

# **Family and Community Support Services**

## **Measures Bank Companion Document**

**Second Edition**

**March 29, 2019**

**Including:**

- **Making Sense of the Measures Bank**
  - **Instructions**
  - **Scales**
  - **Sources**
- **The FCSS Outcomes Model: Chart of Outcomes and Indicators**
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## Making sense of the *measures bank*:

### **What's new in the 2019 second edition of the Measures Bank?**

The 2019 second edition of the Measures Bank has been revised extensively from the 2014 edition. Revisions include:

- more developmental assets in the C&Y Measures Bank have priority measures;
- measures address areas of interest, e.g., empathy, diversity, emotional regulation for adults, healthy relationships, inclusivity, youth leadership, and more;
- the numbering of the measures has changed for many indicators;
- some measures have been reworded; and
- there are more measures and more scales from additional sources.

For ease of viewing, revisions to the Measures Bank are shown in teal: revisions include new measures as well as measures already in the Measures Bank that are now Priority Measures. You will see the information below in a cell under Pre/post Measures when there are different measures for an indicator:

**Revision code: N: new measure; A: added to PM from MB; R: removed from PMs, still in MB (look for teal)**

### **What are measures?**

*Local FCSS programs and projects address local priorities based on social needs* (FCSS Outcomes Model, March 2012, page 8). When developing a program logic model (PLM) for an FCSS initiative in your community, you identify outcomes that relate to your statement of need and the overall goal. Measures are the questions that relate to the indicators of the outcomes identified for the program or project being undertaken. They are a way of evaluating *if and how [local FCSS] programs really make a difference in the lives of people and communities*. (FCSS Basic Guide to Outcome Measurement, 2014, page 1)

### **Where the measures come from:**

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

### **How the measures bank document is organized:**

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

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

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

Here is an example:

#### IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #1: Individuals experience personal well-being

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

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

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

## Process for using the measures bank:

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

### ***How to proceed:***

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

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

### ***Pre-post versus post-only testing:***

(Adapted from The After School Initiative's Toolkit for Evaluating Positive Youth Development, The Colorado Trust, 2004; website: <http://www.coloradotrust.org/attachments/0000/2849/ASIToolkitJun04.pdf> )

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

Pre-post test	Post-only test
<p>Measure of positive attitudes toward others and the community:</p> <p>Administer at the beginning of the program or project:</p> <p>I feel a strong sense of community with the people on my block/in my neighbourhood.</p> <ol style="list-style-type: none"> <li>1. Strongly disagree</li> <li>2. Disagree somewhat</li> <li>3. Disagree</li> <li>4. Agree somewhat</li> <li>5. Agree</li> <li>6. Strongly agree</li> </ol> <p>Administer at the end of the program or project:</p> <p>I feel a strong sense of community with the people on my block/in my neighbourhood.</p> <ol style="list-style-type: none"> <li>1. Strongly disagree</li> <li>2. Disagree somewhat</li> <li>3. Disagree</li> <li>4. Agree somewhat</li> <li>5. Agree</li> <li>6. Strongly agree</li> </ol> <p>Analysis: Post-test rating is compared to the pre-test rating to see if any movement occurred.</p>	<p>Administer at the end of the program or project:</p> <p>As a result of [insert name], I feel a stronger sense of community with the people on my block/in my neighbourhood.</p> <ol style="list-style-type: none"> <li>1. Strongly disagree</li> <li>2. Disagree somewhat</li> <li>3. Disagree</li> <li>4. Agree somewhat</li> <li>5. Agree</li> <li>6. Strongly agree</li> </ol>

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

## **Wording of measures:**

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

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

## **Scales:**

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

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

The full scales are shown below.

**For children 12 – 18 years of age and adults, use the following scales:**

### ***Agreement scale:***

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

**Frequency scale:**

1-----2-----3-----4-----5  
Never Almost Sometimes Fairly Very  
Never Often Often

**Quantity scales:**

*When asking about a number of people:*

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

*When asking about an amount:*

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

**False-True scale:**

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

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

**Agreement scale (Y A Sc):**

1-----2-----3  
Not Really.....Kind of.....Yes

**Frequency scale (Y F Sc):**

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

### **Quantity scale (Y Q Sc):**

*When asking about a number of people:*

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

*When asking about an amount:*

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

### **Reverse scales:**

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

## **Sources:**

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

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

Here is a listing of the sources of the measures listed in the measures bank.

- A L-E: Anytown L-E
- ASIS: Airdrie Social Integration Scale
- BSCI: Brief Sense of Community Index
- CCHS 2016: Canadian Community Health Survey 2016
- CFCS: Canadian Financial Capability Survey
- CFCSS: Calgary FCSS
- COMPASS: COMPASS for Caregivers Survey
- CORI: Canadian Outcomes Research Institute
- CSI 32: Couple Satisfaction Index 32
- CTK: Colorado Toolkit
- CYRM: Children & Youth Resilience Scale
- DM: Dating Matters
- EAQ: Emotion Awareness Questionnaire
- ECP-m: Evaluating Community Partnerships
- FS: Flourishing Scale
- HBSC: Health Behaviour in School-aged Children
- HHI: Herth Hope Index
- IFCSS: Irricana FCSS
- MCI: Multiethnic Climate Inventory
- NAW: National Accounts of Well-being



- OCHS: Ontario Child Health Survey
- PISA: Program for International Student Assessment
- PLCUS: Parent Link Centre Upstart Survey
- PWBS: Psychological Wellbeing Scale
- RS-ES: Rosenberg Self-esteem Scale
- RVFCSS: Rocky View County FCSS
- TRS: The Resiliency Scale
- SC:C&Y1/SC:C&Y2: Statistics Canada National Longitudinal Survey of Children and Youth Cycle 8 Book1 and Book 2
- SC:GSS: Statistics Canada General Social Survey 2008
- SC:HA: Statistics Canada, Canadian Community Health Survey on Healthy Aging 2010
- SC:MH&D: Statistics Canada, Canadian Community Health Survey on Mental Health and Discrimination
- SC:NLKTY: Statistics Canada National Longitudinal Survey of Kindergarten Teachers and Youth 2002 & 2003
- SC:NPHS: Statistics Canada National Population Health Survey
- SCS: City of Calgary Sense of Community Survey
- SEFCSS: South East Rocky View FCSS
- SI: Search Institute b & a
- SPSI: Social Problem-solving Inventory
- SRAS: Self-Reliance Achievement Scale
- TETTAIE: Tough Enough to Talk About It
- WCFI: Wilder Collaboration Factors Inventory
- YD&YLS&I: Youth Development & Youth Leadership Standards & Indicators

## The FCSS Outcomes Model: Chart of Outcomes and Indicators:



## Definitions of the FCSS indicators of success by outcome:

### Improved social well-being of *Individuals*:

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

##### *Indicators of success with definitions:*

###### **Resilience**

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

###### **Self-esteem**

- The extent to which people feel good about themselves.

###### **Optimism**

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

###### **Capacity to meet needs**

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

###### **Autonomy**

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

###### **Competence**

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

###### **Personal engagement**

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

###### **Meaning and purpose**

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

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

##### *Indicators of success with definitions:*

###### **Quality of Social Relationships**

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

###### **Social Supports Available**

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

###### **Trust and Belonging**

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

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

### *Indicators of success with definitions:*

#### **Developmental Assets**

- *The Search Institute lists 40 different Developmental Assets, each being a potential indicator for this outcome. Please visit <https://www.search-institute.org/our-research/development-assets/developmental-assets-framework/> and scroll down to download your age appropriate lists of development assets.*

## **Improved social well-being of *Families*:**

### **Outcome 1: Healthy functioning within families**

#### *Indicators with definitions:*

#### **Positive family relationships**

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

#### **Positive parenting**

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

#### **Positive family communication**

- Family members communicate effectively and positively.

### **Outcome 2: Families have social supports.**

#### *Indicators of success with definitions:*

#### **Extent and quality of social networks:**

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

#### **Family accesses resources as needed:**

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

## Improved social well-being of *Community*:

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

#### *Indicators of success with definitions:*

##### **Social engagement**

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

##### **Social support**

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

##### **Awareness of the community**

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

##### **Positive attitude toward others and the community**

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

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

#### *Indicators of success with definitions:*

##### **Awareness of community social issues**

- Awareness of existing/emerging social issues

##### **Understanding of community social issues**

- Understanding of existing/emerging social issues

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

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