Sc	PISA-m
PM14	I feel lonely at school. (N)	F Sc - R	PISA	PM14	. . . I feel lonely at school less often. (N)	A Sc	PISA-m

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. (A)	F Sc	CTK-m	1	. . . my/this child is more interested in going to playschool/kindergarten. (A)	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

<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 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 like he/she belongs to her/his school. (N)	A Sc	PISA-m		12	... my/this child feels he/she belongs to her/his school more. (N)	A Sc	PISA-m
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 likes coming to school/this program more.	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
<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-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 like I belong at school. (N)	Y A Sc	PISA		23	... I feel like I belong at school more often. (N)	Y A Sc	PISA-m
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 make friends easily at school. (N)	Y A Sc	PISA		26	[Insert name] has helped me to make friends more easily at school.(N)	Y A Sc	PISA-m

27	I feel like an outsider (or left out of things) at school. (N)	Y F Sc - R	PISA		27	[Insert name] has helped me to feel like an outsider or left out at school less often. (N)	Y A Sc	PISA-m
28	I feel awkward and out of place in my school. (N)	Y F Sc - R	PISA		28	[Insert name] has helped me to feel awkward and out of place in my school less often. (N)	Y A Sc	PISA-m
29	Other students seem to like me. (N)	Y A Sc	PISA		29	. . . other students seem to like me more. (N)	Y A Sc	PISA-m
30	I feel lonely at school. (N)	Y F Sc - R	PISA		30	. . . I feel lonely at school less often. (N)	Y A Sc	PISA-m
31	I like coming to school/this program.	Y F Sc	C		31	. . . I like coming to school/this program more.	Y A Sc	CTK

12-18 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
41	I am interested in going to school.	F Sc	CTK-m		41	. . . I am more interested in going to school.	A Sc	CTK-m
42	I participate in activities at my school.	F Sc	CTK-m		42	. . . I participate more in activities at my school.	A Sc	CTK-m
43	I feel like I belong at school. (N)	A Sc	PISA		43	. . . I feel like I belong at school more often. (N)	A Sc	PISA-m
44	I care about my school.	F Sc	CTK		44	. . . I care more about my school.	A Sc	CTK
45	I get along with my teachers.	F Sc	CTK		45	. . . I get along better with my teachers.	A Sc	CTK
46	I make friends easily at school. (N)	A Sc	PISA		46	[Insert name] has helped me to make friends more easily at school.(N)	A Sc	PISA-m
47	I feel like an outsider (or left out of things) at school. (N)	F Sc - R	PISA		47	[Insert name] has helped me to feel like an outsider or left out at school less often. (N)	A Sc	PISA-m
48	I feel awkward and out of place in my school. (N)	F Sc - R	PISA		48	[Insert name] has helped me to feel awkward and out of place in my school less often. (N)	A Sc	PISA-m
49	Other students seem to like me. (N)	A Sc	PISA		49	. . . other students seem to like me more. (N)	A Sc	PISA-m
50	I feel lonely at school. (N)	F Sc - R	PISA		50	. . . I feel lonely at school less often. (N)	A Sc	PISA-m

51	I like coming to school/this program.	F Sc	C		51	. . . I like coming to school/this program more.	A Sc	C
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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

<i>12-18 years old</i>								
#	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

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 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

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 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
<i>8-12 years old</i>								
#	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
<i>12-18 years old</i>								
#	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

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
	Revision code: N: new measure; A: added to PM from MB; R: removed from PM, still in MB (look for teal)				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 know how my friends are feeling. (N)	Y T-F	EAQ-m	PM3	... I know more often how my friends are feeling. (N)	Y A Sc	EAQ-m
PM4	I care about the feelings of others. (A)	Y F Sc	CTK	PM4	... I care more about the feelings of others. (A)	Y A Sc	CTK
PM5	If a friend is upset, I try to understand why. (N)	Y T-F	EAQ-m	PM5	... If a friend is upset, I try to understand why more often. (N)	Y A Sc	EAQ-m
PM6	I show respect for other kids.	Y F Sc	SC-NLKTY-m	PM6	... I show respect for other kids more often.	Y A Sc	SC-NLKTY-m
PM7	I show respect for adults.	Y F Sc	SC-NLKTY-m	PM7	... 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]		
PM8	I care about other people.	F Sc	CTK		PM8	. . . I care more about other people.	A Sc	CTK
PM9	I know how my friends are feeling. (N)	T-F	EAQ-m		PM9	. . . I know more often how my friends are feeling. (N)	Y A Sc	EAQ-m
PM10	I care about the feelings of others. (A)	F Sc	CTK		PM10	. . . I care more about the feelings of others. (A)	A Sc	CTK
PM11	If a friend is upset, I try to understand why. (N)	T-F	EAQ-m		PM11	. . . If a friend is upset, I try to understand why more often. (N)	Y A Sc	EAQ-m
PM12	I show respect for other kids.	F Sc	SC-NLKTY-m		PM12	. . . I show respect for other kids more often.	A Sc	SC-NLKTY-m
PM13	I show respect for adults.	F Sc	SC-NLKTY-m		PM13	. . . I show respect for adults more often.	A Sc	SC-NLKTY-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 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 know how my friends are feeling. (N)	Y T-F	EAQ-m	12	... I know more often how my friends are feeling. (N)	Y A Sc	EAQ-m
13	I care about the feelings of others. (A)	Y F Sc	CTK	13	... I care more about the feelings of others. (A)	Y A Sc	CTK
14	If a friend is upset, I try to understand why. (N)	Y T-F	EAQ-m	14	... If a friend is upset, I try to understand why more often. (N)	Y A Sc	EAQ-m
15	My parents tell me it is important to help other people.	Y A Sc	C	15	... my parents tell me more often it is important to help other people.	Y A Sc	C
16	I understand why it is important to help other people.	Y A Sc	C	16	... I understand more about why it is important to help other people.	Y A Sc	C
17	I feel good about myself because I help others.	Y F Sc	CTK-m	17	[Insert name] has helped me to feel good about myself because I helped others.	Y A Sc	CTK
18	When people I know are sad I wish I could help.	Y A Sc	C				
19	I show respect for other kids.	Y F Sc	SC-NLKTY-m	19	... I show respect for other kids more often.	Y A Sc	SC-NLKTY-m
20	I show respect for adults.	Y F Sc	SC-NLKTY-m	20	... 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 know how my friends are feeling. (N)	T-F	EAQ-m	22	... I know more often how my friends are feeling. (N)	Y A Sc	EAQ-m
23	I care about the feelings of others. (A)	F Sc	CTK	23	... I care more about the feelings of others. (A)	Y A Sc	CTK

24	If a friend is upset, I try to understand why. (N)	T-F	EAQ-m		24	. . . If a friend is upset, I try to understand why more often. (N)	Y A Sc	EAQ-m
25	I consider how others will feel when I make a decision.	F Sc	C		25	. . . I am better at considering how others will feel when I make a decision.	A Sc	C
26	I believe it is important to help other people.	A Sc	C		26	. . . I have a stronger belief it is important to help other people.	A Sc	C
27	I feel good about myself because I help others.	F Sc	CTK-m		27	[Insert name] has helped me to feel good about myself because I helped others.	A Sc	CTK
28	I show respect for other kids.	F Sc	SC-NLKTY-m		28	. . . I show respect for other kids more often.	A Sc	SC-NLKTY-m
29	I show respect for adults.	F Sc	SC-NLKTY-m		29	. . . 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

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
	Revision code: N: new measure; A: added to PM from MB; R: removed from PM, still in MB (look for teal)				As a result of [insert name],		
PM1	My/this child willingly plays with other children including those who may be left out by others. (A)	F Sc	SC-NLKTY	PM1	..... my/this child willingly plays with other children more often, including those who may be left out by others. (A)	A Sc	SC-NLKTY-m
PM2	My/this child speaks up for people who have been treated unfairly. (A)	F Sc	CTK-m	PM2	..... my/this child speaks up more often for people who have been treated unfairly. (A)	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 try to include children who get left out. (A)	Y F Sc	C	PM3	..... I try to include children who get left out more often. (A)	Y A Sc	C
PM4	I speak up for people who have been treated unfairly. (N)	Y F Sc	CTK	PM4	..... I speak up more often for people who have been treated unfairly. (N)	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	I try to include those who are typically left out. (A)	F Sc	C	PM5	..... I try to include those who are typically left out more often. (A)	A Sc	C
PM6	I speak up for people who have been treated unfairly. (A)	F Sc	CTK	PM6	..... I speak up more often for people who have been treated unfairly. (A)	A Sc	CTK

PM7	I believe we need to respect the rights and feelings of people from diverse groups. (N)	A Sc	ES-m	PM7 I have a better understanding of why we need to respect the rights and feelings of people from diverse groups. (N)	A Sc	ES-m
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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. (A)	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)	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. (A)	F Sc	CTK-m	3	. . . my/this child speaks up more often for people who have been treated unfairly. (A)	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. (A)	Y F Sc	C	11	. . . I try to include children who get left out more often. (A)	Y A Sc	C
12	I speak up for people who have been treated unfairly. (N)	Y F Sc	CTK	12	. . . . . I speak up more often for people who have been treated unfairly. (N)	Y A Sc	CTK-m
13	I understand why it is important to help people that are less fortunate.	Y F Sc	C	13	. . . I better understand why it is important to help people who are less fortunate.	Y A Sc	C
14	I am interested in community and world problems.	Y F Sc	CTK	14	. . . 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],		
21	I try to include those who are typically left out. (A)	F Sc	C		21	. . . . . I try to include those who are typically left out more often. (A)	A Sc	C
22	I speak up for people who have been treated unfairly. (A)	F Sc	CTK		22	. . . . . I speak up more often for people who have been treated unfairly. (A)	A Sc	CTK
23	I understand why it is important to help people that are less fortunate.	F Sc	C		23	. . . I better understand why it is important to help people that are less fortunate.	A Sc	C
24	I am interested in community and world problems.	F Sc	CTK		24	. . . I am more interested in community and world problems.	A Sc	CTK
25	I believe we need to respect the rights and feelings of people from diverse groups. (N)	A Sc	ES-m		25	. . . . . I have a better understanding of why we need to respect the rights and feelings of people from diverse groups. (N)	A Sc	ES-m

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 stand up for what I believe more often.	Y A Sc	CTK
PM3	I do what I believe is right even when it is hard.	Y F Sc	C	PM3	. . . I do what I believe is right more often 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 stand up for what I believe more often.	A Sc	CTK
PM5	I do what I believe is right even when it is hard.	F Sc	C	PM5	. . . I do what I believe is right even when it is hard 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 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 stand up for what I believe more often.	Y A Sc	CTK
12	I do what I believe is right even when it is hard.	Y F Sc	C		12	. . . I do what I believe is right more often 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 stand up for what I believe more often.	A Sc	CTK
23	I do what I believe is right even when it is hard.	F Sc	C		23	. . . I do what I believe is right more often 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

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
	Revision code: N: new measure; A: added to PM from MB; R: removed from PM, still in MB (look for teal)				As a result of [insert name],		
PM1	My/this child understands the difference between right and wrong. (A)	A Sc	C	PM1	... my/this child better understands the difference between right and wrong. (A)	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 tell the truth even when it is hard. (A)	Y F Sc	CTK-m	PM2	... I tell the truth more often even when it is hard. (A)	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 tell the truth even when it is hard. (A)	F Sc	CTK-m	PM3	... I tell the truth more often even when it is hard. (A)	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	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)	A Sc	C		3	. . . my/this child better understands the difference between right and wrong. (A)	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 tell the truth even when it is hard. (A)	Y F Sc	CTK-m		11	. . . I tell the truth more often even when it is hard. (A)	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
<i>12-18 years old</i>								
#	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. (A)	F Sc	CTK-m		21	. . . I tell the truth more often even when it is hard. (A)	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

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
	Revision code: N: new measure; A: added to PM from MB; R: removed from PM, still in MB (look for teal)				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/herself 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
PM3	My/this child uses social media/technology safely. (N)	F Sc	C	PM3	. . . my/this child uses social media/technology safely more often. (N)	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 take responsibility for my actions even when it is hard.	Y F Sc	C	PM4	. . . I am better at taking responsibility for my actions even when it is hard.	Y A Sc	C
PM5	I do what I say I will do.	Y F Sc	C	PM5	. . . I am better at doing what I say I will do.	Y A Sc	C
PM6	I have the chance to show others I am growing up and can do things by myself. (N)	Y F Sc	CYRM	PM6	. . . I have had more chances to show others I am growing up and can do things by myself. (N)	Y A Sc	CYRM-m

PM7	I have chances to learn things that will be useful when I am older (like cooking, working and helping others). (N)	Y F Sc	CYRM		PM7	. . . I have had more chances to learn things that will be useful when I am older (like cooking, working and helping others). (N)	Y A Sc	CYRM-m
PM8	I try to finish what I start. (N)	Y F Sc	CYRM		PM8	. . . I try to finish what I start more often. (N)	Y A Sc	CYRM-m
PM9	I know about leadership. (N)	Y A Sc	YD&YLSI-m		PM9	. . . I know more about leadership. (N)	Y A Sc	YD&YLSI-m
PM10	I have leadership skills. (N)	Y A Sc	YD&YLSI-m		PM10	. . . I have more leadership skills. (N)	Y A Sc	YD&YLSI-m
PM11	I use my leadership skills in school/community life. (N)	Y A Sc	YD&YLSI-m		PM11	. . . I use my leadership skills in school/community life more often. (N)	Y A Sc	YD&YLSI-m
PM12	I know how to keep myself safe on social media/the Internet. (N)	Y A Sc	C		PM12	. . . I know more about how to keep myself safe on social media/the Internet. (N)	Y A Sc	C
PM13	I keep myself safe on social media/the Internet. (N)	Y F Sc	C		PM13	. . . I keep myself safe on social media/the Internet more often. (N)	Y A Sc	C

12-18 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name]		
PM14	I take responsibility for my actions even when it is hard.	F Sc	C		PM14	. . . I am better at taking responsibility for my actions even when it is hard.	A Sc	C
PM15	I do what I say I will do.	F Sc	C		PM15	. . . I am better at doing what I say I will do.	A Sc	C
PM16	I have the chance to show others I am growing up and can do things by myself. (N)	F Sc	CYRM		PM16	. . . I have had more chances to show others I am growing up and can do things by myself. (N)	Y A Sc	CYRM-m
PM17	I have chances to learn things that will be useful when I am older (like cooking, working and helping others). (N)	F Sc	CYRM		PM17	. . . I have had more chances to learn things that will be useful when I am older (like cooking, working and helping others). (N)	Y A Sc	CYRM-m
PM18	I try to finish what I start. (N)	F Sc	CYRM		PM18	. . . I try to finish what I start more often. (N)	Y A Sc	CYRM-m
PM19	I know about leadership. (N)	A Sc	YD&YLSI-m		PM19	. . . I have more knowledge about leadership. (N)	A Sc	YD&YLSI-m
PM20	I have leadership skills. (N)	A Sc	YD&YLSI-m		PM20	. . . I have more leadership skills. (N)	A Sc	YD&YLSI-m

PM21	I have confidence in my leadership skills. (N)	A Sc	C		PM21	... I have more confidence in my leadership skills. (N)	A Sc	C
PM22	I use my leadership skills in school/community life. (N)	A Sc	YD&YLSI-m		PM22	... I use my leadership skills in school/community life more often. (N)	A Sc	YD&YLSI-m
PM23	I know how to keep myself safe on social media/the Internet. (N)	A Sc	C		PM23	... I know more about how to keep myself safe on social media/the Internet. (N)	A Sc	C
PM24	I keep myself safe on social media/the Internet. (N)	F Sc	C		PM24	... I am better at keeping myself safe on social media/the Internet. (N)	A Sc	C
PM25	I protect my privacy when I am on-line. (N)	F Sc	C		PM25	... I am better at protecting my privacy when I am online. (N)	A Sc	C

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

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 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
13	My/this child uses social media/technology safely. (N)	F Sc	C		13	... my/this child uses social media/technology safely more often. (N)	A Sc	C

8-12 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
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					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
24	I have the chance to show others I am growing up and can do things by myself. (N)	Y F Sc	CYRM		24	... I have had more chances to show others I am growing up and can do things by myself. (N)	Y A Sc CYRM-m
25	I have chances to learn things that will be useful when I am older (like cooking, working and helping others). (N)	Y F Sc	CYRM		25	... I have had more chances to learn things that will be useful when I am older (like cooking, working and helping others). (N)	Y A Sc CYRM-m
26	I try to finish what I start. (N)	Y F Sc	CYRM		26	... I try to finish what I start more often. (N)	Y A Sc CYRM-m
27	I know about leadership. (N)	Y A Sc	YD&YLSI-m		27	... I know more about leadership. (N)	Y A Sc YD&YLSI-m
28	I have leadership skills. (N)	Y A Sc	YD&YLSI-m		28	... I have more leadership skills. (N)	Y A Sc YD&YLSI-m
29	I use my leadership skills in school/community life. (N)	Y A Sc	YD&YLSI-m		29	... I use my leadership skills in school/community life more often. (N)	Y A Sc YD&YLSI-m
30	I know how to keep myself safe on social media/the Internet. (N)	Y A Sc	C		30	... I know more about how to keep myself safe on social media/the Internet. (N)	Y A Sc C
31	I keep myself safe on social media/the Internet. (N)	Y F Sc	C		31	... I am better at keeping myself safe on social media/the Internet. (N)	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],		
41	I accept and take personal responsibility for myself/my actions.	F Sc	C		41	... I am better at accepting and taking personal responsibility for myself/my actions.	A Sc	C
42	I take responsibility for my actions even when it is hard.	F Sc	C		42	... I am better at taking responsibility for my actions even when it is hard.	A Sc	C
43	I do my best even when I have to do something I don't like to do.	F Sc	C		43	... when I have to do something I don't like to do, I do my best more often.	A Sc	C

44	I do what I say I will do.	F Sc	C		44	. . . I am better at doing what I say I will do.	A Sc	C
45	I have the chance to show others I am growing up and can do things by myself. (N)	Y F Sc	CYRM		45	. . . I have had more chances to show others I am growing up and can do things by myself. (N)	Y A Sc	CYRM-m
46	I have chances to learn things that will be useful when I am older (like cooking, working and helping others). (N)	Y F Sc	CYRM		46	. . . I have had more chances to learn things that will be useful when I am older (like cooking, working and helping others). (N)	Y A Sc	CYRM-m
47	I try to finish what I start. (N)	Y F Sc	CYRM		47	. . . I try to finish what I start more often. (N)	Y A Sc	CYRM-m
48	I know about leadership. (N)	A Sc	YD&YLSI-m		48	. . . I have more knowledge about leadership. (N)	A Sc	YD&YLSI-m
49	I have leadership skills. (N)	A Sc	YD&YLSI-m		49	. . . I have more leadership skills. (N)	A Sc	YD&YLSI-m
50	I have confidence in my leadership skills. (N)	A Sc	C		50	. . . I have more confidence in my leadership skills. (N)	A Sc	C
51	I use my leadership skills in school/community life. (N)	A Sc	YD&YLSI-m		51	. . . I use my leadership skills in school/community life more often. (N)	A Sc	YD&YLSI-m
52	I have confidence in my leadership skills. (N)	A Sc	C		52	. . . I have more confidence in my leadership skills. (N)	A Sc	C
53	I protect my privacy when I am on-line. (N)	F Sc	C		53	. . . I am better at protecting my privacy when I am online. (N)	A Sc	C
54	I know how to keep myself safe on social media/the Internet. (N)	A Sc	C		54	. . . I know more about how to keep myself safe on social media/the Internet. (N)	A Sc	C
55	I protect my privacy when I am on-line. (N)	F Sc	C		55	. . . I am better at protecting my privacy when I am online. (N)	A Sc	C
56	I keep myself safe on social media/the Internet. (N)	F Sc	C		56	. . . I am better at keeping myself safe on social media/the Internet. (N)	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
	Revision code: N: new measure; A: added to PM from MB; R: removed from PM, still in MB (look for teal)				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
PM2	My/this child controls his/her temper. (A)	F Sc	SC-NLKTY-m	PM2	. . . my/this child is better at controlling his/her temper. (A)	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]		
PM3	I control my temper. (A)	Y F Sc	SC-NLKTY-m	PM3	. . . I am better at controlling my temper. (A)	Y A Sc	SC-NLKTY-m
PM4	I say “no” to things I know are wrong.	Y F Sc	CTK	PM4	. . . 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]		
PM5	I control my temper. (N)	F Sc	SC-NLKTY-m	PM5	. . . I am better at controlling my temper. (N)	A Sc	SC-NLKTY-m
PM6	I say “no” to things I know are wrong.	F Sc	CTK	PM6	. . . I am better at saying “no” to things I know are wrong.	A Sc	CTK

PM7	I stay away from violence and fighting.	F Sc	CTK		PM7	. . . I am better at staying away from violence and fighting.	A Sc	CTK
PM8	I understand the potential consequences of my actions. (A)	F Sc	C		PM8	. . . I better understand the potential consequences of my actions. (A)	A Sc	C

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 controls his/her temper. (A)	F Sc	SC-NLKTY-m		1	. . . my/this child is better at controlling his/her temper. (A)	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 resolve 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

8-12 years old

#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name],		
11	I control my temper. (A)	Y F Sc	SC-NLKTY-m		11	. . . I am better at controlling my temper. (A)	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 control my temper. (N)	F Sc	SC-NLKTY-m		21	. . . I am better at controlling my temper. (N)	A Sc	SC-NLKTY-m
22	I say “no” to things I know are wrong.	F Sc	CTK		22	. . . I am better at saying “no” to things I know are wrong.	A Sc	CTK
23	I stay away from violence and fighting.	F Sc	CTK		23	. . . I am better at staying away from violence and fighting.	A Sc	CTK
24	I understand the potential consequences of my actions. (A)	F Sc	C		24	. . . I better understand the potential consequences of my actions. (A)	A Sc	C
25	I understand the potential consequences of drinking and driving.	A Sc	C		25	. . . I better understand the potential consequences of drinking and driving.	A Sc	C
26	I understand the potential consequences of texting and driving.	A Sc	C		26	. . . I better understand the potential consequences of texting and driving.	A Sc	C
27	I understand the potential consequences of sexting.	A Sc	C		27	. . . I better understand the potential consequences of sexting.	A Sc	C
28	I understand the potential consequences of bullying.	A Sc	C		28	. . . I better understand the potential consequences of bullying.	A Sc	C
29	I understand the potential consequences of cyber-bullying.	A Sc	C		29	. . . I better understand the potential consequences of cyber-bullying.	A Sc	C
30	I understand the potential consequences of drinking alcohol.	A Sc	C		30	. . . I better understand the potential consequences of drinking alcohol.	A Sc	C
31	I understand the potential consequences of doing drugs.	A Sc	C		31	. . . I better understand the potential consequences of doing drugs.	A Sc	C
32	I understand the potential consequences of becoming sexually involved with another.	A Sc	C		32	. . . I better understand the potential consequences of becoming sexually involved with another.	A Sc	C
33	I understand the potential consequences of being abusive toward others.	A Sc	C		33	. . . I better understand the potential consequences of being abusive toward others.	A Sc	C

34	I understand the potential consequences of [insert risk behaviour].	A Sc	C		34	. . . I better understand the potential consequences of [insert risk behaviour].	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 #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
	Revision code: N: new measure; A: added to PM from MB; R: removed from PM, still in MB (look for teal)				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

<i>12-18 years old</i>								
#	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 have plans for my future. (N)	A Sc	C		PM10	. . . I now have plans for my future. (N)	A Sc	C
PM11	I am good at solving problems.	F Sc	CTK		PM11	. . . I am better at solving problems.	A Sc	CTK
PM12	I get advice from people I respect when I am having trouble making a decision. (A)	F Sc	C		PM12	. . . I get advice from people I respect more often when I am having trouble making a decision. (A)	A Sc	C
PM13	I know the importance of making informed decisions. (A)	A Sc	C		PM13	. . . I am more aware of the importance of making informed decisions. (A)	A Sc	C
PM14	I make informed decisions. (N)	A Sc	C		PM14	. . . I make informed decisions more often. (N)	A Sc	C
PM15	I am aware that the choices I make have an impact on others. (A)	A Sc	C		PM15	. . . I am more aware that the choices I make have an impact on others. (A)	A Sc	C

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 is good at solving problems.	F Sc	CTK-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 have plans for my future. (N)	A Sc	C		33	... I now have plans for my future. (N)	A Sc	C
34	I am good at setting goals.	F Sc	CTK		34	... I am better at setting goals.	A Sc	CTK
35	I am good at figuring out how to reach my goals.	F Sc	C		35	... I am better at figuring out how to reach my goals.	A Sc	C
36	I am good at solving problems.	F Sc	CTK		36	... I am better at solving problems.	A Sc	CTK
37	I get advice from people I respect when I am having trouble making a decision. (A)	F Sc	C		37	... I get advice from people I respect more often when I am having trouble making a decision. (A)	A Sc	C

38	When things don't go according to plan, I try something different .	F Sc	C		38	. . . when things don't go according to plan, I am better at trying something different .	A Sc	C
39	I know the importance of making informed decisions. (A)	A Sc	C		39	. . . I am more aware of the importance of making informed decisions. (A)	A Sc	C
40	I make informed decisions. (N)	A Sc	C		40	. . . I make informed decisions more often. (N)	A Sc	C
41	I am aware that the choices I make have an impact on others. (A)	A Sc	C		41	. . . I am more aware that the choices I make have an impact on others. (A)	A Sc	C

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
	Revision code: N: new measure; A: added to PM from MB; R: removed from PM, still in MB (look for teal)				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
PM5	My/this child is good at keeping friends. (N)	F Sc	OCHS	PM5	. . . my/this child is better at keeping friends. (N)	A Sc	OCHS

8-12 years old

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [insert name]		
PM6	I get along with others.	Y F Sc	CTK-m	PM6	. . . I get along better with others.	Y A Sc	CTK
PM7	I am good at making friends.	Y F Sc	CTK	PM7	. . . I am better at making friends.	Y A Sc	CTK
PM8	I am good at keeping friends. (N)	Y F Sc	OCHS	PM8	. . . I am better at keeping friends. (N)	Y A Sc	OCHS
PM9	I can name my feelings.	Y F Sc	C	PM9	. . . I am better at naming my feelings.	Y A Sc	C

PM10	I am good at telling others about my feelings.	Y F Sc	CTK-m		PM10	... I am better at telling others about my feelings.	Y A Sc	CTK-m
PM11	My feelings help me to understand what has happened. (N)	Y T-F	EAQ		PM11	... my feelings help me to understand what has happened more often. (N)	Y A Sc	EAQ-m
PM12	I am good at listening to other people. (A)	Y F Sc	CTK		PM12	... I am good at listening to other people more often. (A)	Y A Sc	CTK
PM13	I work well with others on a team.	Y F Sc	CTK		PM13	... I work better with others on a team.	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]		
PM14	I get along with others.	F Sc	CTK-m		PM14	... I get along better with others.	A Sc	CTK
PM15	I am good at making friends.	F Sc	CTK		PM15	... I am better at making friends.	A Sc	CTK
PM16	I am good at keeping friends. (N)	F Sc	OCHS		PM16	... I am better at keeping friends. (N)	A Sc	OCHS
PM17	I have a close friend whom I can really trust and count on. (A)	F Sc	CFCSS-m		PM17	... I have made a close friend whom I can really trust and count on. (A)	A Sc	CFCSS-m
PM18	I can name my feelings.	F Sc	C		PM18	... I am better at naming my feelings.	A Sc	C
PM19	I am good at telling others about my feelings.	F Sc	CTK-m		PM19	... I am better at telling others about my feelings.	A Sc	CTK-m
PM20	My feelings help me to understand what has happened. (N)	T-F	EAQ		PM20	... my feelings help me to understand what has happened more often. (N)	A Sc	EAQ-m
PM21	I am good at listening to other people. (A)	F Sc	CTK		PM21	... I am good at listening to other people more often. (A)	A Sc	CTK
PM22	I work well with others on a team.	F Sc	CTK		PM22	... I work better with others on a team.	A Sc	CTK
PM23	I know what a healthy relationships looks like. (N)	A Sc	C		PM23	..... I have a better understanding of what a healthy relationship looks like. (N)	A Sc	C
PM24	I know what I can do to contribute to healthy relationships. (N)	A Sc	C		PM24	..... I have a better understanding of what I can do to contribute to healthy relationships.(N)	A Sc	C
PM25	I have healthy relationships. (N)	A Sc	C		PM25	..... I have more healthy relationships. (N)	A Sc	C
PM26	I know the warning signs of an unhealthy relationship. (N)	A Sc	C		PM26	..... I know more about the warning signs of an unhealthy relationship. (N)	A Sc	C
PM27	I recognize the signs of abuse. (N)	A Sc	C		PM27	..... I am better at recognizing the signs of abuse. (N)	A Sc	C

PM28	I am honest and truthful with my boyfriend/girlfriend/partner. (N)	F Sc	DM-m		PM28	. . . I am more honest and truthful with my boyfriend/girlfriend/partner. (N)	A Sc	DM-m
PM29	My boyfriend/girlfriend/partner and I are good at working out our differences. (N)	F Sc	DM-m		PM29	. . . my boyfriend/girlfriend/partner and I are better at working out our differences. (N)	A Sc	DM-m
PM30	When I have a serious disagreement with my boyfriend/girlfriend/partner, we discuss/discussed it respectfully. (N)	F Sc	DM-m		PM30	. . .when I have a serious disagreement with my boyfriend/girlfriend/partner, we discuss it respectfully. (N)	A Sc	DM-m
PM31	I enjoy/enjoyed spending time with my boyfriend/girlfriend/partner. (N)	F Sc	DM-m		PM31	. . . I enjoy spending time with my boyfriend/girlfriend/partner more often. (N)	A Sc	DM-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 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
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 is good at keeping friends. (N)	F Sc	OCHS		8	. . . my/this child is better at keeping friends. (N)	A Sc	OCHS
9	My/this child shares toys.	F Sc	C		9	. . . my/this child is better at sharing toys.	A Sc	C
10	My/this child takes turns.	F Sc	C		10	. . . my/this child is better at taking turns.	A Sc	C
11	My/this child invites others to join in a game.	F Sc	SC-NLKTY-m		11	. . . my/this child invites others to join in a game more often.	A Sc	SC-NLKTY-m
12	My/this child shows respect for adults.	F Sc	SC-NLKTY-m		12	. . . my/this child shows respect for adults more often.	A Sc	SC-NLKTY-m
13	My/this child shows respect for children.	F Sc	SC-NLKTY-m		13	. . . my/this child shows respect for children more often.	A Sc	SC-NLKTY-m

14	My child shows respect for others.	F Sc	C		14	... my child shows respect for others more often.	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],		
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 kids my age.	Y F Sc	CTK-m		33	... I get along better with other kids my own age.	Y A Sc	CTK-m
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	I am good at keeping friends. (N)	Y F Sc	OCHS		37	... I am better at keeping friends. (N)	Y A Sc	OCHS
37	Other kids like to have me around.	Y F Sc	CFCSS-m		38	... 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		39	... 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		40	... I am better at talking to 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		41	... 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		42	... I am better at telling others about my ideas.	Y A Sc	CTK-m
42	I am good at listening to other people. (A)	Y F Sc	CTK		43	... I good at listening to other people more often. (A)	Y A Sc	CTK
44	I can name my feelings.	Y F Sc	C		44	... I am better at naming my feelings.	Y A Sc	C
45	I can describe my feelings.	Y F Sc	SC-NLKTY-m		45	... I am better at describing my feelings.	Y A Sc	SC-NLKTY-m
46	I am good at telling others about my feelings.	Y F Sc	CTK-m		46	... I am better at telling others about my feelings.	Y A Sc	CTK-m
47	My feelings help me to understand what has happened. (N)	Y T-F	EAQ		47	... my feelings help me to understand what has happened more often. (N)	Y A Sc	EAQ-m
48	I know when people are upset, even when they say nothing.	Y F Sc	SC-NLKTY-m		48	... I am better at knowing when people are upset, even when they say nothing.	Y A Sc	SC-NLKTY-m
49	I like doing things together with my group of friends.	Y F Sc	CFCSS-m		49	... I like doing things together with my group of friends more.	Y A Sc	CFCSS-m
50	I work well with others on a team.	Y F Sc	CTK		50	... I work better with others on a team.	Y A Sc	CTK
51	I make new friends at [insert name].	Y F Sc	C		51	I made new friends at [insert name].	Y A Sc	C
					52	... 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 am good at keeping friends. (N)	F Sc	OCHS		67	... I am better at keeping friends. (N)	A Sc	OCHS
68	I have a close friend whom I can really trust and count on. (A)	F Sc	CFCSS-m		68	... I have made a close friend whom I can really trust and count on. (A)	A Sc	CFCSS-m
69	It is easy for me to talk to kids I know.	F Sc	C		69	... I am better at talking to kids I know.	A Sc	C
70	It is easy for me to start talking with someone I have just met.	F Sc	C		70	... it is easier for me to start talking with someone I have just met.	A Sc	C
71	I am good at telling others about my ideas.	F Sc	CTK-m		71	... I am better at telling others about my ideas.	A Sc	CTK-m
72	I am good at listening to other people. (A)	F Sc	CTK		72	... I am good at listening to other people more often. (A)	A Sc	CTK
73	I can name my feelings.	F Sc	C		73	... I am better at naming my feelings.	A Sc	C
74	I can describe my feelings.	F Sc	SC-NLKTY-m		74	... I am better at describing my feelings.	A Sc	SC-NLKTY-m
75	I am good at telling others about my feelings.	F Sc	CTK-m		75	... I am better at telling others about my feelings.	A Sc	CTK-m
76	My feelings help me to understand what has happened. (N)	T-F	EAQ		76	... my feelings help me to understand what has happened more often. (N)	A Sc	EAQ-m
77	I know when people are upset, even when they say nothing.	F Sc	SC-NLKTY-m		77	... I am better at knowing when people are upset, even when they say nothing.	A Sc	SC-NLKTY-m
78	I like doing things together with my group of friends.	F Sc	CFCSS-m		78	... I like doing things together with my group of friends more.	Y A Sc	CFCSS-m
79	I adjust my behaviour based on the people I am with.	F Sc	C		79	... I am better at adjusting my behaviour based on the people I am with.	A Sc	C

80	I work well with others on a team.	F Sc	CTK		80	... I work better with others on a team.	A Sc	CTK
81	I make new friends at [insert name].	Y F Sc	C		81	... I made new friends at [insert name].	A Sc	C
					82	... I met kids I didn't know before.	A Sc	C
83	I know what a healthy relationships looks like. (N)	A Sc	C		83	..... I have a better understanding of what a healthy relationship looks like. (N)	A Sc	C
84	I know what I can do to contribute to healthy relationships. (N)	A Sc	C		84	..... I have a better understanding of what I can do to contribute to healthy relationships.(N)	A Sc	C
85	I have healthy relationships. (N)	A Sc	C		85	..... I have more healthy relationships. (N)	A Sc	C
86	I know the warning signs of an unhealthy relationship. (N)	A Sc	C		86	..... I know more about the warning signs of an unhealthy relationship. (N)	A Sc	C
87	I recognize the signs of abuse. (N)	A Sc	C		87	..... I am better at recognizing the signs of abuse. (N)	A Sc	C
88	I am honest and truthful with my boyfriend/girlfriend/partner. (N)	F Sc	DM-m		88	... I am more honest and truthful with my boyfriend/girlfriend/partner. (N)	A Sc	DM-m
89	My boyfriend/girlfriend/partner and I are good at working out our differences. (N)	F Sc	DM-m		89	... my boyfriend/girlfriend/partner and I are better at working out our differences. (N)	A Sc	DM-m
90	When I have a serious disagreement with my boyfriend/girlfriend/partner, we discuss/discussed it respectfully. (N)	F Sc	DM-m		90	...when I have a serious disagreement with my boyfriend/girlfriend/partner, we discuss it respectfully. (N)	A Sc	DM-m
91	My boyfriend/girlfriend/partner and I work as a team. (N)	F Sc	DM-m		91	... my boyfriend/girlfriend/partner and I work better as a team. (N)	A Sc	DM-m
92	I enjoy/enjoyed spending time with my boyfriend/girlfriend/partner. (N)	F Sc	DM-m		92	... I enjoy spending time with my boyfriend/girlfriend/partner more often. (N)	A Sc	DM-m

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
	Revision code: N: new measure; A: added to PM from MB; R: removed from PM, still in MB (look for teal)				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 feel connected to my own culture, race or ethnic group. (A)	Y F Sc	CTK-m	PM4	. . . I feel more connected to my own culture, race or ethnic group. (A)	Y A Sc	CTK
PM5	I know about people of other cultures, races and ethnic groups.	Y A Sc	CTK-m	PM5	. . . I know more about people of other cultures, races and ethnic groups.	Y A Sc	CTK
PM6	I take part in cultural activities (special food, music, customs) that are different from mine. (N)	Y F Sc	A L-E-m	PM6	. . . . I take part more often in cultural activities (special food, music, customs) that are different from mine. (N)	Y A Sc	L-E-m
PM7	When students from backgrounds different from my own are new to my school, I make them feel welcome. (N)	Y A Sc	A L-E	PM7	. . . . when students from backgrounds different from my own are new to my school, I do more to make them feel welcome. (N)	Y A Sc	A L-E-m

PM8	I would really enjoy being with people from diverse groups completely different from mine. (N)	Y A Sc	ES-m		PM8	. . . . I think that I would really enjoy being with people from diverse groups completely different from mine. (N)	Y A Sc	ES-m
PM9	I have friends whose backgrounds (e.g., race, ability level, sexual orientation, etc.) are different from mine. (N)	Y A Sc	A L-E		PM9	. . . . I have more friends whose backgrounds (e.g., race, ability level, sexual orientation, etc.) are different from mine. (N)	Y A Sc	A L-E-m
<i>12-18 years old</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name]		
PM10	I feel connected to my own culture, race or ethnic group. (A)	F Sc	CTK-m		PM10	. . . I feel more connected to my own culture, race or ethnic group. (A)	A Sc	CTK
PM11	I feel pride for my own culture, race or ethnic group.	F Sc	CTK		PM11	. . . I feel more pride in my own culture, race or ethnic group.	A Sc	CTK
PM12	I respect members of my own cultural, racial or ethnic group.	F Sc	CTK-m		PM12	. . . I have more respect for members of my own community.	A Sc	CTK
PM13	I feel a strong attachment to my own culture, race or ethnic group.	A Sc	CFCSS		PM13	. . . I feel a stronger attachment to my own culture, race or ethnic group.	A Sc	CFCSS-m
PM14	I have a strong sense of belonging to my own culture, race or ethnic group. (A)	A Sc	CFCSS		PM14	. . . I have a stronger sense of belonging to my own culture, race or ethnic group. (A)	A Sc	CFCSS-m
PM15	I have a good understanding of other cultures, races and ethnic groups.	A Sc	C		PM15	. . . I have a better understanding of other cultures, races and ethnic groups.	A Sc	C
PM16	I feel comfortable with people of other cultures, races or ethnic groups.	F Sc	CTK-m		PM16	. . . I feel more comfortable with people of other cultures, races or ethnic groups.	A Sc	CTK-m
PM17	I take part in cultural activities (special food, music, customs) that are different from mine. (N)	F Sc	A L-E-m		PM17	. . . . I take part more often in cultural activities (special food, music, customs) that are different from mine. (N)	A Sc	A L-E-m
PM18	When students from backgrounds different from my own are new to my school, I make them feel welcome. (N)	A Sc	A L-E		PM18	. . . . when students from backgrounds different from my own are new to my school, I do more to make them feel welcome. (N)	A Sc	A L-E-m
PM19	I believe we need to respect the rights and feelings of people from diverse groups. (N)	A Sc	ES-m		PM19	. . . . I have a better understanding of why we need to respect the rights and feelings of people from diverse groups. (N)	A Sc	ES-m

PM20	I would really enjoy being with people from diverse groups completely different from mine. (N)	A Sc	ES-m	PM20	. . . . I think that I would really enjoy being with people from diverse groups completely different from mine. (N)	A Sc	ES-m
PM21	I have friends whose backgrounds (e.g., race, ability level, sexual orientation, etc.) are different from mine. (N)	A Sc	A L-E	PM21	. . . . I have more friends whose backgrounds (e.g., race, ability level, sexual orientation, etc.) are different from mine. (N)	A Sc	A L-E-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	
16	I take part in cultural activities (special food, music, customs) that are different from mine. (N)	Y F Sc	Anytown L-E-m	16	. . . . I take part more often in cultural activities (special food, music, customs) that are different from mine. (N)	Y A Sc	Anytown L-E-m
17	When students from backgrounds different from my own are new to my school, I make them feel welcome. (N)	Y A Sc	Anytown L-E	17	. . . . when students from backgrounds different from my own are new to my school, I do more to make them feel welcome. (N)	Y A Sc	Anytown L-E-m
18	I would really enjoy being with people from diverse groups completely different from mine. (N)	Y A Sc	ES-m	18	. . . . I think that I would really enjoy being with people from diverse groups completely different from mine. (N)	Y A Sc	ES-m
19	I have friends whose backgrounds (e.g., race, ability level, sexual orientation, etc.) are different from mine. (N)	Y A Sc	Anytown L-E	19	. . . . I have more friends whose backgrounds (e.g., race, ability level, sexual orientation, etc.) are different from mine. (N)	Y A Sc	Anytown L-E-m
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. (A)	F Sc	CTK-m	24	. . . I feel more connected to my own culture, race or ethnic group. (A)	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)	A Sc	CFCSS	27	. . . I have a stronger sense of belonging to my own culture, race or ethnic group. (A)	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 culture, race or 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 culture, race or 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
41	I take part in cultural activities (special food, music, customs) that are different from mine. (N)	F Sc	Anytown L-E-m		41	. . . . . I take part more often in cultural activities (special food, music, customs) that are different from mine. (N)	A Sc	Anytown L-E-m
42	When students from backgrounds different from my own are new to my school, I make them feel welcome. (N)	A Sc	Anytown L-E		42	. . . . . when students from backgrounds different from my own are new to my school, I do more to make them feel welcome. (N)	A Sc	Anytown L-E-m
43	I believe we need to respect the rights and feelings of people from diverse groups. (N)	A Sc	ES-m		43	. . . . . I have a better understanding of why we need to respect the rights and feelings of people from diverse groups. (N)	A Sc	ES-m
44	I would really enjoy being with people from diverse groups completely different from mine. (N)	A Sc	ES-m		44	. . . . . I think that I would really enjoy being with people from diverse groups completely different from mine. (N)	A Sc	ES-m
45	I have friends whose backgrounds (e.g., race, ability level, sexual orientation, etc.) are different from mine. (N)	A Sc	Anytown L-E		45	. . . . . I have more friends whose backgrounds (e.g., race, ability level, sexual orientation, etc.) are different from mine. (N)	A Sc	Anytown L-E-m

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #3: Children and youth develop positively.

Internal Asset: Social competencies

Indicator: Asset #35: Resistance skills

Provincial Priority Measures

12-18 years old

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
	Revision code: N: new measure; A: added to PM from MB; R: removed from PM, still in MB (look for teal)				As a result of [insert name]		
PM1	I am confident that I would make the responsible choice when faced with peer pressure. (A)	F Sc	C	PM1	. . . I feel more confident that I would make the responsible choice when faced with peer pressure. (A)	A Sc	C
PM2	I say "no" even when my friends pressure me. (A)	F Sc	C	PM2	. . . I am better at saying "no" even when my friends pressure me. (A)	A Sc	C

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

12-18 years old

#	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 am confident that I would make the responsible choice when faced with peer pressure. (A)	F Sc	C		46	. . . I feel more confident that I would make the responsible choice when faced with peer pressure. (A)	A Sc	C

47	I say "no" even when my friends pressure me. (A)	F Sc	C		47	. . . I am better at saying "no" even when my friends pressure me. (A)	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

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
	Revision code: N: new measure; A: added to PM from MB; R: removed from PM, still in MB (look for teal)				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
PM4	I walk away when someone wants to fight with me. (A)	Y F Sc	C	PM4	. . . I am better at walking away when someone wants to fight with me. (A)	Y A Sc	C
PM5	I get help from trusted adults to stop an argument or a fight. (A)	Y F Sc	SC:C&Y1-m	PM5	. . . I get help from trusted adults more often to stop an argument or a fight. (A)	Y A Sc	SC:C&Y1-m

<i>12-18 years old</i>								
#	Pre/Post Measures	Scale	Source		#	Post-Only Measures	Scale	Source
						As a result of [insert name]		
PM6	I am good at taking care of problems without violence or fighting.	F Sc	CTK		PM6	... I am better at taking care of problems without violence or fighting.	A Sc	CTK
PM7	I am able to resolve a conflict peacefully. (A)	F Sc	C		PM7	... I am better at resolving a conflict peacefully. (A)	A Sc	C
PM8	I resolve conflict peacefully.	F Sc	C		PM8	... I resolve conflict 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. (A)	Y F Sc	C		12	... I am better at walking away when someone wants to fight with me. (A)	Y A Sc	C
13	I get help from trusted adults to stop an argument or a fight. (A)	Y F Sc	SC:C&Y1-m		13	... I get help from trusted adults more often to stop an argument or a fight. (A)	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. (A)	F Sc	C	29	... I am better at resolving a conflict peacefully. (A)	A Sc	C
30	I resolve conflict peacefully.	F Sc	C	30	... I resolve conflict peacefully more often.	A Sc	C

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
	Revision code: N: new measure; A: added to PM from MB; R: removed from PM, still in MB (look for teal)				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
PM4	I believe I am important. (A)	Y A Sc	C	PM4	[Insert name] has helped me to believe I am important. (A)	Y A Sc	C
PM5	I feel I have control over the things that happen to me. (A)	Y F Sc	CTK	PM5	[Insert name] has helped me to feel I have more control over things that happen to me. (A)	Y A Sc	CTK
PM6	If something does not work, I am willing to try again. (N)	Y F Sc	SPSI-m	PM6	. . . I am more willing to try again if something I do doesn't work. (N)	Y A Sc	SPSI-m
PM7	I believe I have something valuable to offer. (A)	Y A Sc	C	PM7	[Insert name] has helped me to believe I have something valuable to offer. (A)	Y A Sc	C

12-18 years old								
#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source	
					As a result of [insert name]			
PM8	I feel that I can make a difference.	A Sc	CTK-m	PM8	[Insert name] has helped me to feel that I can make a difference.	A Sc	CTK-m	
PM9	I am good at handling whatever comes my way.	F Sc	CTK	PM9	[Insert name] has helped me to feel I am better at handling whatever comes my way.	A Sc	CTK	
PM10	I believe I am important. (N)	A SC	C	PM10	[Insert name] has helped me to believe I am important. (N)	A SC	C	
PM11	I feel I have control over the things that happen to me. (A)	F Sc	CTK	PM11	[Insert name] has helped me to feel I have more control over things that happen to me. (A)	A Sc	CTK-m	
PM12	If something does not work, I am willing to try again. (N)	F Sc	SPSI-m	PM12	... I am more willing to try again if something I do doesn't work. (N)	A Sc	SPSI-m	
PM13	I believe I have something valuable to offer. (A)	A SC	C	PM13	[Insert name] has helped me to believe I have something valuable to offer. (A)	A SC	C	

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 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

8-12 years old

#	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. (A)	Y A Sc	C	13	[Insert name] has helped me to believe I am important. (A)	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. (A)	Y F Sc	CTK	15	[Insert name] has helped me to feel I have more control over things that happen to me. (A)	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	If something does not work, I am willing to try again. (N)	Y F Sc	SPSI-m	17	... I am more willing to try again if something I do doesn't work. (N)	Y A Sc	SPSI-m
18	I believe I have something valuable to offer. (A)	Y A Sc	C	18	[Insert name] has helped me to believe that I have something valuable to offer. (A)	Y A Sc	C
19	I believe I can make a positive difference in other peoples' lives.	Y A Sc	C	19	[Insert name] has helped me to believe that I can make a positive difference in other people's lives.	Y A Sc	C
20	I make a positive difference in other peoples' lives.	Y A Sc	C	20	[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. (A)	F Sc	CTK	23	[Insert name] has helped me to feel I have more control over things that happen to me. (A)	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	If something does not work, I am willing to try again. (N)	F Sc	SPSI-m		28	. . . I am more willing to try again if something I do doesn't work. (N)	A Sc	SPSI-m
29	I believe I have something valuable to offer. (A)	A SC	C		29	[Insert name] has helped me to believe that I have something valuable to offer. (A)	A SC	C
30	I believe I can make a positive difference in other peoples' lives.	A Sc	C		30	[Insert name] has helped me to believe that I can make a positive difference in other people's lives.	A Sc	C
31	I make a positive difference in other peoples' lives.	A Sc	C		31	[Insert name] has helped me to make a positive difference in other peoples' lives.	A Sc	C
32	I believe I am important. (N)	A SC	C		32	[Insert name] has helped me to believe I am important. (N)	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
	Revision code: N: new measure; A: added to PM from MB; R: removed from PM, still in MB (look for teal)				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 good 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	When I do something, I do it well. (A)	Y F Sc	SC:C&Y1	PM3	. . . when I do something, I do it well more often. (A)	Y A Sc	SC:C&Y1-m
PM4	I know it is okay to be different.	Y F Sc	CFCSS-m	PM4	[Insert name] has helped me to understand it's okay to be different.	Y A Sc	CFCSS-m
PM5	I know it is okay to be myself.	Y F Sc	C	PM5	[Insert name] has helped me to understand it's okay to be myself.	Y A Sc	C
PM6	I feel confident to be myself.	Y F Sc	C	PM6	. . . I feel more confident to be myself.	Y A Sc	C
PM7	I feel confident in myself. (N)	Y F Sc	C	PM7	. . . I feel more confident in myself. (N)	Y A Sc	C
PM8	I feel good about myself.	Y F Sc	CTK	PM8	[Insert name] has helped me to feel good about myself more often.	Y A Sc	CTK-m
PM9	I know my strengths. (N)	Y A Sc	C	PM9	[Insert name] has helped me to know what my strengths are. (N)	Y A Sc	C

PM10	I know how to use my strengths. (A - reworded)	Y A Sc	C		PM10	[Insert name] has helped me to know how to use my strengths. (A - reworded)	Y A Sc	C
PM11	I use my strengths. (N)	Y A Sc	C		PM11	[Insert name] has helped me to use my strengths. (N)	Y A Sc	C
PM12	I feel confident enough to share my ideas with others. (A)	Y F Sc	CFCSS-m		PM12	[Insert name] has helped me to feel more confident so I share my ideas. (A)	Y A Sc	CFCSS-m
PM13	I feel confident enough to _____. (N)	Y F Sc	C		PM13	[Insert name] has helped me to have the confidence to _____. (N)	Y A Sc	C
PM14	I feel good about myself because I help others. (A)	Y F Sc	CTK		PM14	[Insert name] has helped me feel good about myself because I help others. (A)	Y A Sc	CTK-m
PM15	I feel good taking a leadership role. (A)	Y F Sc	CTK		PM15	[Insert name] has helped me feel good taking a leadership role. (A)	Y A Sc	CTK-m
PM16	I am comfortable taking a leadership role. (A)	Y F Sc	C		PM16	... I am more comfortable taking a leadership role. (A)	Y A Sc	C
PM17	I am a good leader. (A)	A Sc	CTK-m		PM17a	... I am more of a leader. (A)	Y A Sc	CTK-m
					PM17b	... I am a better leader. (A)	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]		
PM18	When I do something, I do it well. (A)	F Sc	SC:C&Y1		PM18	... when I do something, I do it well more often. (A)	A Sc	SC:C&Y1-m
PM19	I know it is okay to be different.	F Sc	CFCSS-m		PM19	[Insert name] has helped me to understand it's okay to be different.	A Sc	CFCSS-m
PM20	I know it is okay to be myself.	F Sc	C		PM20	[Insert name] has helped me to understand it's okay to be myself.	A Sc	C
PM21	I feel confident to be myself.	F Sc	C		PM21	... I feel more confident to be myself.	A Sc	C
PM22	I feel confident in myself. (N)	F Sc	C		PM22	... I feel more confident in myself. (N)	A Sc	C
PM23	I feel good about myself.	F Sc	CTK		PM23	[Insert name] has helped me to feel good about myself more often.	A Sc	CTK-m
PM24	I know my strengths. (N)	A Sc	C		PM24	[Insert name] has helped me to know what my strengths are. (N)	A Sc	C

PM25	I know how to use my strengths. (A - reworded)	A Sc	C		PM25	[Insert name] has helped me to know how to use my strengths. (A - reworded)	A Sc	C
PM26	I use my strengths. (N)	A Sc	C		PM26	[Insert name] has helped me to use my strengths. (N)	A Sc	C
PM27	If something does not work, I am willing to try again. (N)	F Sc	SPSI-m		PM27	. . . I am more willing to try again if something I do doesn't work. (N)	A Sc	SPSI-m
PM28	I feel confident enough to share my ideas with others. (A)	F Sc	CFCSS-m		PM28	[Insert name] has helped me to feel more confident so I share my ideas. (A)	A Sc	CFCSS-m
PM29	I feel confident enough to _____. (N)	F Sc	C		PM29	[Insert name] has helped me to have the confidence to _____. (N)	A Sc	C
PM30	I feel good about myself because I help others. (A)	F Sc	CTK		PM30	[Insert name] has helped me feel good about myself because I help others. (A)	A Sc	CTK-m
PM31	I am confident in my ability to deal with emergency situations. (A)	F Sc	C		PM31	. . . I am more confident in my ability to deal with emergency situations. (A)	A Sc	C
PM32	I feel confident in my ability to take care of myself when I am home alone. (A)	F Sc	C		PM32	. . . I feel more confident in my ability to take care of myself when I am home alone. (A)	A Sc	C
PM33	I am confident in my ability to care for young children. (A)	F Sc	C		PM33	. . . I am more confident in my ability to care for young children. (A)	A Sc	C
PM34	I feel good taking a leadership role. (A)	F Sc	CTK		PM34	[Insert name] has helped me feel good about taking a leadership role. (A)	A Sc	CTK-m
PM35	I am comfortable taking a leadership role. (A)	F Sc	C		PM35	. . . I am more comfortable taking a leadership role. (A)	A Sc	C
PM36	I am a good leader. (A)	A Sc	CTK-m		PM36a	. . . I am more of a leader. (A)	A Sc	CTK-m
					PM36b	. . . I am a better leader. (A)	A Sc	CTK-m

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 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
<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 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 good about herself/himself.	A Sc	C
13	My/this child feels good about himself/herself because my/this child help others.	F Sc	CTK		13	[Insert name] has helped my/this child feel good about himself/herself because my/this child helped others.	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	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. (A)	Y F Sc	SC:C&Y1		23	. . . when I do something, I do it well more often. (A)	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 know my strengths. (N)	Y A Sc	C		29	[Insert name] has helped me to know what my strengths are. (N)	Y A Sc	C
30	I know how to use my strengths. (A - reworded)	Y A Sc	C		30	[Insert name] has helped me to know how to use my strengths. (A - reworded)	Y A Sc	C
31	I use my strengths. (N)	Y A Sc	C		31	[Insert name] has helped me to use my strengths. (N)	Y A Sc	C
32	I learn how to work on my challenges.	Y A Sc	C		32	[Insert name] has helped me to learn how to work on my challenges.	Y A Sc	C
33	I realize I have a lot to offer others/my community/the world.	Y A Sc	C		33	[Insert name] has helped me to realize I have a lot to offer others/my community/the world.	Y A Sc	C
34	I feel confident enough to share my ideas with others. (A)	Y F Sc	CFCSS-m		34	[Insert name] has helped me to feel more confident so I share my ideas. (A)	Y A Sc	CFCSS-m
35	I feel confident enough to share my feelings with others.	Y F Sc	CFCSS		35	[Insert name] has helped me to feel more confident so I share my feelings.	Y A Sc	CFCSS-m
36	I know it is okay to be different.	Y F Sc	CFCSS-m		36	[Insert name] has helped me to understand it's okay to be different.	Y A Sc	CFCSS-m
37	I know it is okay to be myself.	Y F Sc	C		37	[Insert name] has helped me to understand it's okay to be myself.	Y A Sc	C
38	I feel confident to be myself.	Y F Sc	C		38	. . . I feel more confident to be myself.	Y A Sc	C
39	I feel like good things are going to happen in my life.	Y F Sc	CFCSS		39	[Insert name] has helped me to feel like good things are going to happen in my life.	Y A Sc	CFCSS-m
40	I feel good about myself.	Y F Sc	CTK		40	[Insert name] has helped me to feel good about myself more often.	Y A Sc	CTK-m
41	I feel confident in myself. (N)	Y F Sc	C		41	. . . I feel more confident in myself. (N)	Y A Sc	C
42	I am good at learning new things.	Y F Sc	CTK		42	[Insert name] has helped me to learn I can do things I didn't think I could do before.	Y A Sc	CTK-m

43	If something does not work, I am willing to try again. (N)	Y F Sc	SPSI-m		43	. . . I am more willing to try again if something I do doesn't work. (N)	Y A Sc	SPSI-m
44	I feel confident enough to share my ideas with others. (A)	F Sc	CFCSS-m		44	[Insert name] has helped me to feel more confident so I share my ideas. (A)	A Sc	CFCSS-m
45	I feel confident enough to _____. (N)	F Sc	C		45	[Insert name] has helped me to have the confidence to _____. (N)	A Sc	C
46	I feel good about myself because I help others. (A)	Y F Sc	CTK		46	[Insert name] has helped me feel good about myself because I help others. (A)	Y A Sc	CTK-m
47	I feel valued by others.	Y F Sc	C		47	[Insert name] has helped me feel more valued by others.	Y A Sc	C
48	I feel good taking a leadership role. (A)	Y F Sc	CTK		48	[Insert name] has helped me feel good taking a leadership role. (A)	Y A Sc	CTK-m
49	I am comfortable taking a leadership role. (A)	Y F Sc	C		49	. . . I am more comfortable taking a leadership role. (A)	Y A Sc	C
50	I am a good leader. (A)	A Sc	CTK-m		50a	. . . I am more of a leader. (A)	Y A Sc	CTK-m
					50b	. . . I am a better leader. (A)	Y A Sc	CTK-m
51	I am important to my community.	Y F Sc	CTK		51	[Insert name] has helped me feel more important to my community.	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],		
61	In general, I like the way I am.	F Sc	SC:C&Y1		61	[Insert name] has helped me to like myself the way I am.	A Sc	SC:C&Y1-m
62	Overall, I have a lot to be proud of.	F Sc	SC:C&Y1		62	[Insert name] has helped me learn I have a lot to be proud of.	A Sc	SC:C&Y1-m
63	When I do something, I do it well. (A)	F Sc	SC:C&Y1		63	. . . when I do something, I do it well more often. (A)	A Sc	SC:C&Y1-m
64	I like the way I look.	F Sc	SC:C&Y1		64	[Insert name] has helped me to like the way I look more.	A Sc	SC:C&Y1-m
65	I feel good about myself.	F Sc	CTK		65	[Insert name] has helped me to feel good about myself more often.	A Sc	CTK-m

66	I know it is okay to be different.	F Sc	CFCSS		66	[Insert name] has helped me to understand it's okay to be different.	A Sc	CFCSS-m
67	I know it is okay to be myself.	F Sc	C		67	[Insert name] has helped me to understand it's okay to be myself.	A Sc	C
68	I feel confident to be myself.	F Sc	C		68	... I feel more confident to be myself.	A Sc	C
69	I am good at learning new things.	F Sc	CTK		69	[Insert name] has helped me to learn I can do things I didn't think I could do before.	A Sc	CTK-m
70	I feel valued by others.	F Sc	C		70	[Insert name] has helped me feel more valued by others.	A Sc	C
71	I feel good about myself because I help others. (A)	F Sc	CTK		71	[Insert name] has helped me feel good about myself because I help others. (A)	A Sc	CTK-m
72	I feel good taking a leadership role. (A)	F Sc	CTK		72	[Insert name] has helped me feel good about taking a leadership role. (A)	A Sc	CTK-m
73	I am comfortable taking a leadership role. (A)	F Sc	C		73	... I am more comfortable taking a leadership role. (A)	A Sc	C
74	I am a good leader. (A)	A Sc	CTK-m		74a	... I am more of a leader. (A)	A Sc	CTK-m
					74b	... I am a better leader. (A)	A Sc	CTK-m
75	I am important to my community.	F Sc	CTK		75	[Insert name] has helped me feel more important to my community.	A Sc	CTK-m
76	I like myself.	F Sc	C		76	[Insert name] has helped me to like myself more.	A Sc	C
77	I learn about myself.	A Sc	C		77	[Insert name] has helped me to learn about myself.	A Sc	C
78	I know my strengths. (N)	A Sc	C		78	[Insert name] has helped me to know what my strengths are. (N)	A Sc	C
79	I know how to use my strengths. (A - reworded)	A Sc	C		79	[Insert name] has helped me to know how to use my strengths. (A - reworded)	A Sc	C
80	I use my strengths. (N)	A Sc	C		80	[Insert name] has helped me to use my strengths. (N)	A Sc	C
81	I learn how to work on my challenges.	A Sc	C		81	[Insert name] has helped me to learn how to work on my challenges.	A Sc	C
82	If something does not work, I am willing to try again. (N)	F Sc	SPSI-m		82	... I am more willing to try again if something I do doesn't work. (N)	A Sc	SPSI-m

83	I realize I have a lot to offer others/my community/the world.	A Sc	C		83	[Insert name] has helped me to realize I have a lot to offer others/my community/the world.	A Sc	C
84	I feel confident enough to _____. (N)	F Sc	C		84	... I have the confidence to ... (N)	A Sc	C
85	I am confident in my ability to deal with emergency situations. (A)	F Sc	C		85	... I am more confident in my ability to deal with emergency situations. (A)	A Sc	C
86	I feel confident in my ability to take care of myself when I am home alone. (A)	F Sc	C		86	... I feel more confident in my ability to take care of myself when I am home alone. (A)	A Sc	C
87	I am proud of myself.	A Sc	C		87	I am proud of what I have accomplished at [insert name].	A Sc	C
88	I am a valued member of my team at [insert name].	A Sc	C		88	I felt like a valued member of my team at [insert name].	A Sc	C
89	I am confident in my ability to care for a baby.	F Sc	C		89	... I am more confident in my ability to care for a baby.	A Sc	C
90	I am confident in my ability to care for young children. (A)	F Sc	C		90	... I am more confident in my ability to care for young children. (A)	A Sc	C
91	I feel confident that I am able to provide safe and caring babysitting services.	F Sc	C		91	... 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

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
	Revision code: N: new measure; A: added to PM from MB; R: removed from PM, still in MB (look for teal)				As a result of [insert name]		
PM1	My/this child talks about what he/she wants to be when he/she grows up. (A)	A Sc	C	PM1	... my child talks more about what he/she wants to be when he/she grows up. (A)	A Sc	C

8-12 year olds

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [insert name],		
PM2	I have hopes and dreams for my future. (A)	Y A Sc	C	PM2	... I have more hopes and dreams for my future. (A)	Y A Sc	C
PM3	I feel like my life has a purpose. (A)	Y F Sc	CFCSS	PM3	[Insert name] has helped me feel like my life has a purpose. (A)	Y A Sc	CFCSS-m
PM4	I know what I want to be when I grow up. (A)	Y A Sc	C	PM4	[Insert name] has helped me to know what I want to be when I grow up. (A)	Y A Sc	C

12-18 year olds

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
					As a result of [insert name],		
PM5	I have hopes and dreams for my future. (A)	F Sc	C	PM5	... I have more hopes and dreams for my future. (A)	A Sc	C
PM6	I feel like my life has a purpose. (A)	F Sc	CFCSS	PM6	[Insert name] has helped me feel like my life has a purpose. (A)	A Sc	CFCSS-m
PM7	I know what I want to be when I am older. (N)	A Sc	C	PM7	[Insert name] has helped me to know what I want to be when I am older. (N)	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 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)	A Sc	C	3	. . . my child talks more about what he/she wants to be when he/she grows up. (A)	A Sc	C
<i>8-12 year olds</i>							
#	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. (A)	Y A Sc	C	11	. . . I have more hopes and dreams for my future. (A)	Y A Sc	C
12	I feel like my life has a purpose. (A)	Y F Sc	CFCSS	12	[Insert name] has helped me feel like my life has a purpose. (A)	Y A Sc	CFCSS-m
13	I know what I want to be when I grow up. (A)	Y A Sc	C	13	[Insert name] has helped me to know what I want to be when I grow up. (A)	Y A Sc	C
<i>12-18 year olds</i>							
#	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. (A)	F Sc	C	21	. . . I have more hopes and dreams for my future. (A)	A Sc	C
22	I feel like my life has a purpose. (A)	F Sc	CFCSS	22	[Insert name] has helped me feel like my life has a purpose. (A)	A Sc	CFCSS-m
23	I know what I want to be when I am older. (N)	A Sc	C	23	[Insert name] has helped me to know what I want to be when I am older. (N)	A Sc	C

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

Provincial Priority Measures

8-12 year olds

#	Pre/Post Measures	Scale	Source	#	Post-Only Measures	Scale	Source
	Revision code: N: new measure; A: added to PM from MB; R: removed from PM, still in MB (look for teal)				As a result of [insert name],		
PM1	I feel good about my future. (A)	Y A Sc	CTK	PM1	[Insert name] has helped me to feel good about my future. (A)	Y A Sc	CTK-m
PM2	I feel like good things are going to happen in my life. (A)	Y F Sc	CFCSS	PM2	[Insert name] has helped me to feel more like good things are going to happen in my life. (A)	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],		
PM3	I feel good about my future. (A)	A Sc	CTK	PM3	[Insert name] has helped me to feel good about my future. (A)	A Sc	CTK-m
PM4	I feel like good things are going to happen in my life. (A)	F Sc	CFCSS	PM4	[Insert name] has helped me to feel more like good things are going to happen in my life. (A)	A Sc	CFCSS-m
PM5	I am optimistic about my future. (N)	A Sc	FS	PM5	[Insert name] has helped me to be more optimistic about my future. (N)	A Sc	FS-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 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
<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 good about my future. (A)	Y A Sc	CTK		11	[Insert name] has helped me to feel good about my future. (A)	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 often.	Y A Sc	SC:C&Y2-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 feel good about my future. (A)	A Sc	CTK		21	[Insert name] has helped me to feel good about my future. (A)	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. (A)	F Sc	CFCSS		27	[Insert name] has helped me to feel more like good things are going to happen in my life. (A)	A Sc	CFCSS-m
29	I am optimistic about my future. (N)	A Sc	FS		29	[Insert name] has helped me to be more optimistic about my future. (N)	A Sc	FS-m