**Common Outcomes & Indicators – Common Tool Questions (December, 2013)**

**Information and Referral**

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**PREAMBLE**

***What Are the Common Tool Questions?***

We have developed a collection of questions that address:

* A mix of questions that will suit a mix of quantitative and qualitative methods.
* Flexibility of how questions can be asked (such as survey or interview, some questions also allow for staff observation, creative methods, group discussion/reflection) – so you can decide what the best fit is for you and the people in your program.
* Language and format that will work across program areas and populations
* Feasibility in terms of response time for participants and staff

For each indicator, we have presented at least one closed question and at least one open-ended question.

Each question is written at a ‘mid-level’ of specificity, so that it can apply across multiple program areas that use the same common indicator for which the question is written.

For a particular common indicator, you may wish to choose the question(s) for that indicator that is (are) most relevant to your program. This would be similar to what you now do when you choose the most relevant indicators for a common outcome. Not all questions will be relevant to all agencies/programs.

***Where Do the Questions Come From?***

All questions have at least ‘face validity’ – they appear to measure the intent of the indicator. In some cases, we drew from agencies’ existing tools for content.

Many questions come from other sources (such as existing tools); others were developed ‘from scratch’ using general principles of writing evaluation questions.

Some questions/tools come from research literature or population surveys, and have had further reliability and validity testing done. Some of the more ‘formal’ questions/tools from literature are public domain (Nobody’s Perfect Parenting Program, Community Capacity Building Tool – both from Public Health Agency of Canada), but others are copyrighted. In the latter cases, we used broad dimensions from these tools in our questions and refer to the copyrighted tool. If agencies or their funders wish to order these tools, there would be a fee to purchase. (We understand that some agencies may already be using some of these measures for their own evaluation purposes.)

We made some trade-off decisions for some questions, with regard to how direct & specific versus how familiar a format is (to participants) and quick to use.

***How Can You Use These Questions with Your Existing Agency Tools?***

These questions are intended to strengthen your already existing data collection methods and tools (not replace them). That is, questions can be embedded within tools you are already using.

We have created a sample ‘mock survey’ that demonstrates how questions can be selected and inserted into an existing tool. This type of process will allow agencies to insert ‘common questions’ into their existing tools (surveys, interviews, etc), so agency staff can include some of these common tools with their own agency-specific questions.

The instructions and informed consent information in the ‘mock survey’ tool can be adapted to other methods (such as one-to-one or group interviews, creative methods, staff observation).

If you use any of these questions, please keep the wording provided, so as not to change the measurement intent of the question. However, do feel free to make minor changes to fit your context; for example substitute the word “client” or “user” for “participant”, if you wish. For many questions, you will need to insert the name of your program in the question – where you see [program] in brackets. For some questions, you can choose words that make the most sense for your program (for example, choosing among “program”, “service”, “resource” or some other term that fits).

***Do You Have to Use These Questions?***

Your funding liaison person will let you know if there are certain questions that may be especially useful to ask your participants, and if there is any expectation about reporting on particular questions.

Try out the questions that you like best for your program, and let your funder know which of those questions work well and which ones may still need some work or change. Agency feedback has been integral to the whole process of developing the common outcomes, common indicators, and now the common tool questions. You or someone in your agency may have participated in some of those discussions. Your feedback is valued.

***When Would You Ask These Questions?***

We are aware that there will likely be variation in the times at which agencies can ask questions or make observations of participants. For some agencies pre (BEFORE) and post (AFTER) measurement is feasible, but for others, it is not. Some agencies may decide to slightly modify BEFORE and AFTER to early-program and late-program (we still consider that BEFORE-AFTER). For some agencies, it may work best to ask questions or make observations at one point in time, at/near the end of the program – either because participants would not be able to provide an accurate BEFORE-program measure (e.g., when self-rating their own skills), or because of concerns about resource limitations for staff, response burden for participants, or participant life circumstances that limit multiple measures (e.g., transience). In some cases, it may be feasible to ask participants AFTER to reflect back on how they were doing BEFORE the program; in other cases only an AFTER measure may be practical to gather. We considered these challenges when we were developing and revising these questions, and our NOTES throughout the document suggest options (and in some cases, limitations).

***What Are the Supplementary Questions?***

While we were going through the process of developing these questions, we sometimes thought of other questions that did not quite measure the indicator, or that went beyond the indicator. We have included these questions as Supplementary Questions (under green headings, and in a different font), because agencies may find them of interest for their purposes, beyond COG reporting.

***How to Navigate This Document?***

The main part of each question in bolded blue, as is each question number. Response categories, prompts, and other instructions or comment are in black type. Any notes we have about a question begin with NOTE: in red. To avoid repetition of notes within an outcome section, we often refer you back to an earlier note in that section.

The questions you have received are for the common outcomes/indicators for your program area, as determined with your funder. Please note that because there are often multiple program areas that report on the same outcome, you may see questions that do not seem relevant to your program, That is OK; those questions will be more relevant to another program area that reports on the same outcomes/indicators.

If you are interested in also using some of the questions that go with other common outcomes/indicators outside your program area, please ask your funder for the version(s) of this document that covers the other outcomes/indicators of interest to you.

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| D | D. Participants feel supported.*(Family support, FASD, Information and referral, Parent Link Centres, Prevention of family violence and bullying)* | a) Participants report having close friends and/or close relatives with whom they can confide/receive advice [[1]](#footnote-2) | **NOTE:** The next question could be asked at the beginning of your work with each participant (BEFORE, or pre, measure), and again at the end of your work with the participant (AFTER, or post, measure). If that is not possible, or if you think the participant may not be able to give an accurate rating BEFORE the program (for example, if they are unsure how to define "close"), you may wish to ask them to do two ratings AFTER. In this case, you could ask the question above at the end of the program (AFTER measure), then ask them to answer it again, as they think they would have responded BEFORE the program. It is best to ask the BEFORE response without them being able to see their AFTER response, and to ask them an unrelated question or take a break in between their ratings. That way, their AFTER response is less likely to influence their BEFORE response. For example, if you are asking questions for several of the indicators that go with Outcome D on feeling supported, you could ask each AFTER question, then go back and ask the BEFORE responses. **(Survey or interview with participant):****(a.1) About how many close friends and close relatives do you have, that is, people you can talk to about what is on your mind?**[[2]](#footnote-3)\_\_\_ close friends \_\_\_ close relatives **NOTE:** Question a.2 below is a simpler alternative for AFTER the program, but provides less information than Question a.1. It may not capture change as accurately asking participants to consider their BEFORE and AFTER responses separately. But it may be easier to ask quickly. If feasible, you may also decide to ask this question at some other earlier point, partway through the program.**(a.2) How many close friends/relatives do you have that you can talk to about what is on your mind, compared to when you started [program]?** 1 Fewer close friends/relatives 2 About the same number of close friends/relatives3 More close friends/relatives**NOTE:** Please read the note from a.1, as it applies here as well**(Survey or interview with participant):** **(a.3) When there is something on your mind, how comfortable are you talking about it with someone who cares about you?[[3]](#footnote-4)**1 Not at all comfortable2 Not very comfortable3 Somewhat comfortable4 Quite Comfortable5 Very comfortable **NOTE:** Please read the note from a.2, as it applies here as well. **(a.4) How comfortable are you talking about something on your mind, with someone who cares about you, compared to when you started [program]?**1 Less comfortable2 No change3 More comfortable**NOTE:** Please read the note from a.1, as it applies here as well**(Survey or interview with participant):** **(a.5) How comfortable are you with asking for advice from someone who cares about you?**1 Not at all comfortable2 Not very comfortable3 Somewhat comfortable4 Quite Comfortable5 Very comfortable **NOTE:** Please read the note from a.2, as it applies here as well. **(a.6) How comfortable are you asking for advice from someone who cares about you, compared to when you started [program]?**1 Less comfortable2 No change3 More comfortable**NOTE:** The question below is retrospective (AFTER). You may also decide to also ask it partway through the program, if that would be useful and feasible.**(Open ended elaboration or alternative):** **(a.7) What kinds of support do you have now, compared to when you started [program]?** ***Prompts*** *(as needed):* People you can talk to? People who can give you advice? How did you meet these people (in program or somewhere else? How often do you talk to them? Where and when do you talk to them? Overall, about how many of these supportive people have you met through this program?  |
|  |  | b) Participants report having sources of community (e.g., mentor, church leader, etc) or professional support (e.g., within agency or referral) in which they can confide/receive advice (e.g., emotional, instrumental) | **NOTE:** Please read the note that precedes a.1, as it applies here as well.**(Survey or interview with participant):** **(b.1) How much do you agree or disagree with the following statement:** **I know at least one person I can turn to when I need help (such as someone to listen, give advice).** 1 Strongly disagree2 Disagree3 Neither agree nor disagree4 Agree5 Strongly agree **(b.2) How much do you agree or disagree with the following statement:**  **I know at least one place in the community where I can turn to when I need help (such as someone to listen, give advice).** 1 Strongly disagree2 Disagree3 Neither agree nor disagree4 Agree5 Strongly agree **NOTE:** You can shorten the chart below by only including the checklist categories that are relevant to your program. The chart could be done in survey or interview format. (If interview, omit the “Please check all that apply….” **NOTE:** For questions that refer to programs/services/ resources, use the word (or something similar) that is most  familiar to your participants.**(b.3) Which kinds of programs/services/resources would you turn to if you needed advice or support? (Please check all that apply, in the shaded box to the right of each type of resource)**

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| **Programs/Services/Resources** | **√ if Yes** | **Programs/Services/Resources** | **√ if Yes** | **Programs/Services/Resources** | **√ if Yes** |
| Aboriginal services |  | Abuse - Safety and prevention related to abuse/violence (such as intimate partner violence, child abuse, elder abuse) |  | Citizenship and Immigration |  |
| Community social connections (such as coffee groups, community social gathering events, group social outings) |  | Disability Supports (such as AISH, PDD, assistance with activities of daily living) |  | Early childhood programs/services (such as child care, preschool, services for special needs) |  |
| Emergency services (ambulance, fire, police) |  | Employment –related (such as such as assessment for employment capabilities, career counselling, job search/referral, training (education or on-the-job) |  | Ethno-cultural services (such as support for new Canadians with language, employment, community connections; activities to connect people with same cultural background, cross-cultural activities) |  |
| Financial counselling/money management (such as budgeting, banking) |  | Food (multiple food groups – including fruits and vegetables – from sources such as food bank, community kitchen, good food box, community garden) |  | Functional assessments (such as development, skills, behaviours) |  |
| Health (such as family doctor, dental care, eye care, public health centre, health information health benefits/coverage available for people with low incomes) |  | Housing supports (such as affordable housing options, rent supplements, landlord-tenant information) |  | Income Supports (such as SFI) |  |
| Legal or protective services (such as Legal Aid, child protection, restraining orders ) |  | Libraries |  | Mental health/emotional support (such as counselling, practical supports for daily living as needed) |  |
| Parenting programs or information (such as child growth and development, healthy parenting strategies, dealing with child behaviour issues, family functioning) |  | Places of worship/spiritual support |  | Recreation/leisure (facilities, programs, groups for people with common hobbies or interests, sports or physical activity groups) |  |
| Relationship support (such as counseling, healthy decision making) |  | Schools  |  | Shopping assistance/advice (such as sources of affordable food, clothing, household goods, toys) |  |
| Transportation |  | Other (please specify) |  | None of these |  |

**NOTE:** If it is not possible to ask participants about the above supportive programs/services/ resources with reference to both BEFORE and AFTER the program, you could **use the same table and modify the question as follows**. You may need to help participants understand that they are to only check resources that they did not know they could turn to BEFORE. (The questions could also be asked partway through the program, if that would be useful and feasible.) **(b.4) Which of the following types of resources would you now turn to if you needed advice or support – that you *did not know you could turn to before* you started [program]? (Please check all that apply, that you did not know about before, in the shaded box to the right of each type of resource)****NOTE:** Please read the note that precedes a.7, as it applies here as well. **(Open ended elaboration or alternative):**  **(b.5)** **Where do you turn when you need advice or support, compared to when you started [program]?** ***Prompts*** (as needed): People? Places? Community resources? Reasons for turning to these sources of support? How did you learn about them? How were these sources helpful?**NOTE:** Code responses by types of people, places, and community resource that participants mention. |
|  |  | c) Participants report feeling (1) heard/understood and (2) that their needs were met, by program staff, volunteers and/or other participants | **NOTE:** The next few questions may be easiest to ask retrospectively (AFTER), but could also be asked partway through the program too, if that would be useful and feasible.**(Survey or interview with participant):** **(c.1)** **For the next statements, please think back on your time in this program. Please tell us how much you agree or disagree with each statement, by checking the column that best describes your experience.[[4]](#footnote-5)**

| **Statement** | **1****Strongly Disagree** | **2****Disagree** | **3****Neither Agree nor Disagree** | **4****Agree** | **5****Strongly Agree** |
| --- | --- | --- | --- | --- | --- |
| I am welcomed into this program |  |  |  |  |  |
| I am listened to in this program |  |  |  |  |  |
| In this program, my concerns are understood |  |  |  |  |  |
| My thoughts about the program are taken seriously |  |  |  |  |  |
| I receive information in this program that is useful to me or my family |  |  |  |  |  |
| I am encouraged to think abouthow the information from this program applies to me or myfamily |  |  |  |  |  |

**(Open ended elaboration or alternative):** **(c.2)** **How do staff respond when you bring issues or concerns to them?** **NOTE:** Code response by consistency (vs. not) with statements in the Table in c.1 above.**(Survey or interview with participant):** **(c.3) How much do you agree or disagree with the following statement:**  **I receive support from [program] volunteers when I need it.**1 Strongly disagree2 Disagree3 Neither agree nor disagree4 Agree5 Strongly agree0 Not applicable**NOTE:** Some programs may have volunteers who assist participant; other programs may not.**(c.4) How much do you agree or disagree with the following statement:**  **I receive support from other participants when I need it.**1 Strongly disagree2 Disagree3 Neither agree nor disagree4 Agree5 Strongly agree0 Not applicable**NOTE:** It may be appropriate in some types programs for participants to receive support from peers in the program, but not in other types of programs **Supplementary Questions:** These questions go beyond the indicator, but could be useful for agencies. **Would you** **recommend this program to a friend or relative** \_\_ Yes \_\_\_ Maybe \_\_ No (IF YES OR MAYBE):**Why would/might you recommend this program?** (Code for responses that refer to feeling heard or assisted) |

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| E | E. Participants access support to meet their needs(*Early childhood, Head Start, Information and referral, Parent education)* | a) Participants report referrals provided were relevant to meet their needs. | **NOTE:** Because the questions in this section are about supports they access once they are in the program, questions are retrospective (AFTER). The questions could also be asked partway through the program, if that would be useful and feasible.**NOTE:** For questions that refer to programs/services/ resources, use the word (or something similar) that is most familiar to your participants. ***Early Childhood & Head Start*****NOTE:** You can shorten the chart below by only including the checklist categories that are relevant to your program. The chart could be done in survey or interview format. (If interview, omit the “Please check all that apply….”)**NOTE:** Questions in this Early Childhood & Head Start section are designed to be brief. Similar types of questions asked in the Adult section provide more detail. **(Survey or interview with parent):** **(a.1) Which kinds of programs/services/resources did you learn about from staff at [program] – that you did not know about before the program. (Please check all that apply, in the shaded box to the right of each type of resource.)**

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| --- | --- | --- | --- | --- | --- |
| **Program/Service/Resource** | **√ if Yes**  | **Program/Service/Resource** | **√ if Yes** | **Program/Service/Resource** | **√ if Yes** |
| Aboriginal services |  | Abuse - Safety and prevention related to abuse/violence (such as intimate partner violence, child abuse, elder abuse) |  | Citizenship and Immigration |  |
| Community social connections (such as coffee groups, community social gathering events, group social outings) |  | Disability Supports (such as AISH, PDD, assistance with activities of daily living) |  | Early childhood programs/services (such as child care, preschool, services for special needs) |  |
| Emergency services (ambulance, fire, police) |  | Employment –related (such as such as assessment for employment capabilities, career counselling, job search/referral, training (education or on-the-job) |  | Ethno-cultural services (such as support for new Canadians with language, employment, community connections; activities to connect people with same cultural background, cross-cultural activities) |  |
| Financial counselling/money management (such as budgeting, banking) |  | Food (multiple food groups – including fruits and vegetables – from sources such as food bank, community kitchen, good food box, community garden) |  | Functional assessments (such as development, skills, behaviours) |  |
| Health (such as family doctor, dental care, eye care, public health centre, health information health benefits/coverage available for people with low incomes) |  | Housing supports (such as affordable housing options, rent supplements, landlord-tenant information) |  | Income Supports (such as SFI) |  |
| Legal or protective services (such as Legal Aid, child protection, restraining orders ) |  | Libraries |  | Mental health/emotional support (such as counselling, practical supports for daily living as needed) |  |
| Parenting programs or information (such as child growth and development, healthy parenting strategies, dealing with child behaviour issues, family functioning) |  | Places of worship/spiritual support |  | Recreation/leisure (facilities, programs, groups for people with common hobbies or interests, sports or physical activity groups) |  |
| Relationship support (such as counseling, healthy decision making) |  | Schools  |  | Shopping assistance/advice (such as sources of affordable food, clothing, household goods, toys) |  |
| Transportation |  | Other (please specify) |  | None of these |  |

**(a.2) Were these the programs/services/resources what you needed?**\_\_ Yes \_\_No**NOTE:** The question below is retrospective (AFTER). You may also decide to also use it partway through the program, if that would be useful and feasible.(**Open-ended elaboration of above question a.2):****(a.3) If these programs/services/resources were what you needed, tell us why.****(a.4) If these programs/services/resources were NOT what you needed, tell us why not.** (This question does not measure the indicator, but adds some related explanation to the above questions.)**NOTE:** Code responses by ways/reasons that programs/services/resources categories in the table in a.1 met parents’ needs (or not).***General Adult Questions*****NOTE:** Please read the three notes that precede a.1 at the beginning of this section, as they apply here as well. **(Survey or interview with participant):** **(a.5) Which kinds of programs/services/resources were you referred to in the last [insert timeframe of interest]? Which of these referrals were helpful to your needs? (Please check all the kinds of referrals you had, in the light gray shaded box to the right of each type of resource. Please check which kinds of referrals were helpful, in the dark gray shaded box. )[[5]](#footnote-6)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Program/Service/Resource** | **√ if Ref** | **√ if Help** | **Program/Service/Resource** | **√ if Ref** | **√ if Help** | **Program/Service/Resource** | **√ if Ref** | **√ if Help** |
| Aboriginal services |  |  | Abuse- Safety and prevention related to abuse/violence (such as intimate partner violence, child abuse, elder abuse) |  |  | Citizenship and Immigration |  |  |
| Community social connections (such as coffee groups, community social gathering events, group social outings) |  |  | Disability Supports (such as AISH, PDD, assistance with activities of daily living) |  |  | Early childhood programs/services (such as child care, preschool, services for special needs) |  |  |
| Emergency services (ambulance, fire, police) |  |  | Employment –related (such as such as assessment for employment capabilities, career counselling, job search/referral, training (education or on-the-job) |  |  | Ethno-cultural services (such as support for new Canadians with language, employment, community connections; activities to connect people with same cultural background, cross-cultural activities) |  |  |
| Financial counselling/money management (such as budgeting, banking) |  |  | Food (multiple food groups – including fruits and vegetables – from sources such as food bank, community kitchen, good food box, community garden) |  |  | Functional assessments (such as development, skills, behaviours) |  |  |
| Health (such as family doctor, dental care, eye care, public health centre, health information health benefits/coverage available for people with low incomes) |  |  | Housing supports (such as affordable housing options, rent supplements, landlord-tenant information) |  |  | Income Supports (such as SFI) |  |  |
| Legal or protective services (such as Legal Aid, child protection, restraining orders ) |  |  | Libraries |  |  | Mental health/emotional support (such as counselling, practical supports for daily living as needed) |  |  |
| Parenting programs or information (such as child growth and development, healthy parenting strategies, dealing with child behaviour issues, family functioning) |  |  | Places of worship/spiritual support |  |  | Recreation/leisure (facilities, programs, groups for people with common hobbies or interests, sports or physical activity groups) |  |  |
| Relationship support (such as counseling, healthy decision making) |  |  | Schools  |  |  | Shopping assistance/advice (such as sources of affordable food, clothing, household goods, toys) |  |  |
| Transportation |  |  | Other (please specify) |  |  | None of these |  |  |

**NOTE:** The next question could supplement the above chart (a.5), to get an overall rating. Or, the question could be used instead of doing (a.5), if it is not practical to go through the chart in a.5 (for example, with transient participants).  **(a.6) Overall, how helpful were the programs/services/resources we suggested to you?** 1 Not at all helpful2 Not very helpful 3 Somewhat helpful4 Quite helpful5 Very helpful**NOTE:** Please read the note that precedes a.3, as it applies here as well. **(Open-ended elaboration of above question a.6):****(a.7) Which particular programs/services/resources were most helpful for your needs? (Please note the program, service or information you received, and the agency that offered it).****(a.8) If none of these resources were helpful, please tell us why not.** (This question does not directly measure the indicator, but adds some related explanation to the above questions.)**NOTE:** Code responses by ways/reasons that programs/services/resources categories in the table in a.5 met parents’ needs (or not). |
|  |  | b) Participants report seeking out relevant resources. | **NOTE:** Please read the four notes that precede a.1 at the beginning of this section, as they apply here as well.***Early Childhood & Head Start*****(Open-ended question with parent):****(b.1) Which programs/ services/resources have you used in the [insert timeframe of interest]?****NOTE:** Code by categories from the chart in Question b.2 below, as applicable.***General Adult*****NOTE:** Please read the three notes that precede a.1 at the beginning of this section, as they apply here as well.**NOTE:** The second part of the question below “Which ones were helpful to your needs?”, and the dark gray shaded boxes, serve as Question c.1 in the next section.**(Survey or interview with participant):** **(b.2) Which kinds of programs/services/resources have you used in the [insert timeframe of interest]? Which ones were helpful to your needs? (Please check all the kinds of programs/services/resources you used, in the light gray shaded box to the right of each type of resource. Please check which kinds were helpful, in the dark gray shaded box. )[[6]](#footnote-7)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Program/Service/Resource** | **√ if Used** | **√ if Help** | **Program/Service/Resource** | **√ if Used** | **√ if Help** | **Program/Service/Resource** | **√ if Used**  | **√ if Help** |
| Aboriginal services |  |  | Abuse - Safety and prevention related to abuse/violence (such as intimate partner violence, child abuse, elder abuse) |  |  | Citizenship and Immigration |  |  |
| Community social connections (such as coffee groups, community social gathering events, group social outings) |  |  | Disability Supports (such as AISH, PDD, assistance with activities of daily living) |  |  | Early childhood programs/services (such as child care, preschool, services for special needs) |  |  |
| Emergency services (ambulance, fire, police) |  |  | Employment –related (such as such as assessment for employment capabilities, career counselling, job search/referral, training (education or on-the-job) |  |  | Ethno-cultural services (such as support for new Canadians with language, employment, community connections; activities to connect people with same cultural background, cross-cultural activities) |  |  |
| Financial counselling/money management (such as budgeting, banking) |  |  | Food (multiple food groups – including fruits and vegetables – from sources such as food bank, community kitchen, good food box, community garden) |  |  | Functional assessments (such as development, skills, behaviours) |  |  |
| Health (such as family doctor, dental care, eye care, public health centre, health information health benefits/coverage available for people with low incomes) |  |  | Housing supports (such as affordable housing options, rent supplements, landlord-tenant information) |  |  | Income Supports (such as SFI) |  |  |
| Legal or protective services (such as Legal Aid, child protection, restraining orders ) |  |  | Libraries |  |  | Mental health/emotional support (such as counselling, practical supports for daily living as needed) |  |  |
| Parenting programs or information (such as child growth and development, healthy parenting strategies, dealing with child behaviour issues, family functioning) |  |  | Places of worship/spiritual support |  |  | Recreation/leisure (facilities, programs, groups for people with common hobbies or interests, sports or physical activity groups) |  |  |
| Relationship support (such as counseling, healthy decision making) |  |  | Schools  |  |  | Shopping assistance/advice (such as sources of affordable food, clothing, household goods, toys) |  |  |
| Transportation |  |  | Other (please specify) |  |  | None of these |  |  |

**NOTE:** Please read the note that precedes a.3, as it applies here as well. **(Open-ended elaboration of above question b.2):****(b.3) As best you can remember, which kinds of programs/services/resources did you use the most?** [If asking on a survey]: Please list programs/services/resources. Include examples of agencies you went to or contacted. [If asking in an interview, ***prompt***]: Where did you go (particular agencies or groups)? Who helped you?**NOTE:** Responses could be coded according to the above categories in b.1, and examples of agencies and sources of help (e.g., programs, types of staff). |
|  |  | c) Participants report they accessed services that meet their needs:i) food securityii) housingiii) safetyiv) mental healthv) social isolationvi) financial | **NOTE:** Please read the first, second and fourth notes that precede a.1 at the beginning of this section, as they apply here as well.**NOTE:** The questions in this section would only be relevant to participants who either are referred to programs/services/resources (*Indicator E.a*) or seek out programs/services/resources (*Indicator E.b*). ***Early Childhood & Head Start*****(Open-ended question for parent):** **(c.1) Which programs/ services/resources gave you the help you needed?** **NOTE:** Code responses by categories i through vi under Indicator c (see in column to the left) -- plus other categories from the chart in Question c.2, as applicable.***General Adult*** **(c.2) NOTE:** The second question within the overall Question b.2 in the previous section covers this question (i.e., **“Which ones were helpful to your needs?”** – participant check dark gray shaded boxes that apply)  **NOTE:** The following question (c.3) could supplement the chart in b.2, that covers both b.2 and c.2 -- to get an overall rating. Or, c.3 could be used instead of doing the b.2/c.2 chart, if it is not practical to go through the chart in (for example, with transient participants). **(Survey or interview with participant):** **(c.3) Overall, how helpful were the programs/ services/resources that you used?** 1 Not at all helpful2 Not very helpful3 Somewhat helpful4 Quite helpful5 Very helpful**NOTE:** Please read the note that precedes a.3, as it applies here as well. **(Open-ended elaboration of above question c.3):****(c.4) Which particular programs/ services/resources were most helpful to you? (Please tell us up to three programs/ services/resources that were most helpful, and the agencies that offered them).** If you interview rather than survey,you could further***prompt****:* How did these programs/ services/resources help you? **(c.5) If none of these resources were helpful, please tell us why not?** (This question does not measure the indicator, but adds some related explanation.)**(Creative methods alternative to Question b.5, using photo voice):****(c.6)** **Ask participants to take pictures (with cell phones or disposable cameras) of the front doors (name signs) of all the agencies that helped them in the past [insert time frame of interest]. Then interview participants about the how these agencies helped them (or not).** (***Prompt*** *as needed* to flesh out details: name of agency, what the agency does/offers, how the agency helped them meet their needs.)**NOTE:** Code responses (for c.4 through c.6) and photos (if used) by categories i through vi under *Indicator c* in column to left, plus other categories from the chart in Question b.2 as applicable - and ways that these programs/ services/resources helped them. **Supplementary Questions:**For both c.4 and c.6, you could add a question: **What difference has the help you received made in your life?** This question goes beyond the indicator per se, but could be very useful for the agency to know. |

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| L | L. Participants have knowledge of community resources *(Information and referral, Parent Link Centres, Public education)* | a) Participants identify one or more specific community resources that address their information or service needs (e.g., could be for parenting, relationships, mental health, physical health, basic needs, abuse, community connections, or other issues)  | **NOTE:** Because the questions in this section are about supports they are likely to learn about once they are in the program, retrospective (AFTER) questions are likely most relevant and feasible. You may also decide to also use it partway through the program, if that would be useful and feasible. **NOTE:** You can shorten the chart below by only including the checklist categories that are relevant to your program. The chart could be done in survey or interview format. (If interview, omit the “Please check all that apply….” **NOTE:** For questions that refer to programs/services/ resources, use the word (or something similar) that is most familiar to your participants.**(Survey or interview with participant):** **(a.1) Which, if any, community programs/services/resources did you learn about at [program] – that you did not know about before you started [program]? (Please check all that apply, in the shaded box to the right of each type of resource)[[7]](#footnote-8)**

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| **Program/Service/Resource** | **√ if Yes**  | **Program/Service/Resource** | **√ if Yes** | **Program/Service/Resource** | **√ if Yes** |
| Aboriginal services |  | Abuse - Safety and prevention related to abuse/violence (such as intimate partner violence, child abuse, elder abuse) |  | Citizenship and Immigration |  |
| Community social connections (such as coffee groups, community social gathering events, group social outings) |  | Disability Supports (such as AISH, PDD, assistance with activities of daily living) |  | Early childhood programs/services (such as child care, preschool, services for special needs) |  |
| Emergency services (ambulance, fire, police) |  | Employment –related (such as such as assessment for employment capabilities, career counselling, job search/referral, training (education or on-the-job) |  | Ethno-cultural services (such as support for new Canadians with language, employment, community connections; activities to connect people with same cultural background, cross-cultural activities) |  |
| Financial counselling/money management (such as budgeting, banking) |  | Food (multiple food groups – including fruits and vegetables – from sources such as food bank, community kitchen, good food box, community garden) |  | Functional assessments (such as development, skills, behaviours) |  |
| Health (such as family doctor, dental care, eye care, public health centre, health information health benefits/coverage available for people with low incomes) |  | Housing supports (such as affordable housing options, rent supplements, landlord-tenant information) |  | Income Supports (such as SFI) |  |
| Legal or protective services (such as Legal Aid, child protection, restraining orders ) |  | Libraries |  | Mental health/emotional support (such as counselling, practical supports for daily living as needed) |  |
| Parenting programs or information (such as child growth and development, healthy parenting strategies, dealing with child behaviour issues, family functioning) |  | Places of worship/spiritual support |  | Recreation/leisure (facilities, programs, groups for people with common hobbies or interests, sports or physical activity groups) |  |
| Relationship support (such as counseling, healthy decision making) |  | Schools  |  | Shopping assistance/advice (such as sources of affordable food, clothing, household goods, toys) |  |
| Transportation |  | Other (please specify) |  | None of these |  |

**NOTE:** The question below is retrospective (AFTER). You may also decide to also use it partway through the program, if that would be useful and feasible.**(Open-ended elaboration or alternative):****(a.2)** **Please tell us the specific resources, if any, that you learned about through [the program], that you did not know about before you started [program]?*****Prompts*** (as needed): People? Places? Community resources? **NOTE:** Code responses according to the above categories in a.1, plus any other types of resources mentioned.**Supplementary Question**: This goes beyond the indicator, but may be of interest to agencies.**More specifically, how do you think the resources you just listed (mentioned) will help you?**More general questions, if it is not feasible to ask participants to identify specific resources (as per the indicator).**Please rate how much you agree or disagree with each of the following statements, by checking the column under the number that best describes your experience.**

| **Statement** | **1****Strongly disagree** | **2** **Disagree** | **3** **Neither agree nor disagree** | **4** **Agree** | **5** **Strongly agree** |
| --- | --- | --- | --- | --- | --- |
| I know who to contact in the community when I need help |  |  |  |  |  |
| I know where I can get answers to my parenting questions |  |  |  |  |  |

 |
|  |  | b) Participants ask for information about or referral to one or more community resources that address their information or service needs. | **NOTE:** Questions for this indicator are retrospective (AFTER) due to the nature of the indicator (referral). You may also decide to also use them partway through the program, if that would be useful and feasible.**NOTE:** Data for the questions below could be collected through program administrative data, based on staff observation and recorded in log books or facilitator notes.**NOTE:** Format below is adapted from PALS regarding tutor observations of students. The nature of the indicator requires staff to keep track of proactive requests from participant. **NOTE:** Please base responses to the following questions on (1) your own record of conversations with each participant, and /or (2) checking with other staff or trained volunteers who also work with this participant – as appropriate to your agency’s way or working with participants.**(From program admin data documented by staff, based on proactive inquires by participants):****(b.1) This program participant has requested information about at least one community resource.** \_\_\_ Yes \_\_\_ No \_\_\_ N/A**- Please specify the type(s) of resource(s)about which information was requested****(b.2) This program participant has requested at least one referral to a community resource**  \_\_\_ Yes \_\_\_ No \_\_\_ N/A **- Please specify type(s) of referral(s) requested** **NOTE:** Code responses to the open-ended follow-up questions by types of information and referrals mentioned under b.1 and b.2, and by categories in the Table for b.3 and b.4 below. **NOTE:** Please read the first of the four notes that precedes a.1, as it applies here as well. **(Survey or interview with participant):****Which kinds of programs/services/resources have you used in the [insert timeframe of interest]? Which ones were helpful to your needs?)[[8]](#footnote-9)****(b.3) Which kinds of programs/services/resources, if any, have you asked [program] staff about? Which ones, if any, have you asked [program] staff to refer you to?** **(Please check all the kinds of programs/services/resources you asked staff about, in the light gray shaded box to the right of each type of resource. Please check which kinds you asked staff to refer you to, in the dark gray shaded box.)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Program/Service/Resource** | **√ if asked** | **√ if ask refer** | **Program/Service/Resource** | **√ if asked** | **√ if ask****refer** | **Program/Service/Resource** | **√ if asked** | **√ if ask refer** |
| Aboriginal services |  |  | Abuse - Safety and prevention related to abuse/violence (such as intimate partner violence, child abuse, elder abuse) |  |  | Citizenship and Immigration |  |  |
| Community social connections (such as coffee groups, community social gathering events, group social outings) |  |  | Disability Supports (such as AISH, PDD, assistance with activities of daily living) |  |  | Early childhood programs/services (such as child care, preschool, services for special needs) |  |  |
| Emergency services (ambulance, fire, police) |  |  | Employment –related (such as such as assessment for employment capabilities, career counselling, job search/referral, training (education or on-the-job) |  |  | Ethno-cultural services (such as support for new Canadians with language, employment, community connections; activities to connect people with same cultural background, cross-cultural activities) |  |  |
| Financial counselling/money management (such as budgeting, banking) |  |  | Food (multiple food groups – including fruits and vegetables – from sources such as food bank, community kitchen, good food box, community garden) |  |  | Functional assessments (such as development, skills, behaviours) |  |  |
| Health (such as family doctor, dental care, eye care, public health centre, health information health benefits/coverage available for people with low incomes) |  |  | Housing supports (such as affordable housing options, rent supplements, landlord-tenant information) |  |  | Income Supports (such as SFI) |  |  |
| Legal or protective services (such as Legal Aid, child protection, restraining orders ) |  |  | Libraries |  |  | Mental health/emotional support (such as counselling, practical supports for daily living as needed) |  |  |
| Parenting programs or information (such as child growth and development, healthy parenting strategies, dealing with child behaviour issues, family functioning) |  |  | Places of worship/spiritual support |  |  | Recreation/leisure (facilities, programs, groups for people with common hobbies or interests, sports or physical activity groups) |  |  |
| Relationship support (such as counseling, healthy decision making) |  |  | Schools  |  |  | Shopping assistance/advice (such as sources of affordable food, clothing, household goods, toys) |  |  |
| Transportation |  |  | Other (please specify) |  |  | None of these |  |  |

**(b.4) The second question within the overall Question b.3 above covers this (b.4) - i.e., “Which ones, if any, have you asked [program] staff to refer you to?” (Participant checks dark gray shaded boxes that apply.)** |

1. Statistics Canada, 2012 (Canadian Community Health Survey) – originally from Medical Outcomes Study – with slight adaptation to separate friends and relatives categories, and simplification of the sentence structure to suit participants while still reflecting the indicator. [↑](#footnote-ref-2)
2. From CCHS 2012 [↑](#footnote-ref-3)
3. While this question and the three that follow are less specific to the indicator, some agencies requested the option of not making the question specific to close friends or relatives, but instead to allow participants to self-define people who care about them. The indicator itself may need to be reviewed. [↑](#footnote-ref-4)
4. From the Alberta provincial Parent Link survey, Question 8, with some adaptation for clarification and applicability to programs beyond Parent Link. They are are intended to be asked twice, AFTER the program – to get both the AFTER and BEFORE perspectives. [↑](#footnote-ref-5)
5. Adapted from tools from Amity, Candora, Edmonton Immigrant Services Association [↑](#footnote-ref-6)
6. Adapted from tools from Amity, Candora, Edmonton Immigrant Services Association [↑](#footnote-ref-7)
7. Adapted from tools from Amity, Candora, Edmonton Immigrant Services Association [↑](#footnote-ref-8)
8. Adapted from tools from Amity, Candora, Edmonton Immigrant Services Association [↑](#footnote-ref-9)