A Self-Assessment Toolkit to Improve Economic Empowerment Programs for Survivors

Program Outcomes

Economic Empowerment Measures Bank

Overview

Economic empowerment programs are wide-ranging, and therefore the impacts on participants vary, ranging from increased feelings of safety to improved financial literacy to more stable housing. Program leaders often seek to understand the impact (or lack thereof) of their program on participants. Understanding program outcomes for participants can help program leaders to:

1. measure what is working and what is not,
2. make decisions to improve services,
3. enhance participant experiences, and
4. demonstrate impact to funders and other partners.

Who is this resource for?

This resource is for organization and program leaders who are most familiar with the economic empowerment program. While it may be relevant for some crisis intervention services, it is likely to be more useful for longer-term services.

PROGRAM LEADERS

ORGANIZATIONAL LEADERS

LONG-TERM SERVICES

To confirm that the activities in your economic empowerment program are having the impacts you expect, you need to evaluate your program. If you are interested in evaluating your program, one step in is to figure out how you would measure the outcomes you expect to see.

For example, if your program is designed to increase participants' credit scores, you would need to have a way to measure and record their credit scores before and after program participation. To measure other outcomes, such as a sense of safety, you would need to ask one or more questions to program participants. Figuring out what to ask – and how to ask it – can feel overwhelming. But you don't need to start from scratch! This section provides suggestions for how you can measure common outcomes in economic empowerment programming, using sources such as your own program data (that you may already be collecting or can collect) or through survey questions that other programs and researchers have used. This list is not exhaustive.

PLEASE NOTE: Inclusion in this measures bank is not a recommendation from the authors or OVW that you collect or use this data. These are simply examples of data points and questions that other programs or researchers have used that you could consider or adapt to fit your context. When considering collecting any information related to your participants, their comfort, privacy and confidentiality should be prioritized.

Measures

Measures are the tools or questions used to see whether outcomes are happening. Measures help turn broad ideas like “financial wellbeing” or “job readiness” into information you can actually track. This resource compiles pre-existing measures that researchers have used in previous evaluation and research. Consider the measures that are feasible and meaningful for your program. You can adapt wording or data sources as needed to fit the specific context of your program.

Measure Types

Measure Type	Program or other administrative data	Survey questions or other direct questions asked of participants
Where does this type of measure come from?	Information your program already collects or could collect through staff as part of day-to-day operations.	Information your program could collect directly from participants.
What does this type of measure tell you?	This tells you about things that happened.	Tells you about how participants knowledge, experiences, perceptions and feelings.
How do you collect this type of measure?	This data usually comes from case management systems, intake forms, service logs, or staff notes. You need to be sure that you are documenting the desired program data systematically so that it can be compiled and used.	This data usually comes from surveys or questions asked on paper, online, or verbally by staff. You can use surveys to supplement program data with participant voice.
Examples of this type of measure	• Types of services received • Certification completion • Employment status	• Level of financial strain experienced at the beginning of the program • Job search confidence during the program • Housing status after the program

Repeated Measures to Understand Change Over Time

Many of the outcomes economic empowerment programs aim to support do not happen at once. Instead, they develop gradually over time. Repeated measures are one way evaluation helps capture that process.

Repeated measures simply mean asking the same question or collecting the same type of information more than once from the same participant at different points in time.

For example, a program might:

- Ask participants about their employment status when they first enter the program

- Ask the same question again when they complete the program
- Ask again at a follow up point, such as three, six or 12 months later

By collecting the same information more than once, programs can identify trends and better understand how things change over time rather than relying on a single snapshot.

Repeated measures do not have to be complicated. They can include:

- The same survey questions asked at intake and exit
- Updates to program/administrative data, such as employment status, recorded overtime
- Brief check ins during program participation
- Follow up surveys after services end

The key is consistency. Use the same question or data point each time, so changes can be meaningfully compared. Many of the measures in the banks can be collected repeatedly to understand change over time.

Measures Bank

How do I use the measures bank?

Below is list of program outcomes grouped into general outcome topic areas.

- For areas or outcomes that your program is most directly working toward, click on the imbedded link to see potential example measures for those outcomes.
  - The examples are not exhaustive. They are example measures other programs and researchers have used for evaluation to provide you with ideas of measures that may be feasible and meaningful for your program.
- At the beginning of each outcome area section is a table or tables that provide an overview of the included example measures.
  - One table will summarize measures using program or administrative data.
  - One table will summarize measures using participant surveys.
- Below the overview tables are the full measures.
  - Measures using program or administrative data are in black text.
  - Measures using participant surveys are in blue text.
- If you are interested in using a measure, follow the provided links to see information about appropriate use and scoring.
- You can adapt measures (e.g., wording, data source, and timing of measurement) as needed to fit your program's specific context.
- Use selected measures, along with adapted or other measures in the creations of an evaluation plan.
- If you publish information about your evaluation, you must provide a proper reference for the measure when it is provided in this document.

- As of the publication of this resource in May 2026, all links to repositories and measures are working and current. However, websites are continually updated, so links are subject to change.

Outcome Area	Potential Outcomes	Related Measures
Economic abuse	• Reduced economic abuse	Click here
Sense of agency and well-being	• Increased sense of control • Improved sense of safety • Increased sense of hope • Increased confidence/self esteem • Increased quality of life	Click here
Housing	• Improved housing • Improved housing stability • Increased knowledge of sources of help in the community • Increased social support	Click here
Community resources	• Increased knowledge of sources of help in the community • Increased social support	Click here
Public benefits	• Increased access to public benefits	Click here
Financial resources	• Increased knowledge of financial resources • Increased knowledge of financial/resource management • Increased access to formal financial/credit systems	Click here
Economic self-efficacy/self-sufficiency	• Increased economic self-efficacy • Increased economic self-sufficiency	Click here
Financial status	• Increased credit score • Reduced debt • Increased personal income • Increased satisfaction with personal income	Click here

Outcome Area	Potential Outcomes	Related Measures
Asset building	• Increased savings • Increased business ownership • Increased home ownership	Click here
Financial well-being	• Increased financial well-being • Reduced financial strain/hardship	Click here
Educational skills/ status	• Improve literacy and quantitative skills • Increased educational status • Educational program or certification attainment	Click here
Job search skills	• Improved resume building skills/having a resume • Improved interview skills/self-efficacy • Increased career-search self-efficacy	Click here
Job skills	• Increased job skills • Increased work readiness/skills • Increased work experience	Click here
Career outlook	• Reduced perceived career barriers • Improved career outlook • Increased employment hope	Click here
Employment	• Increased employment • Increased job quality • Increased job retention • Increased job/career satisfaction	Click here
Worker's rights and safety	• Increased knowledge of worker's rights • Increased sense of safety at work	Click here
Legal-financial remedies	• Increased knowledge of how to get compensation or restitution	Click here

Economic abuse

Here are different ways that you could measure your program's impact on economic abuse:

Potential Participant Survey Questions

	Outcome Area	When to measure	Title or Source	Number of Questions	Validated
1	Economic Abuse	Before and After Program	Title: Scale of Economic Abuse-12	12	Yes
2	Abusive Behavior (including economic abuse)	Before and After Program	Title: Abusive Behavior Inventory-R2	25	Yes

1. Scale of Economic Abuse-12 (SEA-12)

		1= never	2= hardly ever	3= sometimes	4= often	5= quite often
1	Demanded to know how money was spent.					
2	Threatened you to make you leave work.					
3	Spent the money you needed for rent or other bills.					
4	Built up debt under your name by doing things like use your credit card or run up the phone bill.					
5	Demanded that you quit your job.					
6	Paid bills late or did not pay bills that were in your name or in both of your names.					
7	Beat you up if you said you needed to go to work.					

		1= never	2= hardly ever	3= sometimes	4= often	5= quite often
8	Made important financial decisions without talking with you about it first.					
9	Made you ask him for money.					
10	Kept financial information from you.					
11	Demanded that you give him receipts and/or change when you spent money.					
12	Did things to keep you from going to your job.					

Scoring: Higher mean scores indicate more frequent experiences of economic abuse.

Reproduced with permission from Judy Postmus, Ph.D., ACSW University of Maryland, School of Social Work.

Citation: Postmus, J. L., Nikolova, K., & Cardenas, I. (2020). Testing and validating financial measures with intimate partner violence survivors. Research report prepared for the National Institute of Justice (2017-VA-CX-0032).

Additional resources and information: Validated Spanish translation available. See information about development, implementation instructions and Spanish version from Rutgers at https://socialwork.rutgers.edu/sites/default/files/2022-05/nij-final-measures-validated-scales.pdf

2. Abusive Behavior Inventory-R2 (ABI-R2)

Instructions: Listed below are behaviors that many people report have been used by their intimate partners or former partners. Please indicate whether it has happened in your relationship with your partner or former partner **in the last 12 months**. *Your answer can range from 1-5. 1=Never, 2=Hardly Ever, 3=Sometimes, 4=Often, 5=Quite Often.*

		1= never	2= hardly ever	3= sometimes	4= often	5= quite often
1	Insulted or criticized you.*					
2	Pushed, grabbed, or shoved you.					
3	Told you that you were a bad person.					

		1= never	2= hardly ever	3= sometimes	4= often	5= quite often
4	Threatened you with a knife, gun, or other weapon.					
5	Became very upset with you because dinner, housework, or laundry was not ready when he/she wanted it or done the way he/she thought it should be.					
6	Checked up on you (examples: went through your phone, checked the mileage on your car, called you repeatedly at work).					
7	Refused to do housework or childcare.					
8	Threatened to hit or throw something at you.					
9	Accused you of paying too much attention to someone or something else.					
10	Said things to scare you (examples: told you something "bad" would happen, threatened to commit suicide).					
11	Gave you angry stares or looks.					
12	Prevented you from having money for your own use.					
13	Put down your family and friends.					

		1= never	2= hardly ever	3= sometimes	4= often	5= quite often
14	Made you do something humiliating or degrading (examples: begging for forgiveness, having to ask permission to use the car or do something).					
15	Ended a discussion with you and made the decision him/ herself.					
16	Tried to keep you from doing something you wanted to do (example: going out with friends, going to meetings).					
17	Pressured you to have sex in a way that you didn't like.*					
18	Slapped, hit, or punched you.					
19	Threw, hit, kicked, or smashed something.*					
20	Used a knife, gun, or other weapon against you.					
21	Choked or strangled you.					
22	Physically attacked the sexual parts of your body.					
23	Physically forced you to have sex.*					
24	Kicked you.					
25	Threw you around.					

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Postmus, J. L., Nikolova, K., & Cardenas, I. (2020). Testing and validating financial measures with intimate partner violence survivors. Research report prepared for the National Institute of Justice (2017-VA-CX-0032).

Additional resources and information: Validated Spanish translation available. See information about development, implementation instructions and Spanish version from Rutgers at https://socialwork.rutgers.edu/sites/default/files/2022-05/nij-final-measures-validated-scales.pdf

Sense of agency and well-being

Here are different ways that you could measure your program's impact on sense of agency and well-being:

Potential Participant Survey Questions

	Outcome Area	When to measure	Title or Source	Number of Questions	Validated
1	Improved sense of control	After program	Source: iMPRoVE tool	1	No
2	Helped safety plan	After program	Source: iMPRoVE tool	1	No
3	Perception of safety	Before and after program	Title: Measure of Victim Empowerment Related to Safety (MOVERS)	13	Yes
4	Increased hope for future	After program	Source: iMPRoVE tool	1	No
5	Hope	Before and after program	Title: Adult Hope Scale	8	Yes
6	Self-Esteem	Before and after program	Title: Rosenberg Self-Esteem Scale (RSES)	10	Yes
7	Satisfaction with life	Before and after program	Title: Quality of Life Scale (for survivors of intimate partner violence)	9	Yes

1. How much do you agree with the following statement?

Participating in [NAME OF PROGRAM], made it easier for me to regain a sense of control over what happened to me.

- Strongly Agree

- Agree
- Neutral
- Disagree
- Strongly Disagree

2. The information I got from [NAME OF PROGRAM] has helped me plan for my safety.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

3. Measure of Victim Empowerment Related to Safety (MOVERS)

YOUR SAFETY: You may be facing a variety of different challenges to **safety.** When we use the word safety in the next set of questions, we mean safety from physical or emotional abuse by another person.

Please circle the number that best describes how you think about your and your family's safety right now. When you are responding to these questions, it is fine to think about your family's safety along with your own if that is what you usually do.

		Never true= 0	Sometimes true= 1	Half the time true= 2	Mostly true= 3	Always true= 4
1	Insulted or criticized you.*	0	1	2	3	4
2	Pushed, grabbed, or shoved you.	0	1	2	3	4
3	Told you that you were a bad person.	0	1	2	3	4
4	Threatened you with a knife, gun, or other weapon.	0	1	2	3	4
5	Became very upset with you because dinner, housework, or laundry was not ready when he/she wanted it or done the way he/she thought it should be.	0	1	2	3	4

		Never true= 0	Sometimes true= 1	Half the time true= 2	Mostly true= 3	Always true= 4
6	Checked up on you (examples: went through your phone, checked the mileage on your car, called you repeatedly at work).	0	1	2	3	4
7	Refused to do housework or childcare.	0	1	2	3	4
8	Threatened to hit or throw something at you.	0	1	2	3	4
9	Accused you of paying too much attention to someone or something else.	0	1	2	3	4
10	Said things to scare you (examples: told you something "bad" would happen, threatened to commit suicide).	0	1	2	3	4
11	Gave you angry stares or looks.	0	1	2	3	4
12	Prevented you from having money for your own use.	0	1	2	3	4
13	Put down your family and friends.	0	1	2	3	4

Goodman, L. A., Cattaneo, L. B., Thomas, K., Woulfe, J., Chong, S. K., & Smyth, K. F. (2015). Advancing domestic violence program evaluation: Development and validation of the Measure of Victim Empowerment Related to Safety (MOVERS). Psychology of Violence, 5(4), 355-366. http://dx.doi.org/10.1037/a0038318

Additional resources and information: Numerous language translations available. See the translations and detailed user guide at https://sites.google.com/bc.edu/goodman-research-team/measures/measurement-of-victim-empowerment-related-to-safety

4. How much do you agree with the following statement?

I feel more hopeful about my future because of my experience with [NAME OF PROGRAM].

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

5. Adult Hope Scale (Only select example items from scale included –full scale available here)

Example items:

1. I can think of many ways to get out of a jam.

2. I am easily downed in an argument.

3. I can think of many ways to get the things in life that are important to me.

4. I worry about my health.

Response Options:

1 = Definitely False

2 = Mostly False

3 = Somewhat False

4 = Slightly False

5 = Slightly True

6 = Somewhat True

7 = Mostly True

8 = Definitely True

Snyder, C. R., Harris, C., Anderson, J. R., Holleran, S. A., Irving, L. M., Sigmon, S. T., et al.(1991). The will and the ways: Development and validation of an individual-differences measure of hope. Journal of Personality and Social Psychology, 60, 570-585.

Additional resources and information: Link to full scale, use guidance, and scoring procedures: https://ppc.sas.upenn.edu/resources/questionnaires-researchers/adult-hope-scale

6. Rosenberg Self-Esteem Scale (SES)

Below is a list of statements dealing with your general feelings about yourself. Please record the appropriate answer for each item, depending on whether you strongly agree, agree, disagree, or strongly disagree with it.

	Statement	1=Strongly Agree	2=Agree	3=Disagree	4=Strongly Disagree
1	On the whole, I am satisfied with myself.				
2	At times I think I am no good at all.				
3	I feel that I have a number of good qualities.				
4	I am able to do things as well as most other people.				
5	I feel I do not have much to be proud of.				
6	I certainly feel useless at times.				
7	I feel that I'm a person of worth.				
8	I wish I could have more respect for myself.				
9	All in all, I am inclined to think that I am a failure.				
10	I take a positive attitude toward myself.				

Rosenberg, M. (1979). Conceiving the Self. New York: Basic Books.

Additional resources and information: See information about scoring and development here: https://www.apa.org/obesity-guideline/rosenberg-self-esteem.pdf.

7. Quality of Life Scale (Only select example items included – full scale available here)

Example items:

1. How do you feel about your personal safety?

2. How do you feel about the amount of fun and enjoyment you have?

3. How do you feel about the responsibilities you have for members of your family?

4. How do you feel about your independence or freedom--that is, how free you feel to live the kind of life you want?

Response Options:

1 = Extremely Pleased

2 = Pleased

3 = Mostly Satisfied

4 = Mixed

5 = Mostly Dissatisfied

6 = Unhappy

7 = Terrible

Sullivan, C., & Bybee. (1999). Reducing violence using community-based advocacy for women with abusive partners. Journal of Consulting and Clinical Psychology, 67(1), 43-43–53. https://doi.org/10.1037/0022-006X.67.1.43

Additional resources and information: See additional information on development and use of the scale here https://psycnet.apa.org/record/1999-00242-006?doi=1.

Housing

Here are different ways that you could measure your program's impact on housing:

Potential Participant Survey Questions

	Outcome Area	When to measure	Title or Source	Number of Questions	Validated
1	Improved housing situation	After Program	Source: iMPRoVE tool	1	No
2	Improved housing stability	After Program	Source: iMPRoVE tool	1	No
3	Housing instability	Before and After Program	Title: Housing Instability Scale	7	Yes

1. How much do you agree with the following statement?

Because of my experience with [NAME OF PROGRAM], my housing situation has improved.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

2. How much do you agree with the following statement?

Because of my experience with [NAME OF PROGRAM], I have a plan to find stable housing.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

3. Housing Instability Scale (Only select example items from the scale included –full scale available here)

Example Items

1. In the last 6 months, have you had to live somewhere that you did not want to live?

i. Yes

ii. No

2. Do you expect to stay in your current housing for the next 6 months?

i. Yes

ii. No

iii. Don't know

3. How many times have you moved in the last 6 months?

i. 0-2 moves

ii. 3 or more moves

4. How likely is it, do you think, that you will be able to pay for your housing (e.g. rent/ mortgage) this month?

i. Very likely

ii. Likely

iii. Unlikely

iv. Very unlikely

Higher scores indicate higher housing instability. Score should not be included when the question is provided to participants.

Farero, A., Sullivan, C. M., López-Zerón, G., Bowles, R. P., Sprecher, M., Chiaramonte, D., & Engleton, J. (2024). Development and validation of the housing instability scale. Journal of social distress and the homeless, 33(1), 142–151. https://doi.org/10.1080/10530789.2022.2127852

Additional resources and information: Validated Spanish translation available. See the full scale, Spanish version, and information about development and implementation at https://pmc.ncbi.nlm.nih.gov/articles/PMC11160560/

Community Resources

Here are different ways that you could measure your program's impact on knowledge and access to resources within the community:

Potential Participant Survey Questions

	Outcome Area	When to measure	Title or Source	Number of Questions	Validated
1	Improved knowledge community resources	After Program	Source: iMPRoVE tool	1	No
2	Awareness community resources	Before and After Program	N/A		
3	Ease of accessing services	Before and After Program	N/A		
4	People who can help	Before and After Program	Source: iMPRoVE tool	1	No
5	Social supports	Before and After Program	Title: Housing Instability Scale	19	Yes

1. How much do you agree with the following statement?

Because of my experience with [NAME OF PROGRAM], - I know more about people and places in my community that can help me with things like food, clothing, housing, utilities, or transportation.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

2. Which services for survivors of violence or exploitation are you aware of in your community? (Select all that apply)

- Emergency shelter
- Food assistance
- Housing assistance

- Transportation
- Legal services
- Counseling/mental health services
- Health services
- Police/protection services
- Financial services/banking

3. How easy or difficult is it for you to access the following services?

    1. Emergency shelter
    2. Food assistance
    3. Housing assistance
    4. Transportation
    5. Legal services
    6. Counseling/mental health services
    7. Health services
    8. Police/protection services
    9. Financial services/banking
    10. Economic assistance/cash support
    11. Employment services
    12. Childcare support
    13. Survivor support groups

    Response scale:

    - Very easy
    - Somewhat easy
    - Somewhat difficult
    - Very difficult

4. How much do you agree with the following statement?

I have people in my life who I can turn to for help or support.

- Strongly Agree
- Agree
- Neutral
- Disagree

5. MOS Social Support Survey

People sometimes look to others for companionship, assistance, or other types of support. How often is each of the following kinds of support available to you if you need it? Choose one number from each line.

		None of the time	A little of the time	Some of the time	Most of the time	All of the time
1	Someone to help you if you were confined to bed	1	2	3	4	5
2	Someone you can count on to listen to you when you need to talk	1	2	3	4	5
3	Someone to give you good advice about a crisis	1	2	3	4	5
4	Someone to take you to the doctor if you needed it	1	2	3	4	5
5	Someone who shows you love and affection	1	2	3	4	5
6	Someone to have a good time with	1	2	3	4	5
7	Someone to give you information to help you understand a situation	1	2	3	4	5
8	Someone to confide in or talk to about yourself or your problems	1	2	3	4	5
9	Someone who hugs you	1	2	3	4	5
10	Someone to get together with for relaxation	1	2	3	4	5
11	Someone to prepare your meals if you were unable to do it yourself	1	2	3	4	5

		None of the time	A little of the time	Some of the time	Most of the time	All of the time
12	Someone whose advice you really want	1	2	3	4	5
13	Someone to do things with to help you get your mind off things	1	2	3	4	5
14	Someone to help with daily chores if you were sick	1	2	3	4	5
15	Someone to share your most private worries and fears with	1	2	3	4	5
16	Someone to turn to for suggestions about how to deal with a personal problem	1	2	3	4	5
17	Someone to do something enjoyable with	1	2	3	4	5
18	Someone who understands your problems	1	2	3	4	5
19	Someone to love and make you feel wanted	1	2	3	4	5

Sherbourne CD & Stewart AL (1991). The MOS Social Support Survey. The MOS Social Support Survey was developed as part of the Medical Outcomes Study at RAND.

Additional resources and information: Additional information and scoring instructions are available at https://cadc.ucsf.edu/media/1011.

Public Benefits

Here are different ways that you could measure your program's impact on access to and receipt of public benefits:

Potential Program Data Measures

	Outcome Area	When to measure
1	Benefits screening	Monthly or quarterly
2	Receipt of benefits	Monthly
3	Enrollment in benefits	Monthly or quarterly
4	Maintaining benefits	After Program (6 or 12 months*)
5	Amount in dollars of public benefits	Before and After Program (3 or 6 months*)

Potential Participant Survey Questions

	Outcome Area	When to measure	Title or Source	Number of Questions	Validated
6	Improved confidence in applying for benefits	After Program	Adapted from iMPRoVE tool	1	No
7	Improved confidence retaining benefits	After Program	Adapted from iMPRoVE tool	1	No

1. The percentage of program participants screened for public benefit needs.

2. Percentage of eligible program participants that received any of the following public benefits in the past month:

   a. Special Supplemental Nutrition Program for Women, Infants, and Children

   b. Supplemental Nutrition Assistance Program

   c. Free/reduced price school lunch

   d. Supplemental Security Income

   e. Temporary Assistance for Needy Families

   f. Housing subsidy

   g. Energy subsidy

h. Childcare subsidy

i. Medicaid

3. The percentage of eligible program participants who successfully enrolled in at least one public benefit.

4. The percentage of program participants who have maintained enrollment in public benefits after [X*] months.

**The number of months can be adapted based on the context of your program but has often been 6 or 12 months in previous evaluations.*

5. The average monthly dollar amount in public benefits received per participant OR the average change in monthly dollar amount in public benefits received per participant after [X*] months in the program.

**The number of months can be adapted based on the context of your program but has often been 3 or 6 months in previous evaluations.*

6. Because of my experience with [NAME OF PROGRAM], I am more confident in my ability to apply for public benefits.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

7. Because of my experience with [NAME OF PROGRAM], I am more confident in my ability to keep public benefits.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Financial/resource knowledge and management

Here are different ways that you could measure your program's impact on knowledge of financial or resource management:

Potential Program Data Measures

	Outcome Area	When to measure
1	Referrals to financial institutions	Monthly
2	Having a bank account	Before and After Program (6 or 12 months*)
3	New access to formal credit	Before and After Program (6 or 12 months*)
4	Use of informal credit systems	Before and After Program (6 or 12 months*)

Potential Participant Survey Questions

	Outcome Area	When to measure	Title or Source	Number of Questions	Validated
5	Use of informal credit systems	Before and After Program	Adapted from iMPRoVE tool	4	No
6	Improved confidence managing resources	After Program	Source: iMPRoVE tool	1	No
7	Knowledge of help seeking	After Program	Source: iMPRoVE tool	1	No
8	Financial knowledge	Before and After Program	Title: Financial Knowledge Scale	19	Yes
9	Financial Behaviors	Before and After Program	Title: Scale of Financial Behaviors & Intentions (SFBI)	12	Yes

1. Number/percentage of participants referred to financial institutions.

2. Number/percentage of participants with a bank account.

3. Number/percentage of participants accessing formal credit for the first time.

4. Number/percentage of participants who access informal credit systems (payday loan/check cashing stores, pawn shops, etc.) in the past [x] months.

5. In the past 12 months, have you or your spouse/partner... (yes/no)

a. taken out a payday loan or used payday advance services?

b. taken out an auto title loan?

c. sold items at a pawn shop?

d. gone to a check cashing store to cash checks?

Ask the following for each yes above:

a. Once

b. 2-4 times

c. 5 or more times

d. **Additional resources and information:** Full Assets for Independence Program evaluation survey available here.

6. How much do you agree with the following statement?

Because of my experience with [NAME OF PROGRAM], I feel more confident about managing money and resources.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

7. How much do you agree with the following statement?

Because of my experience with [NAME OF PROGRAM], I know how to get help with the financial costs of what happened to me.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

8. Financial Knowledge Scale

Instructions: For the following questions, please respond by how strongly you agree or disagree. Response Options: Scale of 1-5; (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree.

		1=strongly disagree	2=disagree	3= neutral	4=agree	5=strongly agree
1	I know how to access my credit report.*					
2	I know how to get public assistance benefits (TANF, food stamps, etc.).					
3	II know about community programs such as IDAs (Individual Development Accounts) and EITCs (Federal and State Earned-Income Tax Credit) that can help me with my financial goals.*					
4	I know how to understand my credit report and credit history.*					
5	I know how to create a budget.					
6	I know how to plan for my estate (such as creating a will or a trust fund).					
7	I know how to create a financial safety plan (having access to money or other resources, having copies of important documents, etc.).					
8	I know how to create financial goals.*					

		1=strongly disagree	2=disagree	3= neutral	4=agree	5=strongly agree
9	I know how to get legal assistance in my community (legal aid, restraining orders, etc.).					
10	I know how to plan for retirement and the different types of plans available.					
11	I know how to improve my credit rating.*					
12	I know how to identify joint or combined financial responsibilities and assets (savings accounts, property, etc.).					
13	I know how to invest my savings through things like savings bonds, mutual funds, and stocks.					
14	I know how to identify my partner's assets (saving accounts, property, etc.) and financial responsibilities (debt).					
15	I know how to get the resources that are available in my community to help me leave my abuser (emergency shelter, hotline, etc.).					

Scoring: Higher mean scores indicate more frequent experiences of economic abuse.

**Caution is recommended when comparing scale means between English and Spanish-speaking participants. They tend to respond differently to the items with an asterisk.*

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Postmus, J. L., Nikolova, K., & Cardenas, I. (2020). Testing and validating financial measures with intimate partner violence survivors. Research report prepared for the National Institute of Justice (2017-VA-CX-0032).

Additional resources and information: Validated Spanish translation available. See information about development, implementation instructions and Spanish version from Rutgers at https://socialwork.rutgers.edu/sites/default/files/2022-05/nij-final-measures-validated-scales.pdf

9. Scale of Financial Behaviors & Intentions (SFBI)

Instructions: For each of the following questions, please answer how often you have engaged in this behavior in the last month (last 30 days) and how likely you are to engage in the behavior in the next month (next 30 days). Response Options: Scale of 1-5; (1) never (2) rarely (3) sometimes (4) often (5) always.

		1=never	2=rarely	3= sometimes	4=often	5=always
1a	How often did you estimate your monthly household incomes and expenses last month?					
1b	How likely are you to estimate your monthly household incomes and expenses next month?					
2a	How often did you follow a weekly or monthly budget last month?					
2b	How likely are you to follow a weekly or monthly budget next month?					
3a	How often did you review and evaluate your spending habits last month?					
3b	How likely are you to review and evaluate your spending habits next month?					

		1=never	2=rarely	3= sometimes	4=often	5=always
4a	How often did you follow your financial goals (paid off your credit card, saved money, etc.) last month?					
4b	How likely are you to follow your financial goals (paid off your credit card, saved money, etc.) next month?					
5a	How often did you keep track of where money was spent (on paper, on the computer, on your phone, etc.) last month?					
5b	How likely are you to keep track of where money was spent (on paper, on the computer, on your phone, etc.) next month?					
6a	How often did you identify your own financial goals for the future (pay off your credit card, save money, etc.) last month?					
6b	How likely are you to identify your own financial goals for the future (pay off your credit card, save money, etc.) next month?					

Scoring: Financial behaviors (items a) and financial intentions (items b) are scored separately. Higher mean scores indicate more positive financial behaviors or financial intentions accordingly.

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Additional resources and information: Validated Spanish translation available. See information about development, implementation instructions and Spanish version from Rutgers at https://socialwork.rutgers.edu/sites/default/files/2022-05/nij-final-measures-validated-scales.pdf

Financial status

Here are different ways that you could measure your program's impact on credit score.

Potential Program Data Measures

	Outcome Area	When to track/measure
1	Change in credit score	After program (3, 6 or 12 months*)
2	Available credit usage	Monthly
3	Bills paid on time	Monthly or quarterly
4	Total amount of debt	Before and After Program (6 or 12 months*)
5	Reduced Debt	Before and After Program (6 or 12 months*)
6	Income share used to repay debt	Before and After Program (6 or 12 months*)
7	Missed debt payments	Before and After Program (6 or 12 months*)
8	Use of high interest loans	Before and After Program (6 or 12 months*)
9	Hourly wage	Before and After Program (6 -24 months*)
10	Annual income	Before and After Program (12 -36 months*)
11	Wage increase	Before and After Program (6 -24 months*)

Potential Participant Survey Question(s

	Outcome Area	When to measure	Title or Source	Number of Questions	Validated
12	Satisfaction with income	Before and After Program	N/A	1	Yes

1. Change in participant numeric credit score after [x] months in the program.

2. Percentage of available credit a participant is using across credit cards. OR Percentage of participants using less than 30% of their available credit on credit cards.

3. Percentage of participant's bills paid on time in a given month.

4. Average or median total outstanding debt per participant in dollars.

5. Percentage of participants who reduced their debt.

6. Percentage of participant's income used for debt repayment.

7. A participant's number of missed debt repayments.

8. Percentage of participants using high-interest loans.

9. Average hourly wage for participants

10. Average annual income for participants in the last 12 months, including money from jobs and public assistance programs.

11. Percentage of participants that experienced a wage increase.

12. How satisfied are you with your current income?

    1 = Not Satisfied

    2

    3

    4

    5 = Very Satisfied

Financial well-being

Here are different ways that you could measure your program's impact on financial well-being.

Potential Participant Survey Question(s)

	Outcome Area	When to measure	Title or Source	Number of Questions	Validated
1	Difficulty living on income	Before and After Program	N/A	1	No
2	Financial well-being	Before and After Program	Title: Financial Well-being Scale	10	No
3	Financial Strain	Before and After Program	Title: Financial Strain Survey - R	18	Yes
4	Financial Hardships	Before and After Program	Source: Assets for Independence Program Evaluation (survey available here)	10	No
5	Change in financial situation	Before and After Program	N/A	1	No

1. How difficult was it for you to live on your income in the past 12 months?

    1. Extremely difficult
    2. Very difficult
    3. Somewhat difficult
    4. A little difficult
    5. Not at all difficult

2. Consumer Financial Protection Bureau Financial Well-being Scale

Part 1: How well does this statement describe your situation?					
This statement applies to me	Always	Often	Sometimes	Rarely	Never
1. I could handle a major unexpected expense					
2. I am securing my financial future					
3. Because of my money situation, I feel like I will never have the things I want in life*					
4. I can enjoy life because of the way I'm managing my money					
5. I am just getting by financially*					
6. I am concerned that the money I have or will save won't last*					
Part 2: How often does this statement apply to you?					
This statement applies to me	Always	Often	Sometimes	Rarely	Never
7. Giving a gift for a wedding, birthday or other occasion would put a strain on my finances for the month*					
8. I have money left over at the end of the month					
9. I am behind with my finances*					
10. My finances control my life*					

** Denotes questions for which the response options are "reverse coded*

Additional resources and information: User and scoring instructions and abbreviated version of the scale available from the Consumer Financial Protection Bureau at https://files.consumerfinance.gov/f/201512_cfpb_financial-well-being-user-guide-scale.pdf.

3. Financial Strain Survey

Instructions: Below are a number of questions and statements. Please indicate how often they describe you in the past month (30 days). Response Options: Scale of 1-5; (1) never (2) rarely (3) sometimes (4) often (5) always.

		1=never	2=rarely	3= sometimes	4=often	5=always
1	I find it difficult to pay my bills.*					
2	I have not received education on financial management.					
3	Do your muscles get tense when you add up your bills?					
4	Do you ever get headaches from worry over money matters?*					
5	I borrow money to make purchases hoping that I will have the money later.					
6	Are you ever unable to sleep well because of financial worries?*					
7	I don't know how interest works on my current debts.*					
8	I tend to argue with others about money.					
9	I get loans or use credit cards to buy nicer things.*					

		1=never	2=rarely	3= sometimes	4=often	5=always
10	I get new loans or credit cards to pay off old ones.					
11	Many of my bills are past due.*					
12	Does your financial situation cause you to feel heartburn or an upset stomach?					
13	There are disagreements about money in my home.*					
14	I don’t have enough money to pay my bills.					
15	Financial problems hurt my relationships.					
16	I don’t pay my bills on time.*					
17	I don’t feel well informed about financial matters.*					
18	My relationships with others are affected by financial problems.					

Scoring: Higher mean scores indicate more financial strain.

**Caution is recommended when comparing scale means between English and Spanish-speaking participants. They tend to respond differently to the items with an asterisk.*

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Citation: Postmus, J. L., Nikolova, K., & Cardenas, I. (2020). Testing and validating financial measures with intimate partner violence survivors. Research report prepared for the National Institute of Justice (2017-VA-CX-0032).

4. Was there any time in the past 12 months when:

		Yes	No	IF YES: Did this occur in the most recent six months?
1	you did not pay the full amount of the rent or mortgage because you could not afford it?			

		Yes	No	IF YES: Did this occur in the most recent six months?
2	the bank or mortgage company foreclosed on your mortgage			
3	you were evicted from your home or apartment for not paying the rent or mortgage			
4	you filed in court for personal bankruptcy?			
5	you were not able to pay the full amount of the gas, oil, or electricity bills?			
6	the gas or electric company turned off service, or the oil company could not deliver oil?			
7	the telephone company disconnected service because payments were not made?			
8	you or someone else in your household needed to see a doctor or go to the hospital but did not go because you could not afford it?			
9	you or someone else in your household needed to see a dentist but did not go because you could not afford it?			
10	you or someone else in your household could not fill or postponed filling a prescription for drugs when they were needed because you could not afford it?			

McKernan, Signe-Mary, Gregory Mills, Caroline Ratcliffe, William J. Congdon, Michael Pergamit, Breno Braga, and Kassandra Martinchek. (2020). Building Savings, Ownership, and Financial Well-Being: First- and Third-Year Assets for Independence Program Randomized Evaluation Findings in Context, OPRE Report #2020-30. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. https://acf.gov/sites/default/files/documents/opre/afi_synthesisbrief_final_031120.pdf

5. In the past 12 months, has your financial situation gotten better, gotten worse, or stayed the same?

a. Gotten better

b. Gotten worse

c. Stayed the same

Economic self-efficacy and self-sufficiency

Here are different ways that you could measure your program's impact on economic self-efficacy.

Potential Participant Survey Question(s)

	Outcome Area	When to measure	Title or Source	Number of Questions	Validated
1	Economic self-efficacy	Before and After Program	Title: Scale of Economic Self-Efficacy	10	Yes
2	Economic self-sufficiency	Before and After Program	Title: Scale of Economic Self-sufficiency	8	Yes
3	Economic self-sufficiency	Before and After Program	Source: Evaluation of Sanctuary for Families' Career Readiness Training Program	12	No

1. Scale of Economic Self-Efficacy

Instructions: Please choose the answer that best represents your experience in the last month (30 days). Response Options: Scale of 1-5; (1) strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree

		1=strongly disagree	2=disagree	3= neutral	4=agree	5=strongly agree
1	I can always manage to solve difficult financial problems if I try hard enough.					
2	If I have a financial problem, I can find ways to get what I need.					
3	It is easy for me to stick to and accomplish my financial goals.*					
4	I am confident that I could deal efficiently with unexpected financial events.					

		1=strongly disagree	2=disagree	3= neutral	4=agree	5=strongly agree
5	Thanks to my resourcefulness, I know how to handle unforeseen financial situations.					
6	I can solve most financial problems if I invest the necessary effort.					
7	I can remain calm when facing financial difficulties because I can rely on my financial abilities.					
8	When I am confronted with a financial problem, I can usually find several solutions.					
9	If I am in financial trouble, I can usually think of something to do.					
10	No matter what financial problem comes my way, I'm usually able to handle it.					

Scoring: Higher mean scores indicate more economic self-efficacy.

**Caution is recommended when comparing scale means between English and Spanish-speaking participants. They tend to respond differently to the items with an asterisk.*

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Postmus, J. L., Nikolova, K., & Cardenas, I. (2020). Testing and validating financial measures with intimate partner violence survivors. Research report prepared for the National Institute of Justice (2017-VA-CX-0032).

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2. Scale of Economic Self- sufficiency

Instructions: For each item, think about your personal financial situation over the last month (last 30 days) and answer how often were you able to do the following. Response Options: Scale of 1-5; (1) not at all (2) occasionally (3) sometimes (4) most of the time or (5) all the time.

		1=Not at all	2= Occasionally	3= Sometimes	4=Most of the time	5=All of the time
1	Pursue your own interests and goals.					
2	Buy extras for your family and yourself.					
3	Meet your financial obligations.					
4	Do what you want to do, when you want to do it.					
5	Buy the kind and amount of food you like.					
6	Stay on a budget.					
7	Make payments on your debts.					
8	Pay your own way without borrowing from family or friends.					

Scoring: Higher mean scores indicate more economic self-sufficiency.

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Postmus, J. L., Nikolova, K., & Cardenas, I. (2020). Testing and validating financial measures with intimate partner violence survivors. Research report prepared for the National Institute of Justice (2017-VA-CX-0032).

Additional resources and information: Validated Spanish translation available. See information about development, implementation instructions and Spanish version from Rutgers at https://socialwork.rutgers.edu/sites/default/files/2022-05/nij-final-measures-validated-scales.pdf

3. Economic self-sufficiency measure from evaluation of Sanctuary for Families' Career Readiness Training Program

	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1	I am confident that I can meet my goals for becoming financially secure.				
2	I do not worry about financial matters.				
3	I am happy because I have enough money to cover my expenses.				
4	I frequently worry about where I will find the money to cover my expenses.				
5	I frequently worry about not having enough money.				
6	I could handle a major unexpected expense (for example, if my car breaks down or I need to buy a new appliance).				
7	I am concerned that I don't have enough money.				
8	I am concerned that I cannot save money.				
9	I currently make enough income for me to buy food for my family and myself.				
10	I currently make enough income for me to pay for housing expenses for my family and myself.				

	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
11	I currently make enough income for me to pay for local transportation (i.e., car or public transportation) for my family and myself.				
12	I currently make enough income to buy clothes for my family and me.				

Reproduced with permission from Mariana Duane.

Duane, M., Dank, M., Hughes, A., Ervin, S., Tiry, E., & Doyle, L. (2023). An Evaluation of a Workforce Development Program for Domestic Violence Survivors in New York City. Urban Institute.

Additional resources and information: Evaluation in which this measure was used available at https://www.urban.org/sites/default/files/2023-06/An%20Evaluation%20of%20a%20Workforce%20Development%20Program%20for%20Domestic%20Violence%20Survivors%20in%20New%20York%20City.pdf

Asset Building

Here are different ways that you could measure your program's impact savings:

Potential Program Data Measures

	Outcome Area	When to measure
1	Any savings	Before and After Program (3 - 12 months*)
2	Amount of savings	Before and After Program (3 - 12 months*)
3	Consistent saving	Before and After Program (3 - 12 months*)
4	Monthly saving	Before and After Program (3 - 12 months*)
5	Emergency savings	Before and After Program (3 - 12 months*)
6	Business ownership	Before and After Program (12 - 36 months*)
7	Home ownership	Before and After Program (12 - 36 months*)

1. Percentage of participants with any savings. OR Percentage of participants with any liquid assets.

Liquid financial assets include amount in savings and checking accounts, certificates of deposit, money-market accounts, stocks, bonds, retirement accounts, and other savings. (Mills et al. 2019).

2. The dollar value of a participant's savings. OR Median dollar value of program participants' savings.

3. Number of participants saving consistently for 3 or more months.

4. Percentage of participants saving at least once per month.

5. Percentage of participants that can cover an average month of basic expenses with emergency savings.

6. Percentage of participants who own businesses. OR Among participants who do not own business, the change in business ownership at [*X] months later.
Some previous studies have used 36 months post-program enrollment.

7. Percentage of participants who own a home. OR Among participants who do not own a home, percentage change in home ownership [X*] months after program enrollment.
Some previous studies have used 36 months post-program enrollment.

Educational skills and status

Here are different ways that you could measure your program's impact on literacy/quantitative skills:

Potential Program Data Measure(s)

	Outcome Area	When to measure
1	Any savings	Before and After Program (3 - 12 months*)
2	Amount of savings	Before and After Program (3 - 12 months*)
3	Consistent saving	Before and After Program (3 - 12 months*)
4	Monthly saving	Before and After Program (3 - 12 months*)
5	Emergency savings	Before and After Program (3 - 12 months*)
6	Business ownership	Before and After Program (12 - 36 months*)
7	Home ownership	Before and After Program (12 - 36 months*)
8	Formal education program enrollment	Before and After Program (6 - 12 months*)
9	Formal education program completion	Before and After Program (6 - 24 months*)
10	GED attainment	Before and After Program (6 - 24 months*)

1. Scores on a basic education assessment (e.g. Test of Adult Basic Education used by Sanctuary for Families Economic Empowerment Program)

2. Participant's educational status. SAMHSA has uses the following categories.

- No educational participation
- No vocational education involvement
- Pre-educational explorations
- Working on English as Second Language
- Basic educational skills
- Working on GED
- Attending vocational school, vocational program, apprenticeship, or high school
- Attending college: 1-6 hours
- Attending college: 7 or more hours
- Other (specify)

3. Highest degree or level of school a participant has completed. The census uses the following categories.

- No schooling completed
- Nursery school
- Grades 1 through 11
- 12th grade—no diploma
- Regular high school diploma
- GED or alternative credential
- Some college credit, but less than 1 year of college
- 1 or more years of college credit, no degree
- Associates degree (for example: AA, AS)
- Bachelor's degree (for example: BA. BS)
- Master's degree (for example: MA, MS, MEng, MEd, MSW, MBA)
- Professional degree beyond bachelor's (for example: MD, DDS, JD)

4. Number or percentage of participants who enrolled in a training program.

5. Number or percentage of participants who completed a training program among those who enrolled in training program.

6. Number or percentage of participants who began a certification program.

7. Number or percentage of participants who completed an certification program among those who began a certification.

8. Number or percentage of participants who began a formal education program.

9. Number or percentage of participants who completed a formal education program among those who enrolled.

10. Number or percentage of interested participants obtaining a GED.

Job skills

Here are different ways that you could measure your program's impact on job skills.

Potential Program Data Measure(s)

	Outcome Area	When to measure
1	Job skills program enrollment	Before and After Program (6 - 12 months*)
2	Job skills program completion	Before and After Program (6 - 12 months*)
3	Office technology certification	Before and After Program (3 - 6 months*)
4	Job skills acquisition	Before and After Program
5	Have hands-on experience	Before and After Program (3 - 12 months*)
6	Received hands-on experience	After Program
7	Received work-based learning	After Program

Potential Participant Survey Question(s)

	Outcome Area	When to measure	Title or Source	Number of Questions	Validated
8	Job skills gained	After Program	Title: Purdue Workforce Development Question Bank	1	No
9	Work Readiness Skills	Before and After Program	Title: Employability Skills Survey	24	No
10	Work Readiness Skills	Before and After Program	Title: Employable Skills Self-Efficacy Survey	51	No

1. Number or percentage of participants who enrolled at least one vocational or job skills training program.

2. Percentage of participants who completed at least one vocational or job skills training program.

3. Percentage of participants attaining office technology certification (e.g., Microsoft Office Suite, Quickbooks).

4. Number of new job skills acquired.

5. Percentage of participants who have hands-on work experience.

6. Percentage of participants who received hands-on work experience during the program.

7. Percentage of participants who engaged in work-based learning such as an internship, work experience, or job shadowing.

8. How much do you agree with the following statement?

I learned new skills for a current or future job, work, or career.

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

9. Employability Skills Survey (Only select example items included –full survey available in here)

The Employability Skills Survey lists the skills and talents that employers value. You will build these skills in school and life. Read the list and assess where you are now. Circle each statement that best describes your level of skill. Example items:

	Needs work	**Can do OK**	**Pretty good at this**	**Very able**
Basic Skills Listen	Develop listening skills; working to make eye contact and make sure others understand me.	Listen carefully; make eye contact; repeat instructions to make sure that I understand	Listen carefully; make eye contact; repeat instructions to make sure that I understand	Keep complex information in my mind over time and apply it to my studies/work.
Foundation Skills Accept Direction and Criticism	Learning to accept directions.	Accept direction with a positive attitude.	Accept criticism with a positive attitude.	Accept and apply criticism to improve my work.
Interpersonal Skills Interact with People Who May Be Difficult	Know how and when to ask for help when dealing with difficult people and situations.	Know how and when to ask for help when dealing with difficult people and situations.	Can fix problems with difficult people on my own if needed.	Prevent situations happening with difficult people.

Additional resources and information: See full survey and information about use at https://www.pcc.edu/staff/tmaldona/wp-content/uploads/sites/114/2018/12/Employability_Skills_Survey_2014.pdf

10. Employable Skills Self-Efficacy Survey (Only select example items included –full survey available in Appendix B page 12 here)

Example Items:

Please indicate your level of agreement with the following statements:

1. I feel comfortable working in group settings.

2. People easily understand what I mean when I am talking to them.

3. I struggle to manipulate numbers in a spreadsheet.

4. My mind seems to go blank when I have to speak in front of a group of people.

5. It is easy for me to follow written directions.

6. I can easily use software to create tables and graphs to effectively display information.

Response Options:

1= Strongly Disagree

2= Disagree

3= Somewhat Disagree

4= Agree Somewhat

5= Agree

6= Strongly Agree

Ciarocco, N. J., & Strohmetz, D. B. (2017). The employable skills self-efficacy survey: An assessment of and resource for fostering skill development.

Additional resources and information: See full survey and information about development and use at here.

Job Search Skills

Here are different ways that you could measure your program's impact on interview skills.

Potential Program Data Measure(s)

	Outcome Area	When to track/measure
1	Having a resume	Before and After Program

Potential Participant Survey Question(s)

	Outcome Area	When to measure	Title or Source	Number of Questions	Validated
2	Confidence in resume writing	Before and After Program	Source: Evaluation of Sanctuary for Families' Career Readiness Training Program	1	No
3	Knowledge of what employers are seeking	Before and After Program	Source: Evaluation of Sanctuary for Families' Career Readiness Training Program	1	No
4	Job interview self-efficacy	Before and After Program	Title: Job interview self-efficacy scale	20	No
5	Confidence in job search behaviors	Before and After Program	Title: Job Search Self-Efficacy - Behaviors (JSSE-B)	10	Yes
6	Confidence in job search outcomes	Before and After Program	Title: Job Search Self-Efficacy - Behaviors (JSSE-B)	10	No

1. Percentage of participants that have a resume.

2. How much do you agree with the following statement?

Participation in [NAME OF PROGRAM] increased my confidence in writing my resume.

- Strongly Agree
- Agree

- Neutral
- Disagree
- Strongly Disagree

3. How much do you agree with the following statement?

I know what employers look for in job candidates.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

4. Job Interview Self-Efficacy Scale (Only select example items included – full scale available in Appendix A, p.g. 9 here)

Example items:

In relation to the job interview, how confident are you that you could…

1. Convey a professional image

2. Emphasize the most valuable work experiences you had

3. Stay calm

4. Get ready for the interview questions

5. Obtain information about the job you are applying for

6. Arrive at the interview venue on time

7. Handle properly questions you were not prepared for

Response Options:

1 = Not at all

2

3

4

5 = Completely

Petruzziello, G.; Chiesa, R.; Guglielmi, D.; Heijden, B.I.J.M. van der; de Jong, J. de; Mariani, M.G. (2022) The development and validation of a multi-dimensional job interview self-efficacy scale. Personality and Individual Differences, 184, (2022), article 111221) Doi link to publisher: https://doi.org/10.1016/j.paid.2021.111221

Additional resources and information: Additional information on development, testing and full scale are available at https://repository.ubn.ru.nl/bitstream/handle/2066/236021/236021.pdf?sequence=1

5. Job Search Self-Efficacy - Behaviors (JSSE-B) (Only select example items included –full scale available here)

Example Items:

On a scale of 1 (not at all confident) to 5 (totally confident), how confident are you in your ability to:

1. Use social networks to obtain job leads.

2. Conduct information interviews to find out about careers and jobs that you are interested in pursuing.

3. Find out where job openings exist.

Response Options:

1 - not at all confident

2

3

4

5 - totally confident

Saks, A. M., Zikic, J., & Koen, J. (2015). Job search self-efficacy: Reconceptualizing the construct and its measurement. Journal of Vocational Behavior, 86, 104–114. https://doi.org/10.1016/j.jvb.2014.11.007

Additional resources and information: See the full scale and information about development at https://www.sciencedirect.com/science/article/pii/S0001879114001444

6. Job Search Self-Efficacy - Outcomes (JSSE-O) (Only select example items included –full scale available in Table 1 here.)

Example Items:

On a scale of 1 (not at all confident) to 5 (totally confident), how confident are you in your ability to:

1. Be successful in your job search.

2. Be invited to job interviews.

3. Get a job offer for a job that you really want.

Response Options:

1 - not at all confident

2

3

4

5 - totally confident

Saks, A. M., Zikic, J., & Koen, J. (2015). Job search self-efficacy: Reconceptualizing the construct and its measurement. Journal of Vocational Behavior, 86, 104–114. https://doi.org/10.1016/j.jvb.2014.11.007

Additional resources and information: See the full scale and information about development at https://www.sciencedirect.com/science/article/pii/S0001879114001444

Career Outlook

Here are different ways that you could measure your program's impact on perceived career barriers.

Potential Participant Survey Question(s)

	Outcome Area	When to measure	Title or Source	Number of Questions	Validated
1	Barriers to employment	Before and After Program	Title: Perceived Employment Barrier Scale (PEBS)	27	Yes
2	Program helped with employment	After Program	Source: Evaluation of Sanctuary for Families' Career Readiness Training Program	1	No
3	Received needed help for career	After Program	Source: Evaluation of Sanctuary for Families' Career Readiness Training Program	1	No
4	Employment Hope	Before and After Program	Title: Short Employment Hope Scale (EHS-14)	14	Yes

1. Perceived Employment Barrier Scale (PEBS) (Only select example items included – full scale available in Appendix, pg.18 here)

After reading some statements about employment, please rank the following by circling a number on a scale of 1 to 5 according to how each item affects your securing a job. 1 = Not a barrier and 5 = Strong barrier.

Example items:

1. Work limiting health conditions (illness / injury)

2. Lack of adequate job skills

3. Lack of job experience

4. Transportation

5. Lack of information about jobs

6. Lack of confidence

7. Lack of coping skills for daily struggles

Response Options:

1 = Not a barrier

2

3

4

5 = Strong barrier

Hong, P. Y. P., Polanin, J. R., Key, W., & Choi, S. (2014). Development of the perceived employment barrier scale (PEBS): Measuring psychological self-sufficiency. Journal of Community Psychology, 42(6), 689-706.

Additional resources and information: Additional information on development, testing and full scale are available at https://www.academia.edu/111551391/Development_of_the_Perceived_Employment_Barrier_Scale_Pebs_Measuring_Psychological_Self_Sufficiency

2. How much do you agree with the following statement?

Receiving services from [NAME OF PROGRAM] has helped me (or will help me) get a job.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

3. On a scale of 0 to 10, please indicate the extent to which you feel you received the help you needed to prepare for a career from [NAME OF PROGRAM]?

4. Short Employment Hope Scale (EHS-14) (Only select example items included –full scale available on p.g. 11 here)

After reading some statements about employment, please rank the following by circling a number on a scale of 0 to 10. A score of 0 indicates strong disagreement to the statement, a “10” indicates strong agreement, and a score of “5” indicates neutral.

Example Items:

1. I am worthy of working in a good job.

2. I have the strength to overcome any obstacles when it comes to working.

3. I feel energized when I think about future achievement with my job.

4. I am aware of what my skills are to be employed in a good job.

Hong, Philip Young P. and Choi, Sangmi. The Employment Hope Scale: Measuring an Empowerment Pathway to Employment Success. International Journal of Psychology Research, 8, 3: 2013. Retrieved from Loyola eCommons, Social Work: School of Social Work Faculty Publications and Other Works.

Additional resources and information: See information about development, implementation instructions and scoring at https://ecommons.luc.edu/cgi/viewcontent.cgi?article=1027&context=socialwork_facpubs

Employment

Here are different ways that you could measure your program’s impact on employment:

Potential Program Data Measure(s)

	Outcome Area	When to track/measure
1	Full time employment	Before and After Program (3 - 12 months*)
2	Part time employment	Before and After Program (3 - 12 months*)
3	Internship	Before and After Program (3 - 12 months*)
4	Above minimum wage	Before and After Program (3 – 24 months*)
5	Living wage	Before and After Program (3 – 24 months*)
6	Hours worked	Before and After Program (3 – 24 months*)
7	Hours consistent with needs	Before and After Program (3 – 24 months*)
8	Days in competitive employment	Before and After Program (Quarterly*)
9	Days until first employment	After Program

	Outcome Area	When to track/measure
10	Current job length	Before and After Program (3 - 12 months*)
11	Longest job length	Before and After Program (3 - 12 months*)

Potential Participant Survey Question(s)

	Outcome Area	When to measure	Title or Source	Number of Questions	Validated
12	Help with employment	After Program	Source: Evaluation of Sanctuary for Families' Career Readiness Training Program	1	No
13	Benefits	Before and After Program	Source: Young Parents Demonstration Program Evaluation	1	Yes
14	Job satisfaction	Before and After Program	N/A	1	No
15	Job satisfaction	Before and After Program	Title: Job Satisfaction Survey	36	Yes
16	Job fit	Before and After Program	Source: Kristof-Brown, Zimmerman, & Johnson, 2005	2	No
17	Recommend employer	Before and After Program	N/A	1	No
18	Intentions to leave	Before and After Program	Title: Turnover Intentions - 3	3	No
19	Intentions to leave	Before and After Program	Title: Turnover Intentions - 1	1	No

1. Percentage of participants employed full time.

2. Percentage of participants employed part time.

3. Percentage of participants in an internship or apprenticeship.

4. Percentage of participants working at or above minimum wage.

5. Percentage of participants working at or above a living wage*.

**Some studies have used the MIT living wage calculator to set a living wage for a location and family type.*

6. Number of hours worked by participants per week.

7. Percentage of participants working the number of hours consistent with their needs.

8. Days of competitive* employment in past 3 months.

**The Substance Abuse and Mental Health Services Administration defines competitive employment as working in a paid position (almost always outside the program) that would be open to all community members to apply. Competitive employment excludes participants working in sheltered workshops, transitional employment positions, or volunteering. It may include participants who are self-employed but only if the consumer works regularly and is paid for the work.*

9. The average number of days to a participant's first employment after the program.

10. Current or most recent participant job length, measuring from their hire date to the current date or date they quit or were let go.

11. Number of weeks the participant was in their longest job since completing the program.

12. How much do you agree with the following statement?

Receiving services from [NAME OF PROGRAM] has helped me (or will help me) get a job.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

13. In your current or most recent job, through your employer are (were) you eligible for any of the following benefits (yes/no)? By eligible we mean the benefit is (was) available, even if you have decided not to receive it or have not needed it.

- Paid vacation
- Health insurance (Please select YES even if you pay for part of your health insurance cost.)
- Sick leave
- Retirement benefits (Please select YES even if your employer contributes less than 100%.)
- Paid holidays

14. Overall, how satisfied are you with your current job?

- Extremely dissatisfied
- Dissatisfied
- Neutral
- Satisfied
- Extremely satisfied

15. Job Satisfaction Survey

	Please circle the one number for each question that comes closest to reflecting your opinion about it.	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
1	I feel I am being paid a fair amount for the work I do.	1	2	3	4	5	6
2	There is really too little chance for promotion on my job.	1	2	3	4	5	6
3	My supervisor is quite competent in doing his/her job.	1	2	3	4	5	6
4	I am not satisfied with the benefits I receive.	1	2	3	4	5	6
5	When I do a good job, I receive the recognition for it that I should receive.	1	2	3	4	5	6
6	Many of our rules and procedures make doing a good job difficult.	1	2	3	4	5	6
7	I like the people I work with.	1	2	3	4	5	6
8	I sometimes feel my job is meaningless.	1	2	3	4	5	6
9	Communications seem good within this organization.	1	2	3	4	5	6
10	Raises are too few and far between.	1	2	3	4	5	6
11	Those who do well on the job stand a fair chance of being promoted.	1	2	3	4	5	6

	Please circle the one number for each question that comes closest to reflecting your opinion about it.	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
12	My supervisor is unfair to me.	1	2	3	4	5	6
13	The benefits we receive are as good as most other organizations offer.	1	2	3	4	5	6
14	I do not feel that the work I do is appreciated.	1	2	3	4	5	6
15	My efforts to do a good job are seldom blocked by red tape.	1	2	3	4	5	6
16	I find I have to work harder at my job because of the incompetence of people I work with.	1	2	3	4	5	6
17	I like doing the things I do at work.	1	2	3	4	5	6
18	The goals of this organization are not clear to me.	1	2	3	4	5	6
19	I feel unappreciated by the organization when I think about what they pay me.	1	2	3	4	5	6
20	People get ahead as fast here as they do in other places.	1	2	3	4	5	6
21	My supervisor shows too little interest in the feelings of subordinates.	1	2	3	4	5	6
22	The benefit package we have is equitable.	1	2	3	4	5	6

	Please circle the one number for each question that comes closest to reflecting your opinion about it.	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
23	There are few rewards for those who work here.	1	2	3	4	5	6
24	I have too much to do at work.	1	2	3	4	5	6
25	I enjoy my coworkers.	1	2	3	4	5	6
26	I often feel that I do not know what is going on with the organization.	1	2	3	4	5	6
27	I feel a sense of pride in doing my job.	1	2	3	4	5	6
28	I feel satisfied with my chances for salary increases.	1	2	3	4	5	6
29	There are benefits we do not have which we should have.	1	2	3	4	5	6
30	I like my supervisor.	1	2	3	4	5	6
31	I have too much paperwork.	1	2	3	4	5	6
32	I don't feel my efforts are rewarded the way they should be.	1	2	3	4	5	6
33	I am satisfied with my chances for promotion.	1	2	3	4	5	6
34	There is too much bickering and fighting at work.	1	2	3	4	5	6
35	My job is enjoyable.	1	2	3	4	5	6

	Please circle the one number for each question that comes closest to reflecting your opinion about it.	Disagree very much	Disagree moderately	Disagree slightly	Agree slightly	Agree moderately	Agree very much
36	Work assignments are not fully explained.	1	2	3	4	5	6

Additional resources and information: Numerous language translations available. See information about development, implementation and scoring instructions, and translations available at https://paulspector.com/assessments/pauls-no-cost-assessments/job-satisfaction-survey-jss/.

16. How much do you agree with the following statement?

My job is a good fit with my skills, interests, and career goals.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

My current job reflects the type of career I want for myself.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

17. How much do you agree with the following statement?

I would recommend my employer as a good place to work.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

18. How much do you agree with the following statements?

	Strongly disagree	Moderately disagree	Slightly disagree	Slightly agree	Moderately agree	Strongly agree
I often seriously consider leaving my current job.						
I intend to quit my current job.						
I have started to look for other jobs.						

Michaels, C. E., & Spector, P. E. (1982). Causes of employee turnover: A test of the Mobley, Griffeth, Hand, and Meglino model. Journal of Applied Psychology, 67(1), 53-59. doi:http://dx.doi.org/10.1037/0021-9010.67.1.53

Additional resources and information: See information about development, implementation and scoring instructions, and translations available at https://paulspector.com/assessments/pauls-no-cost-assessments/turnover-intentions/.

19. How often have you seriously considered leaving your current job?

- Never
- Rarely
- Sometimes
- Somewhat often
- Quite often
- Extremely often

Spector, P. E., Dwyer, D. J., & Jex, S. M. (1988). Relation of job stressors to affective, health, and performance outcomes: A comparison of multiple data sources. Journal of Applied Psychology, 73(1), 11-19. doi:http://dx.doi.org/10.1037/0021-9010.73.1.11

Additional resources and information: See information about development, implementation and scoring instructions, and translations available at https://paulspector.com/assessments/pauls-no-cost-assessments/turnover-intentions/.

Worker's rights and safety

Here are different ways that you could measure your program's impact on knowledge of worker's rights and safety:

Potential Participant Survey Question(s)

	Outcome Area	Title or Source	Number of Questions	Validated
1	Knowledge of worker's rights	N/A	1	No
2	Sense of safety at work	Adapted from Victim Services Occupation, Information, and Compensation Experiences Survey	2	No

1. How much do you agree with the following statement?

I know what to do if I'm treated poorly and unfairly at work.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

2. Please indicate the degree to which you agree with the following statement.

I feel emotionally safe working at my current workplace.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

I feel physically safe working at my current workplace.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Legal-financial remedies

Here are different ways that you could measure your program's impact on knowledge of compensation or restitution:

Potential Participant Survey Question(s)

	Outcome Area	Title or Source	Number of Questions	Validated
1	Knowledge of compensation or restitution	iMPRoVE tool	1	No

1. How much do you agree with the following statement?

Because of my experience with [NAME OF PROGRAM], I know about options for restitution or compensation to help with the financial costs of what happened to me. Strongly Agree

- Agree
- Neutral
- Disagree
- Strongly Disagree

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