Instructions: Making sense of the measures bank

What are measures?

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

Where the measures come from:

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

How the measures bank document is organized:

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

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

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

Here is an example:

IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

Individual Outcome #1: Individuals experience personal well-being

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

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

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

**Process for using the measures bank:**

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

**How to proceed:**

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

1. Check the chart in the provincial FCSS Outcomes Model (March 2012, page 8) to see if the indicators you identified for your program or project are listed;

2. If an indicator is listed, review the listing in the measures bank to determine if any of the measures or survey questions fit for your specific program or project;

3. Use any of the measures or survey questions that fit; and/or

4. If there is no measure that fits, then modify one of the existing measures, use measures from other sources or create measures when needed.

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


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:

<table>
<thead>
<tr>
<th>Pre-post test</th>
<th>Post-only test</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measure of positive attitudes toward others and the community:</strong></td>
<td></td>
</tr>
<tr>
<td>Administer at the beginning of the program or project:</td>
<td></td>
</tr>
<tr>
<td>I feel a strong sense of community with the people on my block/in my neighbourhood.</td>
<td></td>
</tr>
<tr>
<td>1. Strongly disagree</td>
<td></td>
</tr>
<tr>
<td>2. Disagree somewhat</td>
<td></td>
</tr>
<tr>
<td>3. Disagree</td>
<td></td>
</tr>
<tr>
<td>4. Agree somewhat</td>
<td></td>
</tr>
<tr>
<td>5. Agree</td>
<td></td>
</tr>
<tr>
<td>6. Strongly agree</td>
<td></td>
</tr>
</tbody>
</table>
Administer at the end of the program or project:

I feel a strong sense of community with the people on my block/in my neighbourhood.

1. Strongly disagree
2. Disagree somewhat
3. Disagree
4. Agree somewhat
5. Agree
6. Strongly agree

Analysis: Post-test rating is compared to the pre-test rating to see if any movement occurred.

As a result of [insert name], I feel a stronger sense of community with the people on my block/in my neighbourhood.

1. Strongly disagree
2. Disagree somewhat
3. Disagree
4. Agree somewhat
5. Agree
6. Strongly agree

Pre-post testing is designed to measure change mathematically in knowledge, attitudes, values, skills, and/or 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
Not Agree
Disagree Agree

Frequency scale:

1----------------2----------------3----------------4----------------5

Never Almost Sometimes Fairly Very
Not Often
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.

- ASIS: Airdrie Social Integration Scale
- BSCI: Brief Sense of Community Index
- CFCS: Canadian Financial Capability Survey
- CFCSS: Calgary FCSS
- CORI: Canadian Outcomes Research Institute
- CTK: Colorado Toolkit
- HHI: Herth Hope Index
- IFCSS: Irricana FCSS
- NAW: National Accounts of Well-being
- PLCUS: Parent Link Centre Upstart Survey
- RS-ES: Rosenberg Self-esteem Scale
- RVFCSS: Rocky View County FCSS
- TRS: The Resiliency Scale
- 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:NPHS: Statistics Canada National Population Health Survey
- SCS: City of Calgary Sense of Community Survey
- SEFCSS: South East Rocky View FCSS
- SI: Search Institute b & a
- SPSI: Social Problem-solving Inventory
- SRAS: Self-Reliance Achievement Scale
- WCFI: Wilder Collaboration Factors Inventory
The FCSS Outcomes Model: Chart of Outcomes and Indicators:

**Over-arching Goal:**
FCSS enhances the social well-being of individuals, families and community through prevention.

**SD1** help people to develop independence, strengthen coping skills and become more resistant to crisis;

**SD2** help people to develop an awareness of social needs;

**SD3** help people to develop interpersonal and group skills which enhance constructive relationships among people;

**SD4** help people and communities to assume responsibility for decisions and actions which affect them; and

**SD5** provide supports that help sustain people as active participants in the community.

**Strategic Directions (SD)**

**Outcome 1:** Individuals experience personal well-being.
(contributes to SD1)

**Indicators:**
Resilience; self-esteem; optimism; capacity to meet needs; autonomy; competence; personal engagement; meaning and purpose

**Outcome 2:** Individuals are connected with others. (contributes to SD3)

**Indicators:**
Quality of social relationships, social supports available, trust and belonging

**Outcome 3:** Children and youth develop positively. (contributes to SD1 through SD5)

**Indicators:**
Developmental assets

**Outcome 1:** Healthy functioning within families.
(contributes to SD1 & SD3)

**Indicators:**
Positive family relationships:
Positive parenting
Positive family communication

**Outcome 2:** Families have social supports.
(contributes to SD3 & SD5)

**Indicators:**
Extent and quality of social networks
Family accesses resources as needed.

**Outcome 1:** The community is connected and engaged.
(contributes to SD1 through SD5)

**Indicators:**
Social engagement
Social support
Awareness of the community Positive attitudes toward others and the community

**Outcome 2:** Community social issues are identified and addressed.
(contributes to SD1, SD2 & SD3)

**Indicators:**
Awareness of community social issues.
Understanding of community social issues.
Agencies and/or community members work in partnership to address social issues in the community.

Local FCSS programs and projects address local priorities based on social needs.
<table>
<thead>
<tr>
<th>Improved social well-being of <em>Individuals</em></th>
<th>Page #</th>
<th><em>Internal Asset – Positive values</em></th>
<th>Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Outcome 1: Individuals experience personal well-being.</td>
<td></td>
<td>Asset #28 – Integrity</td>
<td>29</td>
</tr>
<tr>
<td>Resilience</td>
<td>1</td>
<td>Asset #30 – Responsibility</td>
<td>30</td>
</tr>
<tr>
<td>Self-Esteem</td>
<td>2</td>
<td>Asset #31 – Restraint</td>
<td>31</td>
</tr>
<tr>
<td>Optimism</td>
<td>3</td>
<td>Asset #32 – Planning &amp; decision-making</td>
<td>32</td>
</tr>
<tr>
<td>Capacity to Meet Needs</td>
<td>4</td>
<td><strong>Internal Asset – Social Competencies</strong></td>
<td></td>
</tr>
<tr>
<td>Autonomy</td>
<td>6</td>
<td>Asset #33 – Interpersonal competence</td>
<td>34</td>
</tr>
<tr>
<td>Competence</td>
<td>7</td>
<td>Asset #34 – Cultural competence</td>
<td>36</td>
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<tr>
<td>Personal Engagement</td>
<td>9</td>
<td>Asset #36 – Peaceful conflict resolution</td>
<td>38</td>
</tr>
<tr>
<td>Meaning and Purpose</td>
<td>10</td>
<td>Asset #37 – Personal power</td>
<td>39</td>
</tr>
<tr>
<td>List of Assets with no Priority Measures</td>
<td>14</td>
<td>Asset #38 – Self-esteem</td>
<td>40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Individual Outcome 2: Individuals are connected with others.</th>
<th></th>
<th><strong>Family Outcome 1: Healthy functioning within families</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Social Relationships</td>
<td>11</td>
<td><strong>Family Outcome 2: Families have social supports.</strong></td>
<td></td>
</tr>
<tr>
<td>Social Supports Available</td>
<td>12</td>
<td><strong>Improved social well-being of Community</strong></td>
<td></td>
</tr>
<tr>
<td>Trust and Belonging</td>
<td>13</td>
<td>Community Outcome 1: The community is connected and engaged.</td>
<td></td>
</tr>
<tr>
<td>List of Assets with no Priority Measures</td>
<td>14</td>
<td><strong>Community Outcome 2: Community social issues are identified and addressed.</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Asset - Support</th>
<th></th>
<th><strong>Extensive Asset – Support</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asset #1 – Family Support</td>
<td>15</td>
<td>Extent and Quality of Social Networks</td>
<td>45</td>
</tr>
<tr>
<td>Asset #2 – Positive family communication</td>
<td>16</td>
<td>Family Accesses Resources as Needed</td>
<td>46</td>
</tr>
<tr>
<td>Asset #3 – Other adult relationships</td>
<td>17</td>
<td><strong>Extensive Asset – Boundaries and Expectations</strong></td>
<td></td>
</tr>
<tr>
<td>Asset #4 – Caring neighbours; caring neighbourhood/community</td>
<td>18</td>
<td>Community Outcome 1: The community is connected and engaged.</td>
<td></td>
</tr>
<tr>
<td>Asset #5 – Caring climate in child-car &amp; educational settings</td>
<td>19</td>
<td>Social Engagement</td>
<td>47</td>
</tr>
<tr>
<td>Asset #6 – Parent involvement in child care, education &amp; schooling</td>
<td>20</td>
<td>Social Support</td>
<td>48</td>
</tr>
<tr>
<td>External Asset - Empowerment</td>
<td></td>
<td>Awareness of the Community</td>
<td>49</td>
</tr>
<tr>
<td>Asset #7 – Community cherishes and values children/youth</td>
<td>21</td>
<td>Positive Attitude toward Others and the Community</td>
<td>50</td>
</tr>
<tr>
<td>Asset #8 – Children &amp; youth as resources</td>
<td>22</td>
<td><strong>Community Outcome 2: Community social issues are identified and addressed.</strong></td>
<td></td>
</tr>
<tr>
<td>Asset #9 - Service to others</td>
<td>23</td>
<td>Awareness of Community Social Issues</td>
<td>51</td>
</tr>
<tr>
<td>Asset #10 - Safety</td>
<td>24</td>
<td>Understanding of Community Social Issues</td>
<td>52</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>External Asset – Boundaries and Expectations</th>
<th></th>
<th>Agencies and/or Community Members Work in Partnership to Address Social Issues in the Community</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asset #15 – Positive peer influence</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asset #16 – Positive expectations</td>
<td>26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asset #25 – Reading for pleasure</td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asset #26 – Caring</td>
<td>28</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**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

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
<th>Scale</th>
<th>Source</th>
<th>#</th>
<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM1</td>
<td>My belief in myself gets me through hard times.</td>
<td>A Sc</td>
<td>TRS</td>
<td>PM1</td>
<td>. . . . . I am better at getting through hard times because I believe in myself.</td>
<td>A Sc</td>
<td>TRS-m</td>
</tr>
<tr>
<td>PM2</td>
<td>I am good at handling whatever comes my way.</td>
<td>A Sc</td>
<td>CTK</td>
<td>PM2</td>
<td>. . . . . I am better at handling whatever comes my way.</td>
<td>A Sc</td>
<td>CTK</td>
</tr>
<tr>
<td>PM3</td>
<td>If something does not work, I am willing to try again.</td>
<td>F Sc</td>
<td>SPSI-m</td>
<td>PM3</td>
<td>. . . . . I am more willing to try again if something I do doesn’t work.</td>
<td>A Sc</td>
<td>SPSI-m</td>
</tr>
<tr>
<td>PM4</td>
<td>I know some healthy strategies to manage stress.</td>
<td>A Sc</td>
<td>C</td>
<td>PM4</td>
<td>. . . . . I have some new information on how to better manage my stress.</td>
<td>A Sc</td>
<td>C</td>
</tr>
</tbody>
</table>

As a result of [Insert name]
## IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

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

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

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
<th>Scale</th>
<th>Source</th>
<th>#</th>
<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM1</td>
<td>In general I feel positive about myself.</td>
<td>A Sc</td>
<td>NAW</td>
<td>PM1</td>
<td>...... I feel more positive about myself.</td>
<td>A Sc</td>
<td>NAW-m</td>
</tr>
<tr>
<td>PM2</td>
<td>I feel confident enough to share my ideas and feelings with others.</td>
<td>F Sc</td>
<td>CFCSS</td>
<td>PM2</td>
<td>...... I feel more confident sharing my ideas and feelings with others.</td>
<td>F Sc</td>
<td>CFCSS-m</td>
</tr>
<tr>
<td>PM3</td>
<td>I feel good about myself.</td>
<td>F Sc</td>
<td>CTK</td>
<td>PM3</td>
<td>[Insert name] has helped me to feel good about myself.</td>
<td>F Sc</td>
<td>CTK</td>
</tr>
<tr>
<td>PM4</td>
<td>I feel good about myself because I help others.</td>
<td>F Sc</td>
<td>CTK</td>
<td>PM4</td>
<td>Helping others through [insert name] has helped me to feel good about myself.</td>
<td>F Sc</td>
<td>CTK</td>
</tr>
<tr>
<td>PM5</td>
<td>I feel important to my community.</td>
<td>F Sc</td>
<td>CTK</td>
<td>PM5</td>
<td>[Insert name] has helped me to feel important to my community.</td>
<td>F Sc</td>
<td>CTK</td>
</tr>
<tr>
<td>PM6</td>
<td>I have spent time trying to find out more about my ethnic group, such as its history, traditions, and customs.</td>
<td>A Sc</td>
<td>CFCSS</td>
<td>PM6</td>
<td>...... I have learned more about my ethnic group, such as its history, traditions and customs.</td>
<td>A Sc</td>
<td>CFCSS-m</td>
</tr>
<tr>
<td>PM7</td>
<td>I feel connected to my family’s cultural traditions.</td>
<td>F Sc</td>
<td>CTK</td>
<td>PM7</td>
<td>...... I feel more connected to my family’s cultural traditions.</td>
<td>F Sc</td>
<td>CTK</td>
</tr>
<tr>
<td>PM8</td>
<td>I understand my ethnic background.</td>
<td>A Sc</td>
<td>C</td>
<td>PM8</td>
<td>...... I understand my ethnic background better.</td>
<td>A Sc</td>
<td>C</td>
</tr>
</tbody>
</table>
**IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS**

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

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

### Provincial Priority Measures

<table>
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<tr>
<th>#</th>
<th>Pre/Post Measures</th>
<th>Scale</th>
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<th>#</th>
<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM1</td>
<td>I’m optimistic about my future.</td>
<td>A Sc</td>
<td>NAW-m</td>
<td>PM1</td>
<td>. . . . I’m more optimistic about my future.</td>
<td>A Sc</td>
<td>NAW-m</td>
</tr>
<tr>
<td>PM2</td>
<td>I feel good about my future.</td>
<td>F Sc</td>
<td>CTK</td>
<td>PM2</td>
<td>[Insert name] has helped me to feel good about my future.</td>
<td>A Sc</td>
<td>CTK</td>
</tr>
<tr>
<td>PM3</td>
<td>I believe I have the ability to improve my life.</td>
<td>A Sc</td>
<td>C</td>
<td>PM3</td>
<td>[Insert name] has helped me to believe I have the ability to improve my life.</td>
<td>A Sc</td>
<td>C</td>
</tr>
</tbody>
</table>
## IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

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

**Indicator – CAPACITY TO MEET NEEDS:** Ability to meet needs is the extent to which people have the life skills to function in a positive manner.

### Provincial Priority Measures

#### Communication

<table>
<thead>
<tr>
<th>Pre/Post Measures</th>
<th>Scale</th>
<th>Source</th>
<th>Post-Only Measures</th>
<th>Scale</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PM1</td>
<td>A Sc</td>
<td>C</td>
<td>PM1 . . . . I am better able to express my emotions constructively.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM2</td>
<td>A Sc</td>
<td>C</td>
<td>PM2 . . . . I am better able to address conflict constructively.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM3</td>
<td>A Sc</td>
<td>PLCUS</td>
<td>PM3 . . . . I am better able to speak up for what my family needs.</td>
<td>A Sc</td>
<td>PLCUS-m</td>
</tr>
</tbody>
</table>

#### Healthy Relationships

<table>
<thead>
<tr>
<th>Pre/Post Measures</th>
<th>Scale</th>
<th>Source</th>
<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM4</td>
<td>A Sc</td>
<td>CTK-m</td>
<td>PM4 . . . . I know more about how to get along with other people.</td>
<td>A Sc</td>
<td>CTK-m</td>
</tr>
<tr>
<td>PM5</td>
<td>A Sc</td>
<td>CTK-m</td>
<td>PM5 . . . . I am better able to make friends.</td>
<td>A Sc</td>
<td>CTK-m</td>
</tr>
<tr>
<td>PM6</td>
<td>A Sc</td>
<td>SRAS-m</td>
<td>PM6 . . . . I know more about how to set personal boundaries.</td>
<td>A Sc</td>
<td>SRAS-m</td>
</tr>
</tbody>
</table>

#### Problem-Solving

<table>
<thead>
<tr>
<th>Pre/Post Measures</th>
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<th>Post-Only Measures</th>
<th>Scale</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PM7</td>
<td>A Sc</td>
<td>SPSI-m</td>
<td>PM7 . . . . I know more about how to solve problems.</td>
<td>A Sc</td>
<td>SPSI-m</td>
</tr>
</tbody>
</table>

#### Planning

<table>
<thead>
<tr>
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<th>Scale</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PM8</td>
<td>F Sc</td>
<td>CTK-m</td>
<td>PM8 . . . . I plan ahead more often.</td>
<td>A Sc</td>
<td>CTK-m</td>
</tr>
<tr>
<td>PM9</td>
<td>A Sc</td>
<td>IFCSS-m</td>
<td>PM9 . . . . I know more about how to prepare for my future.</td>
<td>A Sc</td>
<td>IFCSS-m</td>
</tr>
</tbody>
</table>
### Money Management

<table>
<thead>
<tr>
<th>#</th>
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<th>#</th>
<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM10</td>
<td>I know how to budget my money.</td>
<td>A Sc</td>
<td>C</td>
<td>PM10</td>
<td>. . . . . . I know more about how to budget my money.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM11</td>
<td>I know how to get by financially on my monthly income.</td>
<td>A Sc</td>
<td>CFCS-m</td>
<td>PM11</td>
<td>. . . . . . I know more about how to get by financially on my monthly income.</td>
<td>A Sc</td>
<td>CFCS-m</td>
</tr>
<tr>
<td>PM12</td>
<td>I am able to keep up with bills and commitments.</td>
<td>A Sc</td>
<td>CFCS-m</td>
<td>PM12</td>
<td>. . . . . . I am better able to keep up with bills and commitments.</td>
<td>A Sc</td>
<td>CFCS-m</td>
</tr>
</tbody>
</table>

### Other Life Skills

<table>
<thead>
<tr>
<th>#</th>
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<th>Scale</th>
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<th>#</th>
<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM13</td>
<td>I work well with others on a team.</td>
<td>F Sc</td>
<td>CTK</td>
<td>PM13</td>
<td>. . . . . . I work better with others on a team.</td>
<td>A Sc</td>
<td>CTK</td>
</tr>
<tr>
<td>PM14</td>
<td>I take action towards improving my life.</td>
<td>F Sc</td>
<td>RVFCSS-m</td>
<td>PM14</td>
<td>. . . . . . I take action towards improving my life more often.</td>
<td>A Sc</td>
<td>RVFCSS-m</td>
</tr>
</tbody>
</table>
# IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

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

**Indicator – AUTONOMY:** the extent to which people feel free to do what they want and have the time to do it.

<table>
<thead>
<tr>
<th>#</th>
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<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM1</td>
<td>I feel I am free to decide how to live my life.</td>
<td>A Sc</td>
<td>NAW</td>
<td>PM1</td>
<td>...... I feel more freedom to decide how to live my life.</td>
<td>A Sc</td>
<td>NAW-m</td>
</tr>
<tr>
<td>PM2</td>
<td>I feel I have control over things that happen to me.</td>
<td>A Sc</td>
<td>CTK</td>
<td>PM2</td>
<td>...... I feel that I have more control over things that happen to me.</td>
<td>A Sc</td>
<td>CTK-m</td>
</tr>
<tr>
<td>PM3</td>
<td>[Insert name] has contributed to my ability to remain in my home.</td>
<td>A Sc</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>C</td>
</tr>
</tbody>
</table>
## IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

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

**Indicator – COMPETENCE:** the extent to which people feel accomplishment from what they do and are able to make use of their abilities

### Provincial Priority Measures

#### Communication

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<tr>
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<th>Scale</th>
<th>Source</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>I feel good about my ability to....</td>
<td></td>
<td></td>
<td></td>
<td>As a result of [insert name], I feel better about my ability to....</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM1</td>
<td>...listen to other people.</td>
<td>A Sc</td>
<td>CTK-m</td>
<td>PM1</td>
<td>...listen to other people.</td>
<td>A Sc</td>
<td>CTK-m</td>
</tr>
<tr>
<td>PM2</td>
<td>...tell others about my ideas and my feelings.</td>
<td>A Sc</td>
<td>CTK-m</td>
<td>PM2</td>
<td>...tell others about my ideas and my feelings.</td>
<td>A Sc</td>
<td>CTK-m</td>
</tr>
<tr>
<td>PM3</td>
<td>...address conflict constructively.</td>
<td>A Sc</td>
<td>C</td>
<td>PM3</td>
<td>...address conflict constructively.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM4</td>
<td>...speak up for what my family needs.</td>
<td>A Sc</td>
<td>PLCUS-m</td>
<td>PM4</td>
<td>...speak up for what my family needs.</td>
<td>A Sc</td>
<td>PLCUS-m</td>
</tr>
</tbody>
</table>

#### Healthy Relationships

<table>
<thead>
<tr>
<th>#</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I feel good about my ability to....</td>
<td></td>
<td></td>
<td></td>
<td>As a result of [insert name], I feel better about my ability to....</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM5</td>
<td>...get along with other people.</td>
<td>A Sc</td>
<td>CTK-m</td>
<td>PM5</td>
<td>...get along with other people.</td>
<td>A Sc</td>
<td>CTK-m</td>
</tr>
<tr>
<td>PM6</td>
<td>...make friends.</td>
<td>A Sc</td>
<td>CTK-m</td>
<td>PM6</td>
<td>...make friends.</td>
<td>A Sc</td>
<td>CTK-m</td>
</tr>
<tr>
<td>PM7</td>
<td>...set personal boundaries.</td>
<td>A Sc</td>
<td>SRAS-m</td>
<td>PM7</td>
<td>...set personal boundaries.</td>
<td>A Sc</td>
<td>SRAS-m</td>
</tr>
</tbody>
</table>

#### Problem-Solving

<table>
<thead>
<tr>
<th>#</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>I feel good about my ability to....</td>
<td></td>
<td></td>
<td></td>
<td>As a result of [insert name], I feel better about my ability to....</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM8</td>
<td>...solve problems.</td>
<td>A Sc</td>
<td>SPSI-m</td>
<td>PM8</td>
<td>...solve problems.</td>
<td>A Sc</td>
<td>SPSI-m</td>
</tr>
<tr>
<td>#</td>
<td>Pre/Post Measures</td>
<td>Scale</td>
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</tr>
<tr>
<td></td>
<td>I feel good about my ability to....</td>
<td></td>
<td></td>
<td></td>
<td>As a result of [insert name], I feel better about my ability to....</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM9</td>
<td>...plan ahead.</td>
<td>AsSc</td>
<td>CTK-m</td>
<td>PM9</td>
<td>...plan ahead.</td>
<td>AsSc</td>
<td>CTK-m</td>
</tr>
<tr>
<td>PM10</td>
<td>...prepare for my future.</td>
<td>AsSc</td>
<td>IFCSS-m</td>
<td>PM10</td>
<td>...prepare for my future.</td>
<td>AsSc</td>
<td>IFCSS-m</td>
</tr>
<tr>
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<td></td>
<td></td>
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<tr>
<td>Money Management</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I feel good about my ability to....</td>
<td></td>
<td></td>
<td></td>
<td>As a result of [insert name], I feel better about my ability to....</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM11</td>
<td>...budget my money.</td>
<td>AsSc</td>
<td>C</td>
<td>PM11</td>
<td>...budget my money.</td>
<td>AsSc</td>
<td>C</td>
</tr>
<tr>
<td>PM12</td>
<td>... get by financially on my monthly income.</td>
<td>AsSc</td>
<td>CFCSS-m</td>
<td>PM12</td>
<td>... get by financially on my monthly income.</td>
<td>AsSc</td>
<td>CFCSS-m</td>
</tr>
<tr>
<td>PM13</td>
<td>...keep up with bills and commitments.</td>
<td>AsSc</td>
<td>CFCS-m</td>
<td>PM13</td>
<td>...keep up with bills and commitments.</td>
<td>AsSc</td>
<td>CFCS-m</td>
</tr>
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<tr>
<td>Other Life Skills</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I feel good about my ability to....</td>
<td></td>
<td></td>
<td></td>
<td>As a result of [insert name], I feel better about my ability to....</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM14</td>
<td>...take action towards improving my life.</td>
<td>AsSc</td>
<td>RVFCSS-m</td>
<td>PM14</td>
<td>...take action towards improving my life.</td>
<td>AsSc</td>
<td>RVFCSS-m</td>
</tr>
<tr>
<td>PM15</td>
<td>...overcome life's challenges.</td>
<td>AsSc</td>
<td>IFCSS-m</td>
<td>PM15</td>
<td>...overcome life's challenges.</td>
<td>AsSc</td>
<td>IFCSS-m</td>
</tr>
</tbody>
</table>
## IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

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

*Indicator – PERSONAL ENGAGEMENT: how far people feel absorbed in what they do and that they have opportunities to learn.*

### Provincial Priority Measures

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>PM1</td>
<td>I get absorbed in what I am doing.</td>
<td>F Sc</td>
<td>NAW-m</td>
<td></td>
<td>As a result of [insert name]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM2</td>
<td>The things I do every day are a source of great pleasure and satisfaction.</td>
<td>F Sc</td>
<td>SC:NPAS-m</td>
<td>PM2</td>
<td>. . . . I now get more pleasure and satisfaction from the things I do every day.</td>
<td>A Sc</td>
<td>SC:NPAS-m</td>
</tr>
<tr>
<td>PM3</td>
<td>I keep interested in things.</td>
<td>A Sc</td>
<td>TRS</td>
<td>PM3</td>
<td>. . . . I have been able to do more things that interest me.</td>
<td>A Sc</td>
<td>TRS-m</td>
</tr>
</tbody>
</table>
# IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

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

**Indicator – MEANING & PURPOSE:** the extent to which people feel that what they do in life is valuable, worthwhile and valued by others

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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>As a result of [insert name]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM1</td>
<td>I get the recognition I deserve for what I do.</td>
<td>F Sc</td>
<td>NAW-m</td>
<td>PM1</td>
<td>[insert name] has helped me to feel recognized for what I do.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM2</td>
<td>I generally feel what I do in my life is valuable and worthwhile.</td>
<td>A Sc</td>
<td>NAW-m</td>
<td>PM2</td>
<td>[insert name] has helped me to feel what I do in my life is valuable and worthwhile.</td>
<td>A Sc</td>
<td>NAW-m</td>
</tr>
<tr>
<td>PM3</td>
<td>I believe I make a difference when I volunteer.</td>
<td>A Sc</td>
<td>SEFCSS-m</td>
<td>PM3</td>
<td>. . . . volunteering with [insert name], I believe I am making a difference.</td>
<td>A Sc</td>
<td>SEFCSS-m</td>
</tr>
<tr>
<td>PM4</td>
<td>I feel that I can make a difference.</td>
<td>F Sc</td>
<td>CTK</td>
<td>PM4</td>
<td>[insert name] has helped me to feel that I can make a difference.</td>
<td>A Sc</td>
<td>CTK</td>
</tr>
<tr>
<td>PM5</td>
<td>. . . . being involved in [insert name], I make my community a better place.</td>
<td>A Sc</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Page 10
## IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

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

**Indicator – QUALITY OF SOCIAL RELATIONSHIPS:** How people experience their connections with others and the strength of those relationships

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</tr>
</thead>
<tbody>
<tr>
<td>PM1</td>
<td>My relationship with (my family/my partner/my ex-partner/my friends/my coworkers/my neighbours) is enjoyable.</td>
<td>F Sc</td>
<td>NAW-m</td>
<td>PM1</td>
<td>. . . . my relationship with (my family/my partner/my ex-partner/my friends/my co-workers/my neighbours) is more enjoyable.</td>
<td>A Sc</td>
<td>NAW-m</td>
</tr>
<tr>
<td>PM2</td>
<td>I (meet/reconnect with/form new relationships with) people from my neighbourhood/community.</td>
<td>F Sc</td>
<td>C</td>
<td>PM2</td>
<td>. . . . I have (met/reconnected with/formed new relationships with) people from my neighbourhood/community.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM3</td>
<td>I maintain my relationships with people from my neighbourhood/community.</td>
<td>F Sc</td>
<td>C</td>
<td>PM3</td>
<td>. . . . I am better able to maintain relationships with people from my neighbourhood/community.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM4</td>
<td>I am connected to a group of people who share my beliefs and values.</td>
<td>A Sc</td>
<td>SC:C&amp;Y1-m</td>
<td>PM4</td>
<td>. . . . I feel more connected to a group of people who share my beliefs and values.</td>
<td>A Sc</td>
<td>SC:C&amp;Y1-m</td>
</tr>
<tr>
<td>PM5</td>
<td>I am connected with others in my neighbourhood/community.</td>
<td>A Sc</td>
<td>C</td>
<td>PM5</td>
<td>. . . . I am more connected with others in my neighbourhood/community.</td>
<td>A Sc</td>
<td>C</td>
</tr>
</tbody>
</table>
**IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS**

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

**Indicator – SOCIAL SUPPORTS AVAILABLE:** The extent to which people have the support of family, friends and others available to them

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</tr>
</thead>
<tbody>
<tr>
<td>PM1 I have people in my life who really care about me.</td>
<td>A Sc</td>
<td>NAW-m</td>
<td>PM1 . . . . . I have more people in my life who really care about me.</td>
<td>A Sc</td>
<td>NAW-m</td>
</tr>
<tr>
<td>PM2 I know people I can rely on for help.</td>
<td>Q Sc</td>
<td>HHI</td>
<td>PM2 . . . . . I know more people I can rely on for help.</td>
<td>A Sc</td>
<td>HHI-m</td>
</tr>
<tr>
<td>PM3 I feel supported by [insert individual/group/program].</td>
<td>A Sc</td>
<td>C</td>
<td>PM3 . . . . . I feel more supported by [insert individual/group/program].</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM4 I can rely on [insert name] for support and help.</td>
<td>Q Sc</td>
<td>C</td>
<td>PM4 . . . . . I know I can rely on [insert name] for support and help.</td>
<td>A Sc</td>
<td>C</td>
</tr>
</tbody>
</table>
**IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS**

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

**Indicator – TRUST & BELONGING:** people’s experiences of trusting other people, being treated fairly and respectfully by them, and feeling a sense of belonging with and support from people

<table>
<thead>
<tr>
<th>Pre/Post Measures</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PM1 People in my neighbourhood/community help one another.</td>
<td>F Sc</td>
<td>NAW-m</td>
<td>PM1 . . . . . people in my neighbourhood/community help one another more.</td>
<td>A Sc</td>
<td>NAW-m</td>
</tr>
<tr>
<td>PM2 People treat me with respect.</td>
<td>F Sc</td>
<td>NAW-m</td>
<td>PM2 . . . . . people treat me with more respect.</td>
<td>A Sc</td>
<td>NAW-m</td>
</tr>
<tr>
<td>PM3 I feel close to the people in my neighbourhood/community.</td>
<td>F Sc</td>
<td>NAW-m</td>
<td>PM3 [Insert name] has helped me to feel close to the people in my neighbourhood/community.</td>
<td>A Sc</td>
<td>NAW-m</td>
</tr>
<tr>
<td>PM4 I trust the people in my neighbourhood/community.</td>
<td>F Sc</td>
<td>SC:GSS-m</td>
<td>PM4 . . . . . I trust the people in my neighbourhood/community more.</td>
<td>A Sc</td>
<td>SC:GSS-m</td>
</tr>
<tr>
<td>PM5 I feel a sense of belonging to my neighbourhood/community.</td>
<td>F Sc</td>
<td>SC:MH&amp;D-m</td>
<td>PM5 [Insert name] has helped me to feel a sense of belonging to my neighbourhood/community.</td>
<td>A Sc</td>
<td>SC:MH&amp;D-m</td>
</tr>
</tbody>
</table>
**IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS**

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

There are no provincial priority measures for these indicators.

### External Asset - Boundaries and Expectations
- **Indicator- Asset # 11 -** Family boundaries
- **Indicator- Asset # 12 -** Boundaries in the child-care & educational settings; School boundaries
- **Indicator- Asset # 13 -** Neighbourhood boundaries
- **Indicator- Asset # 14 -** Adult role models

### External Asset - Constructive Use of Time
- **Indicator- combined assets #17 - #20 -** Constructive use of time

### Internal Asset - Commitment to learning
- **Indicator- Asset # 21 -** Motivation to mastery; Achievement motivation
- **Indicator- Asset # 22 -** Engagement in learning; Learning engagement; School engagement
- **Indicator- Asset # 23 -** Home-program connection; Homework
- **Indicator- Asset # 24 -** Bonding to programs; Bonding to school

### Internal Asset - Positive values
- **Indicator- Asset # 27 -** Equality & social justice
- **Indicator- Asset # 29 -** Honesty

### Internal Asset - Social competencies
- **Indicator- Asset # 35 -** Resistance skills

### Internal Asset - Positive identity
- **Indicator- Asset # 39 -** Sense of purpose
- **Indicator- Asset # 40 -** Positive view of personal future
## IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

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

### External Asset - Support

**Indicator- Asset #1 - Family support**

### Provincial Priority Measures

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

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
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<tr>
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<td>As a result of [Insert name]</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>PM1</td>
<td>My family plays together.</td>
<td>F</td>
<td>Sc</td>
<td>PM1</td>
<td>. . . my family plays together more often.</td>
<td>A</td>
<td>Sc</td>
</tr>
<tr>
<td>PM2</td>
<td>My parents listen to my ideas and opinions.</td>
<td>Y</td>
<td>F Sc</td>
<td>PM2</td>
<td>. . . my parents listen to my ideas and opinions more.</td>
<td>Y A</td>
<td>Sc</td>
</tr>
<tr>
<td>PM3</td>
<td>My parents let me know I am appreciated.</td>
<td>Y</td>
<td>F Sc</td>
<td>PM3</td>
<td>. . . my parents let me know that I am appreciated more often.</td>
<td>Y A</td>
<td>Sc</td>
</tr>
</tbody>
</table>

#### 8-12 years old

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
<th>Scale</th>
<th>Source</th>
<th>#</th>
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<th>Scale</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>As a result of [Insert name]</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM4</td>
<td>My parents listen to my ideas and opinions.</td>
<td>F</td>
<td>Sc</td>
<td>PM4</td>
<td>. . . my parents listen to my ideas and opinions more.</td>
<td>A</td>
<td>Sc</td>
</tr>
<tr>
<td>PM5</td>
<td>My parents let me know I am appreciated.</td>
<td>F</td>
<td>Sc</td>
<td>PM5</td>
<td>. . . my parents let me know that I am appreciated more often.</td>
<td>A</td>
<td>Sc</td>
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</table>

#### 12-18 years old

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
<th>Scale</th>
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<th>#</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>As a result of [Insert name]</td>
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<td></td>
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<tr>
<td>PM4</td>
<td>My parents listen to my ideas and opinions.</td>
<td>F</td>
<td>Sc</td>
<td>PM4</td>
<td>. . . my parents listen to my ideas and opinions more.</td>
<td>A</td>
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<tr>
<td>PM5</td>
<td>My parents let me know I am appreciated.</td>
<td>F</td>
<td>Sc</td>
<td>PM5</td>
<td>. . . my parents let me know that I am appreciated more often.</td>
<td>A</td>
<td>Sc</td>
</tr>
</tbody>
</table>
## IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

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

### External Asset - Support

**Indicator- Asset # 2 - Positive family communication**

### Provincial Priority Measures

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

<table>
<thead>
<tr>
<th>#</th>
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<th>#</th>
<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM1</td>
<td>My family takes the time to listen to each other.</td>
<td>F Sc</td>
<td>PLCUS-m</td>
<td>PM1</td>
<td>. . . my family takes the time to listen to each other more often.</td>
<td>A Sc</td>
<td>PLCUS-m</td>
</tr>
</tbody>
</table>

#### 8-12 years old

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
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<th>Post-Only Measures</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PM2</td>
<td>My parents encourage me to do my best.</td>
<td>Y F Sc</td>
<td>SC:C&amp;Y1-m</td>
<td>PM2</td>
<td>. . . my parents encourage me more to do my best.</td>
<td>Y A SC</td>
<td>SC:C&amp;Y1-m</td>
</tr>
</tbody>
</table>

#### 12-18 years old

<table>
<thead>
<tr>
<th>#</th>
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<tbody>
<tr>
<td>PM3</td>
<td>My parents encourage me to do my best.</td>
<td>F Sc</td>
<td>SC:C&amp;Y1-m</td>
<td>PM3</td>
<td>. . . my parents encourage me more to do my best.</td>
<td>A Sc</td>
<td>SC:C&amp;Y1-m</td>
</tr>
</tbody>
</table>
### IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

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

**External Asset - Support**

**Indicator - Asset #3 - Other adult relationships**

<table>
<thead>
<tr>
<th>#</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PM1</td>
<td>I know adults that I can go to when I need help.</td>
<td>Y F Sc</td>
<td>C</td>
<td>PM1</td>
<td>. . . I know more adults that I can go to when I need help.</td>
<td>Y A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM2</td>
<td>I feel the staff/my mentor care(s) about me.</td>
<td>Y F Sc</td>
<td>CTK-m</td>
<td>PM2</td>
<td>At [insert name], I feel the staff/my mentor care(s) about me.</td>
<td>Y A Sc</td>
<td>CTK-m</td>
</tr>
<tr>
<td>PM3</td>
<td>I feel supported by the staff/my mentor.</td>
<td>Y F Sc</td>
<td>CTK-m</td>
<td>PM3</td>
<td>At [insert name], I feel supported by the staff/my mentor.</td>
<td>Y A Sc</td>
<td>CTK-m</td>
</tr>
</tbody>
</table>

**Provincial Priority Measures**

**8-12 years old**

<table>
<thead>
<tr>
<th>#</th>
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</thead>
<tbody>
<tr>
<td>PM4</td>
<td>I know adults that I can go to when I need help.</td>
<td>F Sc</td>
<td>C</td>
<td>PM4</td>
<td>. . . I know more adults that I can go to when I need help.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM5</td>
<td>I feel the staff/my mentor care(s) about me.</td>
<td>Y F Sc</td>
<td>CTK-m</td>
<td>PM5</td>
<td>At [insert name], I feel the staff/my mentor care(s) about me.</td>
<td>A Sc</td>
<td>CTK-m</td>
</tr>
<tr>
<td>PM6</td>
<td>I feel supported by the staff/my mentor.</td>
<td>Y F Sc</td>
<td>CTK-m</td>
<td>PM6</td>
<td>At [insert name], I feel supported by the staff/my mentor.</td>
<td>A Sc</td>
<td>CTK-m</td>
</tr>
</tbody>
</table>

**12-18 years old**

<table>
<thead>
<tr>
<th>#</th>
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<tbody>
<tr>
<td>PM4</td>
<td>I know adults that I can go to when I need help.</td>
<td>F Sc</td>
<td>C</td>
<td>PM4</td>
<td>. . . I know more adults that I can go to when I need help.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM5</td>
<td>I feel the staff/my mentor care(s) about me.</td>
<td>Y F Sc</td>
<td>CTK-m</td>
<td>PM5</td>
<td>At [insert name], I feel the staff/my mentor care(s) about me.</td>
<td>A Sc</td>
<td>CTK-m</td>
</tr>
<tr>
<td>PM6</td>
<td>I feel supported by the staff/my mentor.</td>
<td>Y F Sc</td>
<td>CTK-m</td>
<td>PM6</td>
<td>At [insert name], I feel supported by the staff/my mentor.</td>
<td>A Sc</td>
<td>CTK-m</td>
</tr>
</tbody>
</table>
### 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

<table>
<thead>
<tr>
<th>Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>#</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>PM1</strong></td>
</tr>
<tr>
<td><strong>PM2</strong></td>
</tr>
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</table>

#### 8-12 years old

<table>
<thead>
<tr>
<th>8-12 years old</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>#</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>PM3</strong></td>
</tr>
<tr>
<td><strong>PM4</strong></td>
</tr>
</tbody>
</table>

#### 12-18 years old

<table>
<thead>
<tr>
<th>12-18 years old</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>#</strong></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td><strong>PM5</strong></td>
</tr>
<tr>
<td><strong>PM6</strong></td>
</tr>
</tbody>
</table>
## IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

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

### External Asset - Support

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

### Provincial Priority Measures

#### 8-12 years old

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
<th>Scale</th>
<th>Source</th>
<th>#</th>
<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM1</td>
<td>I like school.</td>
<td>Y F Sc</td>
<td>CFCSS</td>
<td>PM1</td>
<td>\ldots I like school more.</td>
<td>Y F Sc</td>
<td>CFCSS-m</td>
</tr>
<tr>
<td>PM2</td>
<td>I feel like I belong at school.</td>
<td>Y F Sc</td>
<td>CFCSS</td>
<td>PM2</td>
<td>\ldots I feel more like I belong at school.</td>
<td>Y F Sc</td>
<td>CFCSS-m</td>
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#### 12-18 years old

<table>
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<tr>
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<th>Scale</th>
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</thead>
<tbody>
<tr>
<td>PM3</td>
<td>I feel like I belong at school.</td>
<td>F Sc</td>
<td>CFCSS</td>
<td>PM3</td>
<td>\ldots I feel more like I belong at school.</td>
<td>A Sc</td>
<td>CFCSS-m</td>
</tr>
<tr>
<td>PM4</td>
<td>I like going to school.</td>
<td>F Sc</td>
<td>CFCSS</td>
<td>PM4</td>
<td>\ldots I like going to school more.</td>
<td>A Sc</td>
<td>CFCSS-m</td>
</tr>
<tr>
<td>PM5</td>
<td>I am treated with respect at my school.</td>
<td>F Sc</td>
<td>C</td>
<td>PM5</td>
<td>\ldots I am treated with more respect at my school.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM6</td>
<td>We look after each other at my school.</td>
<td>F Sc</td>
<td>C</td>
<td>PM6</td>
<td>\ldots we are better at looking after each other at my school.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM7</td>
<td>I participate in school clubs, teams or other school organizations (for example, school teams, bands, drama, student council).</td>
<td>F Sc</td>
<td>SC:C&amp;Y2-m</td>
<td>PM7</td>
<td>\ldots I participate more in school clubs, teams or other school organizations (for example, school teams, bands, drama, student council).</td>
<td>A Sc</td>
<td>SC:C&amp;Y2-m</td>
</tr>
</tbody>
</table>
## 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

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
<th>Scale</th>
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<th>#</th>
<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM1</td>
<td>I participate in activities at my child's (daycare/playschool/kindergarten/school).</td>
<td>F Sc</td>
<td>SC:C&amp;Y1-m</td>
<td>PM1</td>
<td>. . . I participate more in activities at my child's (daycare/playschool/kindergarten/school).</td>
<td>A Sc</td>
<td>SC:C&amp;Y1-m</td>
</tr>
<tr>
<td>PM2</td>
<td>I talk with my child about (daycare/playschool/kindergarten/school).</td>
<td>F Sc</td>
<td>SC:C&amp;Y1-m</td>
<td>PM2</td>
<td>. . . I talk with my child more often about (daycare/ playschool/ kindergarten/school).</td>
<td>A Sc</td>
<td>SC:C&amp;Y1-m</td>
</tr>
</tbody>
</table>

#### 8-12 years old

<table>
<thead>
<tr>
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<th>Scale</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PM3</td>
<td>My parents participate in activities at my school.</td>
<td>Y F Sc</td>
<td>SC:C&amp;Y1-m</td>
<td>PM3</td>
<td>. . . my parents participate more in activities at my school.</td>
<td>Y A Sc</td>
<td>SC:C&amp;Y1-m</td>
</tr>
<tr>
<td>PM4</td>
<td>My parents talk with me about school.</td>
<td>Y F Sc</td>
<td>SC:C&amp;Y1-m</td>
<td>PM4</td>
<td>. . . my parents talk with me more about school.</td>
<td>Y A Sc</td>
<td>SC:C&amp;Y1-m</td>
</tr>
<tr>
<td>PM5</td>
<td>My parents help me with my homework.</td>
<td>Y F Sc</td>
<td>C</td>
<td>PM5</td>
<td>. . . my parents help me more with my homework.</td>
<td>Y A Sc</td>
<td>C</td>
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#### 12-18 years old

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<tbody>
<tr>
<td>PM6</td>
<td>My parents participate in activities at my school.</td>
<td>F Sc</td>
<td>SC:C&amp;Y1-m</td>
<td>PM6</td>
<td>. . . my parents participate more in activities at my school.</td>
<td>A Sc</td>
<td>SC:C&amp;Y1-m</td>
</tr>
<tr>
<td>PM7</td>
<td>My parents talk with me about school.</td>
<td>F Sc</td>
<td>SC:C&amp;Y1-m</td>
<td>PM7</td>
<td>. . . my parents talk with me more about school.</td>
<td>A Sc</td>
<td>SC:C&amp;Y1-m</td>
</tr>
<tr>
<td>PM8</td>
<td>My parents help me with my homework.</td>
<td>F Sc</td>
<td>C</td>
<td>PM8</td>
<td>. . . my parents help me more with my homework.</td>
<td>A Sc</td>
<td>C</td>
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</tbody>
</table>
# 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

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Pre/Post Measures</th>
<th>Scale</th>
<th>Source</th>
<th>Post-Only Measures</th>
<th>Scale</th>
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</tr>
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<tbody>
<tr>
<td><strong>8-12 years old</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM1</td>
<td>Adults in my neighbourhood/community listen to what I have to say.</td>
<td>Y F Sc</td>
<td>CTK-m</td>
<td>As a result of [Insert name]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM2</td>
<td>Adults in my neighbourhood/community ask me to plan, choose or lead activities.</td>
<td>Y F Sc</td>
<td>CTK-m</td>
<td>At [insert name], adults listened to what I had to say.</td>
<td>Y A Sc</td>
<td>CTK-m</td>
</tr>
<tr>
<td><strong>12-18 years old</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM3</td>
<td>I feel that what I have to offer is appreciated by my neighbourhood/community.</td>
<td>A Sc</td>
<td>C</td>
<td>As a result of [Insert name]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM4</td>
<td>Adults in my neighbourhood/community value youth.</td>
<td>A Sc</td>
<td>C</td>
<td>I feel that what I have to offer is more appreciated by my neighbourhood/community.</td>
<td>A Sc</td>
<td>C</td>
</tr>
</tbody>
</table>
**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**

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
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<th>Post-Only Measures</th>
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<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM1</td>
<td>My child(ren) participate(s) when the family makes decisions together about how to solve problems.</td>
<td>F Fc</td>
<td>SC:C&amp;Y1-m</td>
<td>PM1</td>
<td>. . . my family is better at including my child(ren) when making decisions together about how to solve problems.</td>
<td>A Fc</td>
<td>SC:C&amp;Y1-m</td>
</tr>
</tbody>
</table>

**8-12 years old**

<table>
<thead>
<tr>
<th>#</th>
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<th>Scale</th>
<th>Source</th>
<th>#</th>
<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM2</td>
<td>I am included when my family makes decisions about how to solve problems.</td>
<td>Y F Fc</td>
<td>SC:C&amp;Y1-m</td>
<td>PM2</td>
<td>. . . I am included more when my family makes decisions about how to solve problems.</td>
<td>Y A Fc</td>
<td>SC:C&amp;Y1-m</td>
</tr>
</tbody>
</table>

**12-18 years old**

<table>
<thead>
<tr>
<th>#</th>
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<th>Scale</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PM3</td>
<td>I am involved in civic processes/what happens in my community.</td>
<td>A Fc</td>
<td>C</td>
<td>PM3</td>
<td>. . . I am more involved in civic processes/what happens in my community.</td>
<td>A Fc</td>
<td>C</td>
</tr>
<tr>
<td>PM4</td>
<td>I look for opportunities to help others in my community.</td>
<td>F Fc</td>
<td>CTK-m</td>
<td>PM4</td>
<td>. . . I look for more opportunities to help others in my community.</td>
<td>A Fc</td>
<td>CTK-m</td>
</tr>
<tr>
<td>PM5</td>
<td>I get opportunities to help make my neighbourhood/community a better place.</td>
<td>F Fc</td>
<td>C</td>
<td>PM5</td>
<td>. . . I get more opportunities to help make my neighbourhood/community a better place.</td>
<td>A Fc</td>
<td>C</td>
</tr>
</tbody>
</table>
#9 Service to Others

**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

<table>
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<tr>
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<th>Scale</th>
<th>Source</th>
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</thead>
<tbody>
<tr>
<td>PM1</td>
<td>My/this child helps out in the neighbourhood/community.</td>
<td>F Sc</td>
<td>C</td>
<td>PM1</td>
<td>... my/this child helps out in the neighbourhood/community more often.</td>
<td>A Sc</td>
<td>C</td>
</tr>
</tbody>
</table>

### 8-12 years old

<table>
<thead>
<tr>
<th>#</th>
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<th>#</th>
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<tbody>
<tr>
<td>PM2</td>
<td>I spend time helping others in my neighbourhood/community.</td>
<td>Y F Sc</td>
<td>CTK-m</td>
<td>PM2</td>
<td>... I spend more time helping others in my neighbourhood/community.</td>
<td>Y A Sc</td>
<td>CTK-m</td>
</tr>
</tbody>
</table>

### 12-18 years old

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>PM3</td>
<td>I spend time helping others in my neighbourhood/community.</td>
<td>F Sc</td>
<td>CTK-m</td>
<td>PM3</td>
<td>... I spend more time helping others in my neighbourhood/community.</td>
<td>A Sc</td>
<td>CTK-m</td>
</tr>
</tbody>
</table>
# IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

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

## External Asset - Empowerment

### Indicator- Asset # 10 - Safety

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<thead>
<tr>
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<tr>
<td></td>
<td>As a result of [Insert name]</td>
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<td></td>
<td></td>
<td>As a result of [Insert name]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM1</td>
<td>There are safe parks, playgrounds and play spaces in this neighbourhood.</td>
<td>A Sc</td>
<td>SC:C&amp;Y1</td>
<td>PM1</td>
<td>. . . there are now safe parks, playgrounds and play spaces in this neighbourhood/community.</td>
<td>A Sc</td>
<td>SC:C&amp;Y1-m</td>
</tr>
</tbody>
</table>

#### 8-12 years old

<table>
<thead>
<tr>
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<td></td>
<td>As a result of [Insert name]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM2</td>
<td>I feel safe in my neighborhood.</td>
<td>Y A Sc</td>
<td>C</td>
<td>PM2</td>
<td>. . . I feel safer in my neighborhood.</td>
<td>Y A Sc</td>
<td>C</td>
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</tbody>
</table>

#### 12-18 years old

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<td>As a result of [Insert name]</td>
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</tr>
<tr>
<td>PM3</td>
<td>I feel safe in my neighborhood.</td>
<td>A Sc</td>
<td>C</td>
<td>PM3</td>
<td>. . . I feel safer in my neighborhood.</td>
<td>A Sc</td>
<td>C</td>
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</tbody>
</table>
## 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**

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<tbody>
<tr>
<td></td>
<td>As a result of [Insert name]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM1</td>
<td>I can trust my friends.</td>
<td>Y A Sc</td>
<td>RIP</td>
<td>PM1</td>
<td>. . . I have more friends I can trust.</td>
<td>Y A Sc</td>
<td>RIP-m</td>
</tr>
<tr>
<td>PM2</td>
<td>I know I can count on my friends to do the right thing.</td>
<td>Y A Sc</td>
<td>RIP</td>
<td>PM2</td>
<td>. . . I can count on my friends more to do the right thing.</td>
<td>Y A Sc</td>
<td>RIP-m</td>
</tr>
<tr>
<td>PM3</td>
<td>I know I can count on my friends to support me to do the right thing.</td>
<td>Y A Sc</td>
<td>C</td>
<td>PM3</td>
<td>. . . I can count on my friends more to support me to do the right thing.</td>
<td>Y A Sc</td>
<td>C</td>
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</tbody>
</table>

### 12-18 years old

<table>
<thead>
<tr>
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<tr>
<td></td>
<td>As a result of [Insert name]</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>PM4</td>
<td>I can trust my friends.</td>
<td>A Sc</td>
<td>RIP</td>
<td>PM4</td>
<td>. . . I have more friends I can trust.</td>
<td>A Sc</td>
<td>RIP-m</td>
</tr>
<tr>
<td>PM5</td>
<td>I know I can count on my friends to do the right thing.</td>
<td>A Sc</td>
<td>RIP</td>
<td>PM5</td>
<td>. . . I am better able to count on my friends to do the right thing.</td>
<td>A Sc</td>
<td>RIP-m</td>
</tr>
<tr>
<td>PM6</td>
<td>I know I can count on my friends to support me to do the right thing.</td>
<td>A Sc</td>
<td>C</td>
<td>PM6</td>
<td>. . . I am better able to count on my friends to support me to do the right thing.</td>
<td>A Sc</td>
<td>C</td>
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</tbody>
</table>
### 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**

<table>
<thead>
<tr>
<th>#</th>
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<th>Scale</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>As a result of [Insert name]</td>
<td></td>
<td></td>
<td></td>
<td>PM1 I encourage my/this child to do his/her best.</td>
<td>F Sc</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PM2 I tell my/this child when she/he does a good job.</td>
<td>F Sc</td>
<td>C</td>
</tr>
</tbody>
</table>

#### 8-12 years old

<table>
<thead>
<tr>
<th>#</th>
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<th>Scale</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>As a result of [Insert name]</td>
<td></td>
<td></td>
<td></td>
<td>PM3 My parents encourage me to do my best.</td>
<td>Y F Sc</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PM4 My parents tell me when I do a good job.</td>
<td>Y F Sc</td>
<td>CTK-m</td>
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#### 12-18 years old

<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>As a result of [Insert name]</td>
<td></td>
<td></td>
<td></td>
<td>PM5 My parents encourage me to do my best.</td>
<td>F Sc</td>
<td>C</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PM6 My parents tell me when I do a good job.</td>
<td>F Sc</td>
<td>CTK-m</td>
</tr>
</tbody>
</table>
**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*

<table>
<thead>
<tr>
<th>Parents of 3-5 year olds</th>
<th>#</th>
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<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM1</td>
<td></td>
<td>I read to this/my child.</td>
<td>F Sc</td>
<td>C</td>
<td>PM1</td>
<td>... I read more to this/my child.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM2</td>
<td></td>
<td>My/this child enjoys being read to.</td>
<td>F Sc</td>
<td>C</td>
<td>PM2</td>
<td>... my/this child enjoys being read to more.</td>
<td>A Sc</td>
<td>C</td>
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<table>
<thead>
<tr>
<th>Parents of 5-9 year olds</th>
<th>#</th>
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<th>Scale</th>
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</thead>
<tbody>
<tr>
<td>PM3</td>
<td></td>
<td>My/this child enjoys reading</td>
<td>F Sc</td>
<td>C</td>
<td>PM3</td>
<td>... my/this child enjoys reading more.</td>
<td>A Sc</td>
<td>C</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8-12 years old</th>
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<tbody>
<tr>
<td>PM4</td>
<td></td>
<td>I enjoy reading.</td>
<td>Y F Sc</td>
<td>C</td>
<td>PM4</td>
<td>... I enjoy reading more.</td>
<td>Y A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM5</td>
<td></td>
<td>I read for fun.</td>
<td>Y F Sc</td>
<td>CTK-m</td>
<td>PM5</td>
<td>... I spend more time reading for fun.</td>
<td>Y A Sc</td>
<td>CTK-m</td>
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<table>
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<tr>
<th>12-18 years old</th>
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</thead>
<tbody>
<tr>
<td>PM6</td>
<td></td>
<td>I enjoy reading.</td>
<td>F Sc</td>
<td>C</td>
<td>PM6</td>
<td>... I enjoy reading more.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM7</td>
<td></td>
<td>I read for fun.</td>
<td>F Sc</td>
<td>CTK-m</td>
<td>PM7</td>
<td>... I spend more time reading for fun.</td>
<td>A Sc</td>
<td>CTK-m</td>
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</table>
## 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**

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<thead>
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</thead>
<tbody>
<tr>
<td>PM1</td>
<td>My/this child responds appropriately to the feelings of others.</td>
<td>F Sc</td>
<td>SC-NLKTY</td>
<td>PM1</td>
<td>. . . my/this child responds more appropriately to the feelings of others.</td>
<td>A Sc</td>
<td>SC-NLKTY-m</td>
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</tbody>
</table>

**8-12 years old**

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</thead>
<tbody>
<tr>
<td>PM2</td>
<td>I care about other people.</td>
<td>Y F Sc</td>
<td>CTK</td>
<td>PM2</td>
<td>. . . I care more about other people.</td>
<td>Y A Sc</td>
<td>CTK</td>
</tr>
<tr>
<td>PM3</td>
<td>I show respect for other kids.</td>
<td>Y F Sc</td>
<td>SC-NLKTY-m</td>
<td>PM3</td>
<td>. . . I show respect for other kids more often.</td>
<td>Y A Sc</td>
<td>SC-NLKTY-m</td>
</tr>
<tr>
<td>PM4</td>
<td>I show respect for adults.</td>
<td>Y F Sc</td>
<td>SC-NLKTY-m</td>
<td>PM4</td>
<td>. . . I show respect for adults more often.</td>
<td>Y A Sc</td>
<td>SC-NLKTY-m</td>
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**12-18 years old**

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<tbody>
<tr>
<td>PM5</td>
<td>I care about other people.</td>
<td>F Sc</td>
<td>CTK</td>
<td>PM5</td>
<td>. . . I care more about other people.</td>
<td>A Sc</td>
<td>CTK</td>
</tr>
<tr>
<td>PM6</td>
<td>I show respect for other kids.</td>
<td>F Sc</td>
<td>SC-NLKTY-m</td>
<td>PM6</td>
<td>. . . I show respect for other kids more often.</td>
<td>A Sc</td>
<td>SC-NLKTY-m</td>
</tr>
<tr>
<td>PM7</td>
<td>I show respect for adults.</td>
<td>F Sc</td>
<td>SC-NLKTY-m</td>
<td>PM7</td>
<td>. . . I show respect for adults more often.</td>
<td>A Sc</td>
<td>SC-NLKTY-m</td>
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### 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**

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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>PM1</td>
<td>My/this child has a good sense of what is right and what is wrong.</td>
<td>F Sc</td>
<td>C</td>
<td>PM1</td>
<td>. . . my/this child better understands the difference between right and wrong.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM2</td>
<td>I stand up for what I believe.</td>
<td>Y F Sc</td>
<td>CTK</td>
<td>PM2</td>
<td>. . . I am better at standing up for what I believe.</td>
<td>Y A Sc</td>
<td>CTK</td>
</tr>
<tr>
<td>PM3</td>
<td>I do what I believe is right even when it is hard.</td>
<td>Y F Sc</td>
<td>C</td>
<td>PM3</td>
<td>. . . I am better at doing what I believe is right even when it is hard.</td>
<td>Y A Sc</td>
<td>C</td>
</tr>
</tbody>
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**8-12 years old**

<table>
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<tr>
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<tbody>
<tr>
<td>PM4</td>
<td>I stand up for what I believe.</td>
<td>F Sc</td>
<td>CTK</td>
<td>PM4</td>
<td>. . . I am better at standing up for what I believe.</td>
<td>A Sc</td>
<td>CTK</td>
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<tr>
<td>PM5</td>
<td>I do what I believe is right even when it is hard.</td>
<td>F Sc</td>
<td>C</td>
<td>PM5</td>
<td>. . . I am better at doing what I believe is right even when it is hard.</td>
<td>A Sc</td>
<td>C</td>
</tr>
</tbody>
</table>

**12-18 years old**

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
<th>Scale</th>
<th>Source</th>
<th>#</th>
<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM6</td>
<td>I stand up for what I believe.</td>
<td>F Sc</td>
<td>CTK</td>
<td>PM6</td>
<td>. . . I am better at standing up for what I believe.</td>
<td>A Sc</td>
<td>CTK</td>
</tr>
<tr>
<td>PM7</td>
<td>I do what I believe is right even when it is hard.</td>
<td>F Sc</td>
<td>C</td>
<td>PM7</td>
<td>. . . I am better at doing what I believe is right even when it is hard.</td>
<td>A Sc</td>
<td>C</td>
</tr>
</tbody>
</table>
#30 Responsibility

**Improve Social Well-being of Individuals**

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

**Internal Asset - Positive values**

**Indicator - Asset # 30 - Responsibility**

### Provincial Priority Measures

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
<th>Scale</th>
<th>Source</th>
<th>#</th>
<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM1</td>
<td>My/this child helps to pick up after him/herself.</td>
<td>F Sc</td>
<td>SC:C&amp;Y1-m</td>
<td>PM1</td>
<td>. . . my/this child helps to pick up after him/her more often.</td>
<td>A Sc</td>
<td>SC:C&amp;Y1-m</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
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<th>Source</th>
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<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM2</td>
<td>My/this child accepts responsibility for her/his actions.</td>
<td>F Sc</td>
<td>CTK-m</td>
<td>PM2</td>
<td>. . . my/this child is better at accepting responsibility for her/his actions.</td>
<td>A Sc</td>
<td>CTK-m</td>
</tr>
</tbody>
</table>

**8-12 years old**

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
<th>Scale</th>
<th>Source</th>
<th>#</th>
<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM3</td>
<td>I take responsibility for my actions even when it is hard.</td>
<td>Y F Sc</td>
<td>C</td>
<td>PM3</td>
<td>. . . I am better at taking responsibility for my actions even when it is hard.</td>
<td>Y A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM4</td>
<td>I do what I say I will do.</td>
<td>Y F Sc</td>
<td>C</td>
<td>PM4</td>
<td>. . . I am better at doing what I say I will do.</td>
<td>Y A Sc</td>
<td>C</td>
</tr>
</tbody>
</table>

**12-18 years old**

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
<th>Scale</th>
<th>Source</th>
<th>#</th>
<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM5</td>
<td>I take responsibility for my actions even when it is hard.</td>
<td>F Sc</td>
<td>C</td>
<td>PM5</td>
<td>. . . I am better at taking responsibility for my actions even when it is hard.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM6</td>
<td>I do what I say I will do.</td>
<td>F Sc</td>
<td>C</td>
<td>PM6</td>
<td>. . . I am better at doing what I say I will do.</td>
<td>A Sc</td>
<td>C</td>
</tr>
</tbody>
</table>
### 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*

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
<th>Scale</th>
<th>Source</th>
<th>#</th>
<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM1</td>
<td>My/this child demonstrates self-control.</td>
<td>F Sc</td>
<td>SC-NLKTY-m</td>
<td>PM1</td>
<td>... my/this child is better at demonstrating self-control.</td>
<td>A Sc</td>
<td>SC-NLKTY-m</td>
</tr>
</tbody>
</table>

#### 8-12 years old

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
<th>Scale</th>
<th>Source</th>
<th>#</th>
<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM2</td>
<td>I control my temper.</td>
<td>Y F Sc</td>
<td>SC-NLKTY-m</td>
<td>PM2</td>
<td>... I am better at controlling my temper.</td>
<td>Y A Sc</td>
<td>SC-NLKTY-m</td>
</tr>
<tr>
<td>PM3</td>
<td>I say “no” to things I know are wrong.</td>
<td>Y F Sc</td>
<td>CTK</td>
<td>PM3</td>
<td>... I am better at saying “no” to things I know are wrong.</td>
<td>Y A Sc</td>
<td>CTK-m</td>
</tr>
</tbody>
</table>

#### 12-18 years old

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
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<th>#</th>
<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM4</td>
<td>I say “no” to things I know are wrong.</td>
<td>F Sc</td>
<td>CTK</td>
<td>PM4</td>
<td>... I am better at saying “no” to things I know are wrong.</td>
<td>A Sc</td>
<td>CTK</td>
</tr>
<tr>
<td>PM5</td>
<td>I stay away from violence and fighting.</td>
<td>F Sc</td>
<td>CTK</td>
<td>PM5</td>
<td>... I am better at staying away from violence and fighting.</td>
<td>A Sc</td>
<td>CTK</td>
</tr>
<tr>
<td>PM6</td>
<td>I understand the potential consequences of my actions.</td>
<td>F Sc</td>
<td>C</td>
<td>PM6</td>
<td>... I better understand the potential consequences of my actions.</td>
<td>A Sc</td>
<td>C</td>
</tr>
</tbody>
</table>
**IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS**

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

**Internal Asset - Social competencies**

*Indicator- Asset # 32 - Planning & decision-making*

## Provisions Priority Measures

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

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
<th>Scale</th>
<th>Source</th>
<th>#</th>
<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM1</td>
<td>My/this child gets to make simple choices.</td>
<td>F Sc</td>
<td>C</td>
<td>PM1</td>
<td>. . . I provide more opportunities for my/this child to make simple choices.</td>
<td>A Sc</td>
<td>C</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
<th>Scale</th>
<th>Source</th>
<th>#</th>
<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM2</td>
<td>My/this child makes good decisions.</td>
<td>F Sc</td>
<td>CTK-m</td>
<td>PM2</td>
<td>. . . my/this child makes better decisions.</td>
<td>A Sc</td>
<td>CTK-m</td>
</tr>
<tr>
<td>PM3</td>
<td>My/this child is good at planning ahead.</td>
<td>F Sc</td>
<td>CTK-m</td>
<td>PM3</td>
<td>. . . my/this child is better at planning ahead.</td>
<td>A Sc</td>
<td>CTK-m</td>
</tr>
<tr>
<td>PM4</td>
<td>My/this child is good at solving problems.</td>
<td>F Sc</td>
<td>CTK-m</td>
<td>PM4</td>
<td>. . . my/this child is better at solving problems.</td>
<td>A Sc</td>
<td>CTK-m</td>
</tr>
</tbody>
</table>

**8-12 years old**

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
<th>Scale</th>
<th>Source</th>
<th>#</th>
<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM4</td>
<td>I make good decisions.</td>
<td>Y F Sc</td>
<td>CTK</td>
<td>PM4</td>
<td>. . . I make better decisions.</td>
<td>Y A Sc</td>
<td>CTK</td>
</tr>
<tr>
<td>PM5</td>
<td>I am good at planning ahead.</td>
<td>Y F Sc</td>
<td>CTK</td>
<td>PM5</td>
<td>. . . I am better at planning ahead.</td>
<td>Y A Sc</td>
<td>CTK</td>
</tr>
<tr>
<td>PM6</td>
<td>I am good at solving problems.</td>
<td>Y F Sc</td>
<td>CTK</td>
<td>PM6</td>
<td>. . . I am better at solving problems.</td>
<td>Y A Sc</td>
<td>CTK</td>
</tr>
<tr>
<td>#</td>
<td>Pre/Post Measures</td>
<td>Scale</td>
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<td>Post-Only Measures</td>
<td>Scale</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>As a result of [Insert name]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM7</td>
<td>I make good decisions.</td>
<td>F Sc</td>
<td>CTK</td>
<td>PM7</td>
<td>. . . I make better decisions.</td>
<td>A Sc</td>
<td>CTK</td>
</tr>
<tr>
<td>PM8</td>
<td>I am good at planning ahead.</td>
<td>F Sc</td>
<td>CTK</td>
<td>PM8</td>
<td>. . . I am better at planning ahead.</td>
<td>A Sc</td>
<td>CTK</td>
</tr>
<tr>
<td>PM9</td>
<td>I am good at solving problems.</td>
<td>F Sc</td>
<td>CTK</td>
<td>PM9</td>
<td>. . . I am better at solving problems.</td>
<td>A Sc</td>
<td>CTK</td>
</tr>
</tbody>
</table>
## #33 Interpersonal Competence

### 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 olds

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
<th>Scale</th>
<th>Source</th>
<th>#</th>
<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM1</td>
<td>My/this child plays cooperatively with other children.</td>
<td>F Sc</td>
<td>SC-NLKTY-m</td>
<td>PM1</td>
<td>. . . my/this child is better at playing cooperatively with other children.</td>
<td>A Sc</td>
<td>SC-NLKTY-m</td>
</tr>
<tr>
<td>PM2</td>
<td>My/this child makes friends easily.</td>
<td>F Sc</td>
<td>SC-NLKTY-m</td>
<td>PM2</td>
<td>. . . my/this child makes friends more easily.</td>
<td>A Sc</td>
<td>SC-NLKTY-m</td>
</tr>
</tbody>
</table>

### Provincial Priority Measures: Parents and caregivers of 5-9 year olds

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
<th>Scale</th>
<th>Source</th>
<th>#</th>
<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM3</td>
<td>My/this child gets along with others.</td>
<td>F Sc</td>
<td>CTK-m</td>
<td>PM3</td>
<td>. . . my/this child gets along better with others.</td>
<td>A Sc</td>
<td>CTK-m</td>
</tr>
<tr>
<td>PM4</td>
<td>My/this child is good at making friends.</td>
<td>F Sc</td>
<td>CTK-m</td>
<td>PM4</td>
<td>. . . my/this child is better at making friends.</td>
<td>A Sc</td>
<td>CTK-m</td>
</tr>
</tbody>
</table>

### Provincial Priority Measures: 8-12 years old

<table>
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<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM4</td>
<td>I get along with others.</td>
<td>Y F Sc</td>
<td>CTK-m</td>
<td>PM4</td>
<td>. . . I get along better with others.</td>
<td>Y A Sc</td>
<td>CTK</td>
</tr>
<tr>
<td>PM5</td>
<td>I am good at making friends.</td>
<td>Y F Sc</td>
<td>CTK</td>
<td>PM5</td>
<td>. . . I am better at making friends.</td>
<td>Y A Sc</td>
<td>CTK</td>
</tr>
<tr>
<td>PM6</td>
<td>I can name my feelings.</td>
<td>Y F Sc</td>
<td>C</td>
<td>PM6</td>
<td>. . . I am better at naming my feelings.</td>
<td>Y A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM7</td>
<td>I am good at telling others about my feelings.</td>
<td>Y F Sc</td>
<td>CTK-m</td>
<td>PM7</td>
<td>. . . I am better at telling others about my feelings.</td>
<td>Y A Sc</td>
<td>CTK-m</td>
</tr>
<tr>
<td>#</td>
<td>Pre/Post Measures</td>
<td>Scale</td>
<td>Source</td>
<td>#</td>
<td>Post-Only Measures</td>
<td>Scale</td>
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<td>--------</td>
</tr>
<tr>
<td>8</td>
<td>I work well with others on a team.</td>
<td>Y F Sc</td>
<td>CTK</td>
<td>8</td>
<td>. . I work better with others on a team.</td>
<td>Y A Sc</td>
<td>CTK</td>
</tr>
<tr>
<td>9</td>
<td>I get along with others.</td>
<td>F Sc</td>
<td>CTK-m</td>
<td>9</td>
<td>. . I get along better with others.</td>
<td>A Sc</td>
<td>CTK</td>
</tr>
<tr>
<td>10</td>
<td>I am good at making friends.</td>
<td>F Sc</td>
<td>CTK</td>
<td>10</td>
<td>. . I am better at making friends.</td>
<td>A Sc</td>
<td>CTK</td>
</tr>
<tr>
<td>11</td>
<td>I can name my feelings.</td>
<td>F Sc</td>
<td>C</td>
<td>11</td>
<td>. . I am better at naming my feelings.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>12</td>
<td>I am good at telling others about my feelings.</td>
<td>F Sc</td>
<td>CTK-m</td>
<td>12</td>
<td>. . I am better at telling others about my feelings.</td>
<td>A Sc</td>
<td>CTK-m</td>
</tr>
<tr>
<td>13</td>
<td>I work well with others on a team.</td>
<td>F Sc</td>
<td>CTK</td>
<td>13</td>
<td>. . I work better with others on a team.</td>
<td>A Sc</td>
<td>CTK</td>
</tr>
</tbody>
</table>

12-18 years old

As a result of [Insert name]
### 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

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
<th>Scale</th>
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<th>#</th>
<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM1</td>
<td>My/this child is comfortable being around children who look or sound differently than my/this child.</td>
<td>F Sc</td>
<td>CTK-m</td>
<td>PM1</td>
<td>[Insert name] has helped my/this child feel more comfortable being around children who look or sound differently than my/this child.</td>
<td>A Sc</td>
<td>CTK-m</td>
</tr>
<tr>
<td>PM2</td>
<td>My/this child knows about her/his cultural identity.</td>
<td>A Sc</td>
<td>C</td>
<td>PM2</td>
<td>. . . my/this child knows more about her/his cultural identity.</td>
<td>A Sc</td>
<td>C</td>
</tr>
</tbody>
</table>

#### 8-12 years old

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
<th>Scale</th>
<th>Source</th>
<th>#</th>
<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM3</td>
<td>I am comfortable being around kids who look or sound differently than me.</td>
<td>Y F Sc</td>
<td>CTK-m</td>
<td>PM3</td>
<td>. . . I feel more comfortable being around kids who look or sound differently than me.</td>
<td>Y A Sc</td>
<td>CTK</td>
</tr>
<tr>
<td>PM4</td>
<td>I know about people of other cultures, races and ethnic groups.</td>
<td>Y A SC</td>
<td>CTK-m</td>
<td>PM4</td>
<td>. . . I know more about people of other cultures, races and ethnic groups.</td>
<td>Y A Sc</td>
<td>CTK</td>
</tr>
</tbody>
</table>

#### 12-18 years old

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
<th>Scale</th>
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<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM5</td>
<td>I feel pride for my own culture, race or ethnic group.</td>
<td>F Sc</td>
<td>CTK</td>
<td>PM5</td>
<td>. . . I feel more pride in my own culture, race or ethnic group.</td>
<td>A Sc</td>
<td>CTK</td>
</tr>
<tr>
<td>PM6</td>
<td>I respect members of my own cultural, racial or ethnic group.</td>
<td>F Sc</td>
<td>CTK-m</td>
<td>PM6</td>
<td>. . . I have more respect for members of my own community.</td>
<td>A Sc</td>
<td>CTK</td>
</tr>
</tbody>
</table>

---

Page 36
<table>
<thead>
<tr>
<th>PM7</th>
<th>I feel a strong attachment to my own culture, race or ethnic group.</th>
<th>A Sc</th>
<th>CFCSS</th>
<th>PM7</th>
<th>. . . I feel a stronger attachment to my own culture, race or ethnic group.</th>
<th>A Sc</th>
<th>CFCSS-m</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM8</td>
<td>I have a good understanding of other cultures, races and ethnic groups.</td>
<td>A Sc</td>
<td>C</td>
<td>PM8</td>
<td>. . . I have a better understanding of other cultures, races and ethnic groups.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM9</td>
<td>I feel comfortable with people of other cultures, races or ethnic groups.</td>
<td>F Sc</td>
<td>CTK-m</td>
<td>PM9</td>
<td>. . . I feel more comfortable with people of other cultures, races or ethnic groups.</td>
<td>A Sc</td>
<td>CTK-m</td>
</tr>
</tbody>
</table>
### 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**

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
<th>Scale</th>
<th>Source</th>
<th>#</th>
<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM1</td>
<td>My/this child uses her/his words to communicate with others.</td>
<td>F Sc</td>
<td>C</td>
<td>PM1</td>
<td>. . . my/this child is better at using her/his words to communicate with others.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM2</td>
<td>My/this child resolves conflict peacefully with other children.</td>
<td>F Sc</td>
<td>C</td>
<td>PM2</td>
<td>. . . my/this child is better at resolving conflict peacefully with other children.</td>
<td>A Sc</td>
<td>C</td>
</tr>
</tbody>
</table>

#### 8-12 years old

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
<th>Scale</th>
<th>Source</th>
<th>#</th>
<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM3</td>
<td>I am good at taking care of problems without hitting, throwing a tantrum or using hurtful language.</td>
<td>Y F Sc</td>
<td>C</td>
<td>PM3</td>
<td>. . . I am better at taking care of problems without hitting, throwing a tantrum or using hurtful language.</td>
<td>Y A Sc</td>
<td>C</td>
</tr>
</tbody>
</table>

#### 12-18 years old

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
<th>Scale</th>
<th>Source</th>
<th>#</th>
<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM4</td>
<td>I am good at taking care of problems without violence or fighting.</td>
<td>F Sc</td>
<td>CTK</td>
<td>PM4</td>
<td>. . . I am better at taking care of problems without violence or fighting.</td>
<td>A Sc</td>
<td>CTK</td>
</tr>
<tr>
<td>PM5</td>
<td>I choose to resolve conflict peacefully.</td>
<td>F Sc</td>
<td>C</td>
<td>PM5</td>
<td>. . . I choose to resolve conflicts peacefully more often.</td>
<td>A Sc</td>
<td>C</td>
</tr>
</tbody>
</table>
### IMPROVED SOCIAL WELL-BEING OF INDIVIDUALS

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

**Internal Asset - Positive identity**

**Indicator- Asset # 37 - Personal power**

<table>
<thead>
<tr>
<th>Province</th>
<th>#</th>
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<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-12 years old</td>
<td>PM1</td>
<td>My/this child gets to make simple choices.</td>
<td>F Sc</td>
<td>C</td>
<td>PM1</td>
<td>... I provide more opportunities for my/this child to make simple choices.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>PM2</td>
<td>I feel that I can make a difference.</td>
<td>Y A Sc</td>
<td>CTK-m</td>
<td>PM2</td>
<td>[Insert name] has helped me to feel that I can make a difference.</td>
<td>Y A Sc</td>
<td>CTK-m</td>
</tr>
<tr>
<td></td>
<td>PM3</td>
<td>I am good at handling whatever comes my way.</td>
<td>Y F Sc</td>
<td>CTK</td>
<td>PM3</td>
<td>[Insert name] has helped me to feel I am better at handling whatever comes my way.</td>
<td>Y A Sc</td>
<td>CTK</td>
</tr>
<tr>
<td>12-18 years old</td>
<td>PM4</td>
<td>I feel that I can make a difference.</td>
<td>A Sc</td>
<td>CTK-m</td>
<td>PM4</td>
<td>[Insert name] has helped me to feel that I can make a difference.</td>
<td>A Sc</td>
<td>CTK-m</td>
</tr>
<tr>
<td></td>
<td>PM5</td>
<td>I am good at handling whatever comes my way.</td>
<td>F Sc</td>
<td>CTK</td>
<td>PM5</td>
<td>[Insert name] has helped me to feel I am better at handling whatever comes my way.</td>
<td>A Sc</td>
<td>CTK</td>
</tr>
</tbody>
</table>

**8-12 years old**

**12-18 years old**

**Provincial Priority Measures**

Parents and caregivers of 3-5 year olds and 5-9 year olds
#38 Self-esteem

**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*

<table>
<thead>
<tr>
<th>#</th>
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<td></td>
<td></td>
</tr>
<tr>
<td>PM1</td>
<td>My/this child shows self-confidence.</td>
<td>A Sc</td>
<td>SC-NLKTY-m</td>
<td>PM1</td>
<td>... my/this child shows more self-confidence.</td>
<td>A Sc</td>
<td>SC-NLKTY-m</td>
</tr>
<tr>
<td>PM2</td>
<td>My/this child feels good about himself/herself.</td>
<td>F Sc</td>
<td>C</td>
<td>PM2</td>
<td>[Insert name] has helped my/this child to feel good about himself/herself.</td>
<td>A Sc</td>
<td>C</td>
</tr>
</tbody>
</table>

**8-12 years old**

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
<th>Scale</th>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM3</td>
<td>I know that it is okay to be different.</td>
<td>Y F Sc</td>
<td>CFCSS-m</td>
<td>PM3</td>
<td>[Insert name] has helped me to understand it's okay to be different.</td>
<td>Y A Sc</td>
<td>CFCSS-m</td>
</tr>
<tr>
<td>PM4</td>
<td>I know that it is okay to be myself.</td>
<td>Y F Sc</td>
<td>C</td>
<td>PM4</td>
<td>[Insert name] has helped me to understand it's okay to be myself.</td>
<td>Y A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM5</td>
<td>I feel confident to be myself.</td>
<td>Y F Sc</td>
<td>C</td>
<td>PM5</td>
<td>... I feel more confident to be myself.</td>
<td>Y A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM6</td>
<td>I feel good about myself.</td>
<td>Y F Sc</td>
<td>CTK</td>
<td>PM6</td>
<td>[Insert name] has helped me feel good about myself.</td>
<td>Y A Sc</td>
<td>CTK-m</td>
</tr>
</tbody>
</table>

**12-18 years old**

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
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<th>Scale</th>
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<tbody>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM7</td>
<td>I know that it is okay to be different.</td>
<td>F Sc</td>
<td>CFCSS-m</td>
<td>PM7</td>
<td>[Insert name] has helped me to understand it's okay to be different.</td>
<td>A Sc</td>
<td>CFCSS-m</td>
</tr>
<tr>
<td>PM8</td>
<td>I know that it is okay to be myself.</td>
<td>F Sc</td>
<td>C</td>
<td>PM8</td>
<td>[Insert name] has helped me to understand it's okay to be myself.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM9</td>
<td>I feel confident to be myself.</td>
<td>F Sc</td>
<td>C</td>
<td>PM9</td>
<td>. . . I feel more confident to be myself.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM10</td>
<td>I feel good about myself.</td>
<td>F Sc</td>
<td>CTK</td>
<td>PM10</td>
<td>[Insert name] has helped me feel good about myself.</td>
<td>A Sc</td>
<td>CTK-m</td>
</tr>
</tbody>
</table>
## IMPROVED SOCIAL WELL-BEING OF FAMILIES

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

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

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
<th>Scale</th>
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<th>#</th>
<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM1</td>
<td>My family shares meals together.</td>
<td>F Sc</td>
<td>SC:C&amp;Y1-m</td>
<td>PM1</td>
<td>...... my family shares meals together more often.</td>
<td>A Sc</td>
<td>SC:C&amp;Y1-m</td>
</tr>
<tr>
<td>PM2</td>
<td>My family plays together.</td>
<td>F Sc</td>
<td>SC:C&amp;Y1-m</td>
<td>PM2</td>
<td>...... my family plays together more often.</td>
<td>A Sc</td>
<td>SC:C&amp;Y1-m</td>
</tr>
<tr>
<td>PM3</td>
<td>My family feels close to one another.</td>
<td>A Sc</td>
<td>C</td>
<td>PM3</td>
<td>...... my family feels closer to one another.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM4</td>
<td>In my family, we take the time to listen to each other.</td>
<td>A Sc</td>
<td>PLCUS-m</td>
<td>PM4</td>
<td>...... my family takes the time to listen to each other more often.</td>
<td>A Sc</td>
<td>PLCUS-m</td>
</tr>
<tr>
<td>PM5</td>
<td>My family can turn to each other for support.</td>
<td>A Sc</td>
<td>SC:C&amp;Y1-m</td>
<td>PM5</td>
<td>...... my family has gotten better at turning to each other for support.</td>
<td>A Sc</td>
<td>SC:C&amp;Y1-m</td>
</tr>
</tbody>
</table>
**Parent Questions**

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
<th>Scale</th>
<th>Source</th>
<th>#</th>
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<th>Scale</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PM1</td>
<td>I praise my child by saying something like “Good for you!” or “What a nice thing you did!” or “That’s good going!”</td>
<td>F Sc</td>
<td>SC:C&amp;Y1-m</td>
<td>PM1</td>
<td>. . . . I praise my child more often.</td>
<td>A Sc</td>
<td>SC:C&amp;Y1-m</td>
</tr>
<tr>
<td>PM2</td>
<td>I am aware of how my child’s needs change as he/she grows and develops.</td>
<td>A Sc</td>
<td>C</td>
<td>PM2</td>
<td>. . . . I am more aware of how my child’s needs change as he/she grows and develops.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM3</td>
<td>I know how to discipline my child(ren) without hitting or spanking.</td>
<td>A Sc</td>
<td>PLCUS-m</td>
<td>PM3</td>
<td>. . . . I know more about how to discipline my child(ren) without hitting or spanking.</td>
<td>A Sc</td>
<td>PLCUS-m</td>
</tr>
<tr>
<td>PM4</td>
<td>I make time to play or talk with my child(ren).</td>
<td>F Sc</td>
<td>PLCUS-m</td>
<td>PM4</td>
<td>. . . . I make more time to play or talk with my child(ren).</td>
<td>A Sc</td>
<td>PLCUS-m</td>
</tr>
<tr>
<td>PM5</td>
<td>I have confidence in my parenting skills.</td>
<td>F Sc</td>
<td>PLCUS-m</td>
<td>PM5</td>
<td>. . . . I have more confidence in my parenting skills.</td>
<td>A Sc</td>
<td>PLCUS-m</td>
</tr>
</tbody>
</table>

**Child and Youth Questions**

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
<th>Scale</th>
<th>Source</th>
<th>#</th>
<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM6</td>
<td>My parents listen to my ideas and opinions.</td>
<td>F Sc</td>
<td>SC:C&amp;Y1-m</td>
<td>PM6</td>
<td>. . . . my parents listen more to my ideas and opinions.</td>
<td>A Sc</td>
<td>SC:C&amp;Y1-m</td>
</tr>
<tr>
<td>PM7</td>
<td>My parents let me know I am appreciated.</td>
<td>F Sc</td>
<td>SC:C&amp;Y1-m</td>
<td>PM7</td>
<td>. . . . my parents let me know more that I am appreciated.</td>
<td>A Sc</td>
<td>SC:C&amp;Y1-m</td>
</tr>
<tr>
<td>PM8</td>
<td>My parents help me when I have problems.</td>
<td>F Sc</td>
<td>SC:C&amp;Y1-m</td>
<td>PM8</td>
<td>. . . . my parents help me more when I have problems.</td>
<td>A Sc</td>
<td>SC:C&amp;Y1-m</td>
</tr>
<tr>
<td>Parent Questions</td>
<td># Pre/Post Measures</td>
<td>Scale</td>
<td>Source</td>
<td># Post-Only Measures</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>As a result of [Insert name]</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM1</td>
<td>When my child misbehaves, I talk calmly and respectfully with my child.</td>
<td>F Sc</td>
<td>SC:C&amp;Y1-m</td>
<td>PM1 . . . . . . . I talk more calmly and respectfully with my child when he/she misbehaves.</td>
<td>A Sc</td>
<td>SC:C&amp;Y1-m</td>
<td></td>
</tr>
<tr>
<td>PM2</td>
<td>Members of my family express feelings to each other.</td>
<td>A Sc</td>
<td>SC:C&amp;Y1-m</td>
<td>PM2 . . . . . . . members of my family are better at expressing feelings to each other.</td>
<td>A Sc</td>
<td>SC:C&amp;Y1-m</td>
<td></td>
</tr>
<tr>
<td>PM3</td>
<td>I know how to talk with my child about sensitive issues.</td>
<td>A Sc</td>
<td>C</td>
<td>PM3 . . . . . . . I know more about how to talk with my child about sensitive issues.</td>
<td>A Sc</td>
<td>C</td>
<td></td>
</tr>
<tr>
<td>PM4</td>
<td>I am able to communicate effectively with my (child(ren)/spouse/partner/co-parent).</td>
<td>A Sc</td>
<td>C</td>
<td>PM4 . . . . . . . I am better able to communicate effectively with my (child(ren)/spouse/partner/co-parent).</td>
<td>A Sc</td>
<td>C</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Child and Youth Questions</th>
<th># Pre/Post Measures</th>
<th>Scale</th>
<th>Source</th>
<th># Post-Only Measures</th>
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<th>Source</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>As a result of [Insert name]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM5</td>
<td>My parents listen to my ideas and opinions.</td>
<td>F Sc</td>
<td>SC:C&amp;Y1-m</td>
<td>PM5 . . . . . . . my parents listen more to my ideas and opinions.</td>
<td>A Sc</td>
<td>SC:C&amp;Y1-m</td>
</tr>
</tbody>
</table>
**IMPROVED SOCIAL WELL-BEING OF FAMILIES**

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

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

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

### Provincial Priority Measures

<table>
<thead>
<tr>
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<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM1</td>
<td>I have family and friends who help me feel safe, secure and happy.</td>
<td>A Sc</td>
<td>SC:C&amp;Y1</td>
<td>PM1</td>
<td>[Insert name] has helped me to realize my family and friends help me feel safe,</td>
<td>A Sc</td>
<td>SC:C&amp;Y1-m</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>secure and happy.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM2</td>
<td>My family has someone we trust that we can turn to for advice.</td>
<td>A Sc</td>
<td>SC:C&amp;Y1-m</td>
<td>PM2</td>
<td>...... my family has more people that we trust and can turn to for advice.</td>
<td>A Sc</td>
<td>SC:C&amp;Y1-m</td>
</tr>
<tr>
<td>PM3</td>
<td>My family is connected to a group of people who share our beliefs and values.</td>
<td>A Sc</td>
<td>SC:C&amp;Y1-m</td>
<td>PM3</td>
<td>...... my family is more connected to a group of people who share our beliefs and</td>
<td>A Sc</td>
<td>SC:C&amp;Y1-m</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>values.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM4</td>
<td>My family has people we can count on to help us.</td>
<td>A Sc</td>
<td>C</td>
<td>PM4</td>
<td>...... my family has more people we can count on to help us.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM5</td>
<td>I know other parents in our neighbourhood/community that we can ask for help and</td>
<td>A Sc</td>
<td>C</td>
<td>PM5</td>
<td>...... I have met other parents in our neighbourhood/community we can ask for</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td>support.</td>
<td></td>
<td></td>
<td></td>
<td>help and support.</td>
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</tr>
</tbody>
</table>
**IMPROVED SOCIAL WELL-BEING OF FAMILIES**

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

*Indicator – FAMILY ACCESSES RESOURCES AS NEEDED: The family can access community resources when they need them.*

<table>
<thead>
<tr>
<th>Pre/Post Measures</th>
<th>Scale</th>
<th>Source</th>
<th>Post-Only Measures</th>
<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM1</td>
<td>A Sc</td>
<td>C</td>
<td>PM1</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>. . . . I know what resources are available for my family.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM2</td>
<td>A Sc</td>
<td>C</td>
<td>PM2</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>. . . . I can access the resources available for my family when we need them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM3</td>
<td>F Sc</td>
<td>C</td>
<td>PM3</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>. . . . I access the resources available for my family when needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>. . . . I have been able to access more resources that are available for my family when needed.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>As a result of [Insert name]</td>
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</tr>
</tbody>
</table>

**Provincial Priority Measures**

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

*Indicator – FAMILY ACCESSES RESOURCES AS NEEDED: The family can access community resources when they need them.*

<table>
<thead>
<tr>
<th>#</th>
<th>Pre/Post Measures</th>
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<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM1</td>
<td>I know what resources are available for my family.</td>
<td>A Sc</td>
<td>C</td>
<td>PM1</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM2</td>
<td>I can access the resources available for my family when we need them.</td>
<td>A Sc</td>
<td>C</td>
<td>PM2</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM3</td>
<td>I access the resources available for my family when needed.</td>
<td>F Sc</td>
<td>C</td>
<td>PM3</td>
<td>A Sc</td>
<td>C</td>
</tr>
</tbody>
</table>
### IMPROVED SOCIAL WELL-BEING OF COMMUNITY

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

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

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>PM1</td>
<td>I know what is happening in my neighbourhood/community.</td>
<td>A Sc</td>
<td>C</td>
<td>PM1</td>
<td>[Insert name] has helped me to know what is happening in my neighbourhood/community.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM2</td>
<td>I feel a sense of belonging to my neighbourhood/community.</td>
<td>F Sc</td>
<td>SC:MH&amp;D-m</td>
<td>PM2</td>
<td>[Insert name] has helped me to feel a sense of belonging to my neighbourhood/community.</td>
<td>A Sc</td>
<td>SC:MH&amp;D-m</td>
</tr>
<tr>
<td>PM3</td>
<td>People in my neighbourhood/community are willing to help their neighbours.</td>
<td>A Sc</td>
<td>SC:C&amp;Y1-m</td>
<td>PM3</td>
<td>. . . . people in my neighbourhood/community are more willing to help their neighbours.</td>
<td>A Sc</td>
<td>SC:C&amp;Y1-m</td>
</tr>
<tr>
<td>PM4</td>
<td>I get involved in neighbourhood/community events or activities.</td>
<td>F Sc</td>
<td>SCS</td>
<td>PM4</td>
<td>[Insert name] helps me to get involved in neighbourhood/community events or activities.</td>
<td>A Sc</td>
<td>SCS-m</td>
</tr>
<tr>
<td>PM5</td>
<td>I help out in my neighbourhood/community by volunteering.</td>
<td>F Sc</td>
<td>SCS-m</td>
<td>PM5</td>
<td>. . . . I help out more in my neighbourhood/community by volunteering.</td>
<td>A Sc</td>
<td>SCS-m</td>
</tr>
</tbody>
</table>
## IMPROVED SOCIAL WELL-BEING OF COMMUNITY

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

**Indicator – SOCIAL SUPPORT:** The activities individuals undertake, within the context of social relationships, to share information, and provide emotional or physical support.

### Provincial Priority Measures

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</thead>
<tbody>
<tr>
<td>PM1</td>
<td>I tell others about events, activities and resources in my (neighbourhood/community).</td>
<td>F Sc</td>
<td>C</td>
<td>PM1</td>
<td>. . . . . I was able to tell others about events, activities and resources in my (neighbourhood/community).</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM2</td>
<td>I provide support to others.</td>
<td>F Sc</td>
<td>C</td>
<td>PM2</td>
<td>. . . . . I provided support to another person.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM3</td>
<td>I connect people with things they need.</td>
<td>F Sc</td>
<td>C</td>
<td>PM3</td>
<td>. . . . . I was able to connect another person with something they needed.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM4</td>
<td>I help other people in my (neighbourhood/community).</td>
<td>F Sc</td>
<td>C</td>
<td>PM4</td>
<td>. . . . . I was able to help other people in my (neighbourhood/community).</td>
<td>A Sc</td>
<td>C</td>
</tr>
</tbody>
</table>

As a result of [Insert name]
**Awareness of Community**

**Pre/Post Measures**

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<tbody>
<tr>
<td>PM1</td>
<td>I know how to access the community resources I need.</td>
<td>A Sc</td>
<td>C</td>
<td>PM1</td>
<td>. . . . I know more about how to access the community resources I need.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM2</td>
<td>I am aware of what is happening in my community.</td>
<td>A Sc</td>
<td>C</td>
<td>PM2</td>
<td>. . . . I am more aware of what is happening in my community.</td>
<td>A Sc</td>
<td>C</td>
</tr>
</tbody>
</table>

**Provincial Priority Measures**

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

**Indicator – AWARENESS OF COMMUNITY:** Awareness of and use of programs and services available in the community.
## IMPROVED SOCIAL WELL-BEING OF COMMUNITY

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

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

### Provincial Priority Measures

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<tr>
<td>PM1</td>
<td>I trust people in my neighbourhood.</td>
<td>A Sc</td>
<td>SC:GSS-m</td>
<td>PM1</td>
<td>I am more trusting of people in my neighbourhood.</td>
<td>A Sc</td>
<td>SC:GSS-m</td>
</tr>
<tr>
<td>PM2</td>
<td>I feel a strong sense of community with the people on my block/in my neighbourhood.</td>
<td>A Sc</td>
<td>BSCI</td>
<td>PM2</td>
<td>I feel a stronger sense of community with the people on my block/in my neighbourhood.</td>
<td>A Sc</td>
<td>BSCI-m</td>
</tr>
<tr>
<td>PM3</td>
<td>I am comfortable being with people of other cultures, races or ethnic groups.</td>
<td>F Sc</td>
<td>CTK</td>
<td>PM3</td>
<td>I feel more comfortable being with people of other cultures, races or ethnic groups.</td>
<td>A Sc</td>
<td>CTK</td>
</tr>
<tr>
<td>PM4</td>
<td>I respect members of my own culture/race/ethnic group.</td>
<td>F Sc</td>
<td>CTK</td>
<td>PM4</td>
<td>I have more respect for members of my own culture/race/ethnic group.</td>
<td>A Sc</td>
<td>CTK</td>
</tr>
<tr>
<td>PM5</td>
<td>I care about other people in my neighbourhood/community.</td>
<td>F Sc</td>
<td>CTK-m</td>
<td>PM5</td>
<td>I care more about other people in my neighbourhood/community.</td>
<td>A Sc</td>
<td>CTK-m</td>
</tr>
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</table>
**Province Priority Measures**

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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>As a result of [Insert name]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PM1</td>
<td>I am aware that [insert community social issue] is an issue in my community.</td>
<td>A Sc</td>
<td>C</td>
<td>PM1</td>
<td>. . . . I am more aware that [insert community issue] is an issue in my community.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM2</td>
<td>I am aware of the impact of [insert community social issue] in my neighbourhood/community.</td>
<td>A Sc</td>
<td>C</td>
<td>PM2</td>
<td>. . . . I am more aware of the impact of [insert community social issue] in my neighbourhood/community.</td>
<td>A Sc</td>
<td>C</td>
</tr>
</tbody>
</table>
**IMPROVED SOCIAL WELL-BEING OF COMMUNITY**

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

**Indicator – UNDERSTANDING OF COMMUNITY SOCIAL ISSUES:** Understanding of existing/emerging social issues

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td># Pre/Post Measures</td>
</tr>
<tr>
<td>PM1 I understand [insert community social issue].</td>
</tr>
<tr>
<td>PM2 I understand why [insert community social issue] is important to my community.</td>
</tr>
<tr>
<td>PM3 I understand the impact of [insert community social issue] on my community.</td>
</tr>
</tbody>
</table>
### IMPROVED SOCIAL WELL-BEING OF COMMUNITY

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

**Indicator – AGENCIES AND/OR COMMUNITY MEMBERS WORK TOGETHER IN PARTNERSHIP TO ADDRESS SOCIAL ISSUES IN THE COMMUNITY:** Partnerships created to address priority social issues in the community.

**Levels of partnership:** Communication, Cooperation, Coordination, Collaboration

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#### Provincial Priority Measures

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<th>Scale</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>PM1</td>
<td>I have / My organization has good working relationships with other community agencies.</td>
<td>A Sc</td>
<td>C</td>
<td>PM1</td>
<td>. . . . I have / My organization has developed better working relationships with other community agencies.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM2</td>
<td>I am / My organization is able to serve the people in my community well.</td>
<td>A Sc</td>
<td>C</td>
<td>PM2</td>
<td>. . . . I am / My organization is better able to serve the people in my community.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM3</td>
<td>I have / My organization has the necessary knowledge to help address this community social issue.</td>
<td>A Sc</td>
<td>C</td>
<td>PM3</td>
<td>. . . . I have / My organization has more of the necessary knowledge to help address this community social issue.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM4</td>
<td>I have / My organization has the necessary skills to help address this community social issue.</td>
<td>A Sc</td>
<td>C</td>
<td>PM4</td>
<td>. . . . I have / My organization has more of the necessary skills required to help address this community social issue.</td>
<td>A Sc</td>
<td>C</td>
</tr>
<tr>
<td>PM5</td>
<td>Community members are prepared/ready to take ownership of community initiatives.</td>
<td>A Sc</td>
<td>C</td>
<td>PM5</td>
<td>. . . . community members are better prepared/more ready to take ownership of community initiatives.</td>
<td>A Sc</td>
<td>C</td>
</tr>
</tbody>
</table>