

# Capacity Building as Crime Prevention Project: Developing and Piloting an Evaluation Framework for Employment-Training Programs for Youth at Risk



**Community-University Partnership**  
for the Study of Children, Youth, and Families

**Capacity Building as Crime Prevention:  
Developing and Piloting an Evaluation Framework for Employment-Training Programs  
for Youth At Risk**

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Prepared by the Community-University Partnership for the Study of Children, Youth, and Families (CUP)

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# Capacity Building as Crime Prevention: Developing and Piloting an Evaluation Framework for Employment-Training Programs for Youth At Risk

August 2004

## Executive Summary

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Employment training programs have become increasingly popular strategies for helping at-risk youth move toward more positive life trajectories. The Capacity Building as Crime Prevention (CBCP) project endeavored to develop a framework to evaluate job-training programs and pilot the model and measures in an evaluation of an Edmonton-based program called Kids in the Hall (KITH). The impetus for the CBCP project came from the Executive Director of the Edmonton City Centre Church Corporation (ECCC), the umbrella agency that oversees the KITH program. The evaluation was undertaken by the Community-University Partnership for the Study of Children, Youth, and Families (CUP), an initiative committed to encouraging community-based, intersectoral research by connecting community members with researchers at the University of Alberta who have expertise in a related field. In this case, CUP and the Executive Director of ECCC collaborated in writing a grant proposal to the National Crime Prevention Centre for funds to support the two-year CBCP project (July 2002 to July 2004). The two years have passed and two papers have been produced: *Capacity Building as Crime Prevention: Developing and Piloting an Evaluation Framework for Employment Training Programs for Youth At Risk* and *Capacity Building as Crime Prevention Project: Process Evaluation on the Kids in the Hall program*. The current paper is a summary of the challenges in evaluating employment-training programs for youth at risk, the development of the CBCP evaluation framework, and an overview of the measures.

Training programs such as Kids in the Hall (KITH) aim to address the social and life skills deficits generally seen in at-risk youth populations. As well, such programs provide knowledge and resources to increase youths' confidence and support their plans for the future. However, several challenges exist in evaluating such projects. These include the transient nature of the at-risk population that results in small sample sizes due to attrition; the reluctance of participants to disclose personal or socially undesirable activities; difficulty including control or comparison groups in evaluation designs; uncovering the multiple components of a program that may lead to positive outcomes; and measuring delayed intervention effects. The CBCP endeavored to improve on previous evaluations of job training programs in both the structure of the project and the study methods and measures used. The key components of the CBCP framework were:

1. Securing funding from the National Crime Prevention Strategy for two years to allow for framework development and in-depth investigation,
2. Having research personnel on-site daily at the program to ensure a detailed understanding of program realities,
3. Collaborating with the KITH staff to develop the research questions and measures,
4. Having the direction of a Research Team with a variety of expertise in areas related to at-risk youth, criminality, and intervention evaluation to guide the development of theories and identify ways to measure critical constructs.

These four factors allowed for a more thorough understanding of the program to be developed than is possible when off-site evaluators spend limited time at the program over shorter timeframes. Staff involvement ensured that the study would be relevant to the program, and the input of the Research Team ensured that the study would add to current theories and research on this population.

Evaluating the components of the CBCP Framework resulted in several recommendations.

**Funding.** Securing adequate funding for research staff for two years was a key component in the CBCP project. This period of development allowed the Research Coordinator to gain valuable insight into the program and to develop evaluation tools. However, the time remaining for the outcome data collection period was not long enough to acquire an adequate sample size, due to program attrition. Further funding

is being sought to continue data collection for another year to ensure that useful information is gained from the outcomes evaluation. In the future, ensuring that funding is in place for a longer data collection period will be advantageous and even necessary for the long-term follow-up with youth that will capture the full impact of intervention programs.

**Research personnel on-site.** Having evaluators on-site was advantageous for (a) the development of a working relationship with the program staff that was helpful in obtaining information required to understand the program, and (b) working together when data collection began. However, issues did arise during the year in terms of the Workshop staff's working relationship with the Research Coordinator. Finding the balance between establishing trust and a rapport with program staff and at the same time maintaining the position of objective evaluator was difficult at times. As a result, program staff members' commitment to the evaluation fluctuated. As well, ensuring that the research staff would be seen as separate from program staff by the youth was also a concern when it came time to collect data. At this time research staff moved to a new office separate from the daily activities of the program to address this issue and a new research assistant was hired to collect most of the data.

**Collaborating with the KITH staff.** It was the full intention of the CBCP project to make the research experience as collaborative as possible, and work as a team with KITH staff in developing measures for the outcomes evaluation. However, in practice it was difficult to overcome a number of barriers to a fully collaborative experience. Meetings were difficult to arrange and therefore much of the consultation was conducted informally with only a few of the staff members. Another shortcoming of the CBCP project was that we did not endeavor to consult with youth in the program about their views on what the evaluation should cover or how to measure important factors in the program.

**Direction of a Research Team.** Having the Academic Research Team to advise and direct the Project was a definite strength of the CBCP framework. The diversity, experience, expertise, and objectivity of the team were essential in dealing with some of the issues that arose during the course of the project.

**Conclusion about the outcomes evaluation framework.** A major strength of the outcomes evaluation is that the CBCP team developed surveys to assess risk factors and resource and protective factors when youth entered the program, and then reassessed those factors multiple times as the youth progressed through the program. These measures were selected to reveal whether the youth made intermediate progress in dealing with the issues that were barriers to success in their lives in general, as well as in the work world. Improvements in any of these areas would indicate that the KITH program is having an important impact on participants, even if they are not all completely stable employees when they leave the program. That is, even if youth are not employed after completing the program, the question is whether they have made changes during the program that indicate movement toward becoming a more stable, prosocial member of society. Measures such as those developed by the CBCP allow for the systematic collection of data that will help intervention programs formally communicate to funding organizations and other interested parties the various improvements that youth make during the program that are signs of progression toward the end goal of being a contributing, positive member of society. Such evidence should help programs like KITH by providing evidence that such programs are worth funding because they have positive impacts on youth that benefit both the individual and the community at large.

**Additional Benefits.** Beyond the goal of providing an evaluation framework and piloting the measures, the CBCP project has resulted in "spin-off" benefits: (a) CBCP researchers and research staff were challenged to tackle research issues in a community setting providing tremendous experience that can be applied to future community-based research projects, (b) CBCP researchers and KITH staff are committed to extending the project for an additional year in order to build a rich outcome database so intermediary outcomes can be explored, (c) accessing external databases on criminal activity will allow CBCP researchers to further explore the relationship between KITH and criminal activity. The CBCP project has provided the basis for ongoing evaluation and CUP and KITH staff are discussing ways to incorporate some substantial outcome data collection into normal program functions.

In the future, policy-makers, program planners, and funding organizations should make decisions based on how well a program helps youth address the risk factors in their lives and develop the resources and protective factors they need to become contributing, positive members of society. The framework and measures developed by the CBCP team will aid evaluators and programs in collecting the type of information that will help all interested parties gauge the success of intervention programs in a more socially relevant way.

# Capacity Building as Crime Prevention: Developing and Piloting an Evaluation Framework for Employment-Training Programs for Youth At Risk

August 2004

## 1.0 Introduction

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Employment training programs have become increasingly popular strategies for helping at-risk youth move toward more positive life trajectories. Entering the work force marks a significant transition in young adulthood and provides the means to support oneself and gain the material, social, and psychological status and opportunities necessary for “success” in Western society (Caspi, Moffitt, Wright, & Silva, 1998). At-risk youth face multiple barriers to employment. Employment-training programs are necessary to assist disadvantaged youth obtain both the interpersonal and work-related skills required for successful employment (Connery & Lendrum, 2000). Employment-training programs aim to ameliorate negative impacts of low education and dysfunctional home environments, assist troubled youth in developing the skills they need to gain and maintain employment, and prevent negative consequences of unemployment. Job training programs are costly. Evaluating processes and outcomes is necessary to sustain future programming and funding. Yet there are serious challenges to rigorously evaluating the impacts employment-training programs have on at-risk youth and so conclusions are varied and the literature is weak. The Capacity Building as Crime Prevention (CBCP) project endeavored to develop a framework to evaluate job-training programs and pilot the model and measures in an evaluation of an Edmonton-based program called Kids in the Hall (KITH). The following is a review of the challenges and issues in the current evaluation literature, a summary of the framework the CBCP project used to address these issues, and a review of the strengths and weaknesses of the CBCP model. Data collection is ongoing and the results of the process and outcomes research will be reported subsequently.

## 2.0 At-Risk Youth

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At-risk youth are those who, due to individual, familial, and societal factors, find themselves lacking the resources necessary for success in today’s society. An ever increasing number of youth find their life potential being wasted due to school failure, crime, addictions, teen pregnancy and parenting, lack of job preparedness, and feelings of hopelessness and despair that pervade those who have grown up in poverty. Many see little hope for a life marked by societal respect, achievement, and opportunity (Lerner & Galambos, 1998).

Effective intervention programs for youth facing a myriad of obstacles to success in life must do more than focus on diminishing risk. The most effective programs help youth develop the resources and protective factors needed to help them move forward along positive life trajectories. These resources include self-esteem, knowledge, skills, motivation to do well, and perceived self-competence (Lerner & Galambos, 1998). In order for at-risk youth to develop into healthy, productive adults, they require extra support to meet needs such as feeling valued as a person, forming close relationships with others, being useful to others, making use of support systems, making informed choices, and believing in a future with real opportunities (Carnegie Corporation of New York, 1995). Furthermore, at-risk youth require extra support in acquiring the personal and professional skills needed to obtain an education and/or employment and to become self-sufficient.

The barriers and obstacles faced by at-risk youth are complex and multi-faceted. Out of school and out of work, at-risk youth often find no place for themselves in mainstream society. Training programs such as Kids in the Hall (KITH) aim to address the social and life skills deficits generally seen in the at-risk population. As well, such programs provide knowledge and resources to increase youths’ confidence and support their plans for the future. Providing a supportive work environment to put these skills into practice, and enabling youth to experience success and earn an income are ways programs like KITH try to increase resources and protective factors while addressing root risk factors in the lives of youth.

Evaluation of intervention programs is essential for examining whether the intended impacts on risk and protective factors are actually occurring. However, the nature of the at-risk youth population poses varied challenges for evaluators, and evaluations are often not designed in ways that can measure important changes that may take place in this population. Challenges in evaluation research on at-risk youth are discussed in the next section.

### **3.0 Challenges in Evaluating Interventions for At-risk Youth**

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The first step in the CBCP project was to review the literature on employment-training programs for at-risk youth. Keyword searches using the PsychInfo database and the Internet revealed an alarming lack of formal evaluative research, especially given the number of job-training programs in North America and the relative costliness of running such programs. The few evaluations that were found were generally not conducted by academic researchers, nor were they published in peer-reviewed journals. Some reports are available on individual program websites, but these are difficult to locate. Furthermore, evaluators used a variety of methods and measures, making it difficult to assess conclusions and impossible to compare separate evaluations to learn about best practices in job training programs.

The lack of quality evaluation research is partially due to funding, time, and expertise limitations. Evaluators face many challenges in evaluating job-training programs for at-risk youth. Some problems are inherent in the population being studied, and some have to do with methodologies used in evaluations. The following section outlines some of the main issues that evaluators should consider and address when planning an evaluation that includes at-risk youth or of job training programs.

### **3.1 Challenges Inherent in Evaluating Programs for At-risk Youth**

#### ***3.1.1 Transient populations, sample size, and attrition***

The nature of programs for at-risk youth poses numerous challenges for evaluators (see Resnicow, Vaughan, Cohen, & Briathwaite, 2001). Due to the transient nature of the population these programs serve, attrition rates tend to be high (for both the program and research) and youth are difficult to contact after leaving the program due to lack of telephones or stable addresses. Thus it is very difficult to collect data across time from all youth, resulting in fragmented data. Evaluators who begin with large samples often end up with small numbers of youth at the end of the evaluation. This compromises their ability to make outcome conclusions. Small sample sizes limit statistical power and increase the chances of making a Type II error; evaluators may incorrectly conclude that an intervention was ineffective when in fact the study lacked a sufficient sample to detect socially significant differences.

Selective attrition is another very serious problem in intervention programs, as the youth who drop out or are asked to leave the program are likely to be at higher risk than those who stay in the program. Therefore, the sample may be biased, making the results of the study limited in generalizability, as factors that influence outcomes for lower-risk youth may not be the same for higher-risk youth.

#### ***3.1.2 Reluctance to disclose socially undesirable information***

A general distrust of evaluators and reluctance to talk about personal or socially undesirable activities is also characteristic of the at-risk youth population. Such reluctance hinders the ability of evaluators to obtain information on topics such as abuse, drug use, and illegal activities that are clearly important in understanding the background and experience of these youth.

#### ***3.1.3 Lack of control/comparison group***

Although the advantages of including a control or comparison group in intervention studies are well understood (Cook & Campbell, 1979), defining and obtaining such a group is extremely challenging in the at-risk population. Youth who do not choose to participate in an employment-training program clearly differ in at least attitudinal factors from those who do seek out the program, just as those who finish a program differ from those who drop out or are asked to leave. Choosing a control group consisting of youth attending a non-employment based intervention



program is also problematic because the populations may differ in critical factors and the effects of simply attending an intervention program may confound any conclusions that are drawn.

### **3.1.4 Multi-component interventions**

Most program evaluators attempt to determine overall intervention effects. The reality is that intervention programs tend to have multiple components or “steps” within the program, which makes it difficult to identify which parts are responsible for overall intervention effects. Although it is valuable to know the overall effects of the program, it is also important to determine what the key factors are in producing those effects, as not all components may be active ingredients in achieving positive or negative outcomes. For example, a program like KITH focuses on developing a relationship with the youth and helping them work on social and communication skills, as well as providing job skills training and an opportunity to use those skills in a functioning restaurant. Knowing the key factors in producing intervention effects is important information for program planners and funders. However, the reality of community programs often makes it impossible to assign participants to different components or combinations of components to clearly compare the outcomes. Isolating the effects of different program components is often limited to asking the participants at the end of the program which components they felt were most valuable for them.

### **3.1.5 Delayed intervention effects**

Some of the most important impacts of intervention programs for at-risk youth are not generally observable within the time period of the program or the evaluation. For example, in the evaluation of the Job Corps program in the United States (Burghardt et al., 2001), differences in employment and earning rates between the program and control groups did not appear until the third and fourth follow-up years. Evaluators generally do not have the ability to do rigorous longitudinal comparisons that would illuminate significant long-term effects of having participated in an intervention program. It is rare to find an evaluation with even a one-year post-program follow-up. Future criminal behaviour, substance abuse, development of pro-social relationships, attending college or other educational institutions, parenting skills, decreased receipt of social assistance, and career trends all may be affected by the steps toward positive personal change that youth take during the program, yet are difficult or impossible to measure meaningfully in the short term.

### **3.1.6 Summary**

Evaluators must plan ways to address the numerous challenges that are posed when researching at-risk youth populations. Hiring interviewers who have experience with at-risk youth and are sensitive to issues of trust and disclosure of personal information is one way to increase the quality of data collected. Ensuring evaluators take the time to observe program operations and dynamics so that they understand the multiple components of the program and the way each affects the youth is also essential. Funding for a lengthy data collection period to obtain long-term information on youth is important for capturing the long-term impacts of the program. Obtaining multiple contact numbers for people who are likely to know where the youth is if researchers lose contact, and permission to contact those people, is helpful in obtaining follow-up information. The design and methods of evaluations are often key in addressing some of these issues, yet there are also problems inherent in different designs, as discussed in the next section.

## **3.2 Issues in Job Training Evaluation: Design and Methodology**

One of the major problems within the literature on job-training programs is that evaluators tend to use different evaluation paradigms and measures of success, which leads to a variety of conclusions about the effectiveness of the programs. Quantitative and qualitative methods each have strengths and weaknesses and must match the evaluation questions to be most effective. A critical flaw in much evaluation research is that evaluators rarely link methods to theories about the process of change that at-risk youth go through as they transition into stable, employable members of society. Theories about the core factors and indicators of change in at-risk youth guide the selection of measures and procedures for collecting information so that the end result will be a coherent, holistic impression of what success means and the process by which it is achieved.

### **3.2.1 Issues in quantitative evaluations**

One problem inherent in many quantitative evaluations is that evaluators tend to use standard statistical methods that require a statistically significant difference between program participants and a control group to deem a program successful (for an overview of quantitative research issues, see Cook & Campbell, 1979). However most evaluations have small sample sizes, and a relatively large difference between groups is required to be considered statistically significant. Socially important impacts on the lives of youth in a small sample may not be statistically significant and the program may be deemed unsuccessful.

A more significant problem in quantitative evaluations is the tendency to use the number of youth employed post-program as the sole measure of the success of the program. By this definition of success, many employment-training programs would not be deemed successful. In their evaluation of the Picasso Café program in Vancouver, Currie, Foley, Schwartz, and Taylor-Lewis (2001) noted that the transition from street life to being a stable member of mainstream society is rarely linear nor smooth. Change takes place in increments over long periods of time, and the likelihood of the youth reaching the end goal of being a stable and productive employee during the program period is actually quite small (Currie et al., 2001).

Currie et al. (2001) discussed the multiple obstacles at-risk youth face, and the many personal and lifestyle changes these youth need to make before they are able to gain and hold employment. A large part of the work of employment training programs is to help youth improve their social and communication skills, develop healthier eating and sleeping habits, avoid drugs and alcohol, find stable housing, understand what is expected of them in the work world, and deal with any personal problems that may be hindering their success. For many youth, just establishing a regular schedule and showing up somewhere on time every day is a major challenge. Youth may go through a program and still not be able to hold a regular job, but they may have developed much healthier living habits, improved their communication and anger management skills, and have a greater understanding of the labour market. The youth may therefore be further along the trajectory toward economic and social success as a result of attending the program. Yet, the program may be deemed ineffective by quantitative evaluators who only look at post-program employment and earnings compared to a control group, and miss all of the intermediate measures of success.

Such design issues can have serious repercussions. Currie et al. (2001) noted one such example. Evaluators of the Job Training Partnership Act (JTPA) Study (Bloom et al., 1997) found that, compared to a control group, participation in JTPA programs had no significant impact on earnings or welfare receipt during a 30-month post-program follow-up period. Evaluators did not measure the impact of the program on the youth's lifestyle or social skills, or follow the youth to observe whether there were effects that became apparent after the 30-month period, as was seen in the Job Corps study. Yet policymakers took the results seriously and cut funding for JTPA programs by 79% (Currie et al., 2001).

### **3.2.2 Issues in qualitative evaluations**

Qualitative evaluators have tended to focus on the effectiveness of program design and delivery, and may judge a program a success even in the absence of extensive information about participant outcomes. Qualitative evaluators tend to use staff and participant interviews to gather information about a program's success, no comparison or control groups are involved, and participants are not followed for long periods after completing the program.

A typical example of a qualitative evaluation is the University of Victoria evaluation of the Youth Employment Project (YEP) in Victoria, B.C. (Connery & Lendrum, 2000). The YEP is a six-week program designed to teach youth life skills and janitorial skills, and it offers a job-training placement in the community. Ten youth were interviewed at the beginning and end of their participation in the program. Youth were asked about their perceptions of each component of the program, and were asked to rate on a scale of 1 to 9 how they felt about themselves, and about their ability to get work. In the end, the youths' responses to each interview question were summarized and analyzed for themes. The program was deemed successful based on the fact that youth reported an overall positive impression of the program, and felt that they had improved outlooks on themselves and their ability to get a job. Evaluators did not look at the youths' performance during the on-the-job training portion of the program, nor did they follow up to see how many youth were able to gain and maintain employment after completing the program.

The small sample size, the use of anecdotal data, and the lack of comparisons and follow-up are key weaknesses in this design.

A similar example is the evaluation of the Picasso Café program conducted by Currie et al. (2001). For nearly a decade, street youth had been working alongside restaurant professionals in Picasso Café for five months, after which participants were placed in a 150-hour practicum at local restaurants. Currie et al. conducted a two-year qualitative evaluation of the Picasso Café using the case study approach, because they felt they did not have the resources to compare large numbers of participants with a control group over a long post-program period, and thus could not address the issue of participant success. They therefore focused on program success, such as the program's capacity to deliver its services, its reputation among stakeholders and participants, and the availability of suitable resources. Although a thorough understanding of the nature and philosophy of the program can be gained this way, program success is still measured by short-term outcomes such as program completion and immediate post-program employment, coupled with opinions and personal impressions of the program's impact.

### **3.2.3 Summary**

Due to the problems with both quantitative and qualitative evaluations, evaluators and researchers can be pessimistic about the efficacy of job training programs. At the same time there is extensive literature about numerous programs staffed by committed and motivated individuals that are devoted to helping young people.

As Currie et al. (2001) pointed out, neither quantitative nor qualitative methods can resolve the problems created by the lengthy and non-linear process that young people go through as they try to change their lives. What is required is the continuous observation of program participants (and a comparison group) over a very long period of time to examine the changes in risk factors and the development of resource and protective factors, and relate these changes to outcomes for youth. Currie et al. (2001) stated:

We do not seem to have the appropriate tools or concepts to fully describe and measure how employment programs are affecting young people. We do not know if there is a fixed pattern that transitions follow (though we believe there is no one pattern) and we do not know how long the transition will take and cannot, therefore, plan an evaluation that will capture the end result. (p. 33)

The CBCP project sought to address these issues by creating measures to try to track these transitions in the youths' lives and then piloting the measures to determine their sensitivity to such changes.

## **4.0 The Capacity Building as Crime Prevention Project**

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The CBCP project endeavored to develop a framework and measures for evaluating job-training programs and then pilot those measures on the Kids in the Hall (KITH) program in Edmonton, Alberta. Youth who enter KITH attend five weeks of workshops on life and job skills, and then begin paid work at a Bistro in Edmonton's City Hall. They can work for up to six months at the Bistro and then may move on to a work experience placement in the community (see Appendix A for a full program description).

The impetus for the CBCP project came from the Executive Director of the Edmonton City Centre Church Corporation (ECCCC), the umbrella agency that oversees the KITH program. The evaluation was undertaken by the Community-University Partnership for the Study of Children, Youth, and Families (CUP), an initiative committed to encouraging community-based, intersectoral research by connecting community members with researchers at the University of Alberta who have expertise in a related field. In this case, CUP and the Executive Director of ECCCC collaborated in writing a grant proposal to the National Crime Prevention Centre for funds to support the two-year CBCP project (see Figure 1 for a structural diagram).

## 5.0 CBCP Evaluation Framework

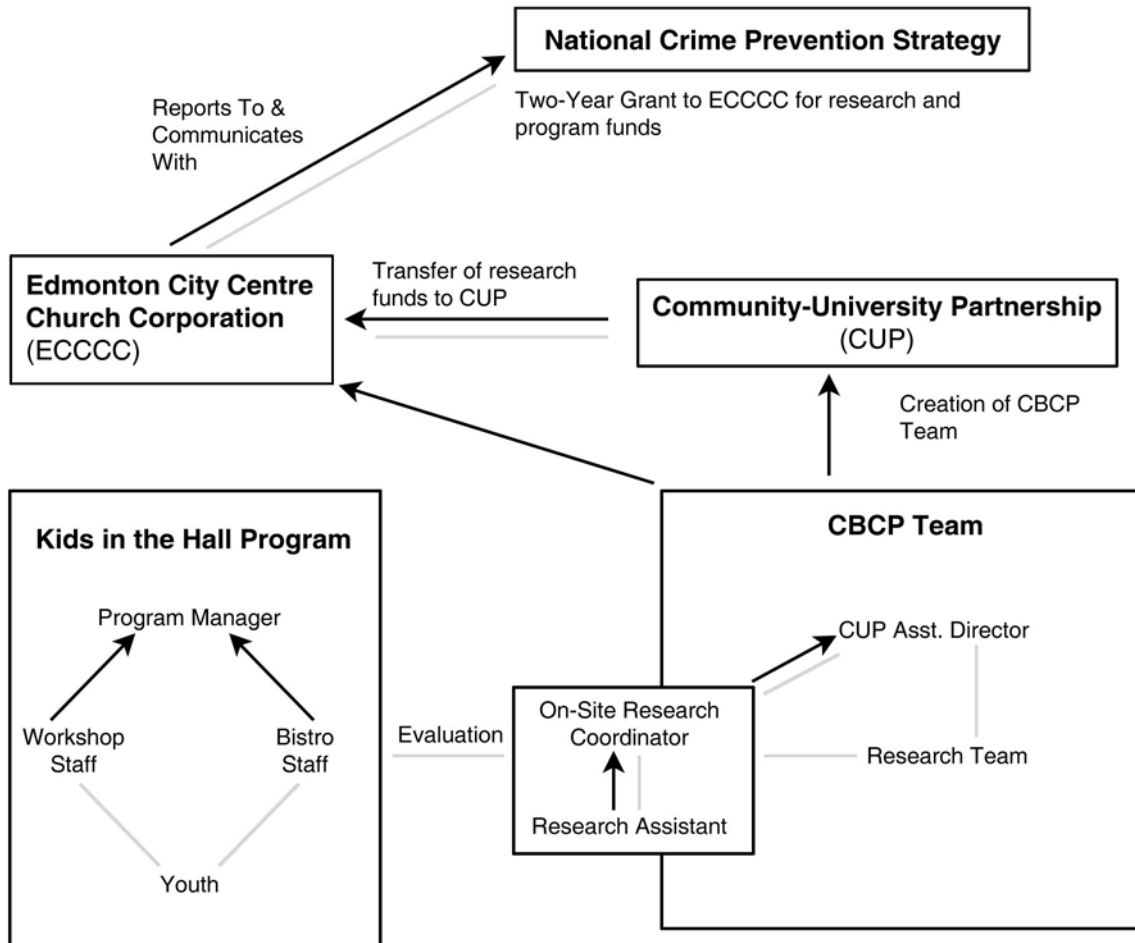
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The CBCP endeavored to improve on previous evaluations of job training programs in both the structure of the project and the study methods and measures used. The key components of the CBCP were:

1. Securing funding from the National Crime Prevention Strategy for two years to allow for framework development and in-depth investigation,
2. Having research personnel on-site daily at the program to ensure a detailed understanding of program realities,
3. Collaborating with the KITH staff to develop the research questions and measures,
4. Having the direction of a Research Team with a variety of expertise in areas related to at-risk youth, criminality, and intervention evaluation to guide the development of theories and identify ways to measure critical constructs.

These four components allowed for research personnel to gain an in-depth understanding of the KITH program, develop theories on how the program and others like it might affect change in the participants, and then collect and create measures to try to capture these changes as the youth progressed through the program. This type of evaluation can be considered a theory-based evaluation, in which program assumptions are explored and outlined in detail, allowing for the mechanisms of change to be measured and understood (Birckmayer & Weiss, 2000). By piloting the measures on KITH participants, we endeavored to test the CBCP framework and gain insights into the change processes that at-risk youth go through, and the elements of the intervention that seem to be key in aiding those transitions. The four components to the CBCP project and how they address the issues common to evaluations on at-risk youth (see Section 3.0) will be examined in the following sections.

**Figure 1. Structural Diagram of CBCP Project**



## 5.1 Adequate Funding

The grant from the National Crime Prevention Strategy was awarded to ECCCC, which transferred part of the funds to CUP to serve as the operating budget for the evaluation project. The remaining portion of the grant was used by ECCCC for KITH program funding and to provide on-site office space, and computers and office equipment to the research staff. KITH did not expend any money for the evaluation, although the Program Manager provided the research staff with free lunch at the Bistro. The grant provided funds for a two-year research project. The first year was dedicated to developing an evaluation framework and the second year to piloting the framework on the KITH program. The grant allowed CUP to hire a Research Coordinator at 29 hours per week, and a Research Assistant at 20 hours per week, for two years. The grant was also used for office supplies and to provide small reimbursements to the youth for their participation in the Initial Survey, which took place on their own time. Adequate funding over a sufficient period of time was important for developing measures that are informative about both intermediate processes and outcomes.

## 5.2 On-site Research Personnel

For the first year of the project, ECCCC provided the Research Coordinator an office on the same floor as the KITH Workshop. The Research Coordinator spent a large part of each day in the Workshop area, observing daily operations and talking with staff about decision making, intake procedures, discipline policies, and realities of the program. The research staff also ate lunch with Workshop staff at the Bistro a few times a week, allowing for Bistro operations to be observed. A thorough review of program documents as well as a review of the job-training program evaluation literature was conducted during this time.

The opportunity to experience the many components of the program first hand and talk in-depth with the staff about concrete issues was essential in allowing research staff to theorize about what types of changes were happening in the youth as they progressed through the program, and which program components should be looked at in relation to those changes. The insights gained by observing the program daily allowed for the development of hypotheses about and appropriate measures for tapping youth outcomes and program functioning. The Research Coordinator's familiarity with the daily running of the program and patterns of youth attrition also aided in deciding the best time for each data collection point.

Once data collection started in the second year of the project, the research staff moved to an office in the same building, but on a different floor from the Workshop. This move allowed for the constant communication between research staff and program staff that was essential for keeping up-to-date on the program and conducting interviews with youth, but created some distance so that youth could see the distinction between the two staffs and feel comfortable that their interviews would be kept confidential.

## 5.3 Collaboration with Program Staff

A part of conducting successful applied, collaborative research on community-based programs is including program planners and front-line staff in defining the important questions, deciding what to measure, and how best to measure it (Denner, Cooper, Lopez & Dunbar, 1999). It is important that the people involved in a program participate in the development and implementation of the research project to help ensure that (a) evaluation results will be relevant and helpful to the program, (b) staff and participants understand and buy-in to the research project so that the study will run smoothly, (c) the community's knowledge and understanding of research processes and boundaries increase, and (d) the research is a positive experience for all involved and community partners do not feel used or imposed upon. Collaborative ventures work best when all parties trust each other and are committed to the process. In the CBCP project, members of the KITH staff agreed that an evaluation would be beneficial to the program. In the first year of the CBCP project the Research Coordinator endeavored to work with the staff to identify the relevant questions and the best way to measure the strengths and weaknesses of the program. The daily working relationship that developed between the program and research staff allowed for a thorough understanding of the program realities to be gained which greatly aided in the researchers' ability to identify important aspects of the program and develop measures accordingly.

## 5.4 Academic Research Team

CUP enlisted the support of a team of academic researchers from the Departments of Educational Psychology, Psychology, and Sociology at the University of Alberta who had expertise in adolescent development, criminology, and/or evaluation research. The Research Coordinator met with the Research Team monthly in the development phase of the project. The guidance of this team was invaluable in forming theories on how different components of the program might affect the population KITH served. The Research Team's extensive experience and familiarity with measures provided a wealth of information and access to a variety of tools to measure the various factors deemed important in the evaluation. Because the Research Coordinator was so involved in the day-to-day details of the program, the Research Team provided essential objectivity and guidance throughout the project.

## 5.5 Summary

The provision of adequate funding over an extended period of time, having the research staff on-site at the program, involving program staff in the development of the study, and having the guidance of a team of academic researchers were key components in the CBCP framework. These four factors allowed for a more thorough understanding of the program to be developed than is possible when off-site evaluators spend limited time at the program over shorter timeframes. Staff involvement ensured that the study would be relevant to the program, and the input of the Research Team ensured that the results of the study would add to current theories and research on this population. The result was that the evaluation design and measures developed in the first year of the project had the potential to yield important insights not previously explored in job-training evaluations.

## 6.0 Outcomes Evaluation Design and Measures

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The framework for the outcomes evaluation is based on the assumption that job-training programs such as KITH help troubled youth address the risk factors in their lives that are barriers to success in mainstream society, and help them develop the resource and protective factors, like personal knowledge and skills, they need to be successful. One of the most important ways job-training programs help at-risk youth is by improving their self-efficacy, or confidence in their ability to perform well in the work world (Wenzel, 1993). Perceived self-competence is a key attribute of positive development in adolescents (Cauce, 1986). Without any expectations for success, it is understandable that youth would have trouble applying for and getting jobs, being successful employees, and coping well with the trials and frustrations related to finding and maintaining employment. Three of the important ways that job-training programs work to increase the youths' job-related self-efficacy are:

- a) Providing social support, reassurance of worth, and personal guidance for youth to enable them to work on personal barriers,
- b) Increasing the youth's knowledge and skills related to success in jobs,
- c) Providing an opportunity for a "mastery" experience, or a positive experience in a job (Bandura, 1978).

The KITH program includes all three of these components. The four Workshop staff members provide the extra support and guidance the youth need to work on personal issues and barriers that put them at-risk and to help them make changes in their lives outside of the program. The five-week Workshop increases the youths' knowledge not only of work-related skills, but also of skills needed for success in all realms of life, such as time management, anger management, communication, and healthy lifestyles. After completing the Workshop, the placement at the Bistro provides a supportive environment in which to learn and develop their employability skills and provides the opportunity for the youth to experience success in a job and receive positive feedback about their performance (see Figure 2 for a diagram of the KITH program).

A program like KITH has all of the components thought to be necessary for increasing youths' self-efficacy in the work world. Perceived self-efficacy often better predicts future performance than actual performance during a treatment situation (Bandura & Adams, 1977; Bandura & Schunk, 1981). One of the main indicators used to determine the successfulness of KITH, as a job-training program, was change in job-related self-efficacy as participants progressed through the program.

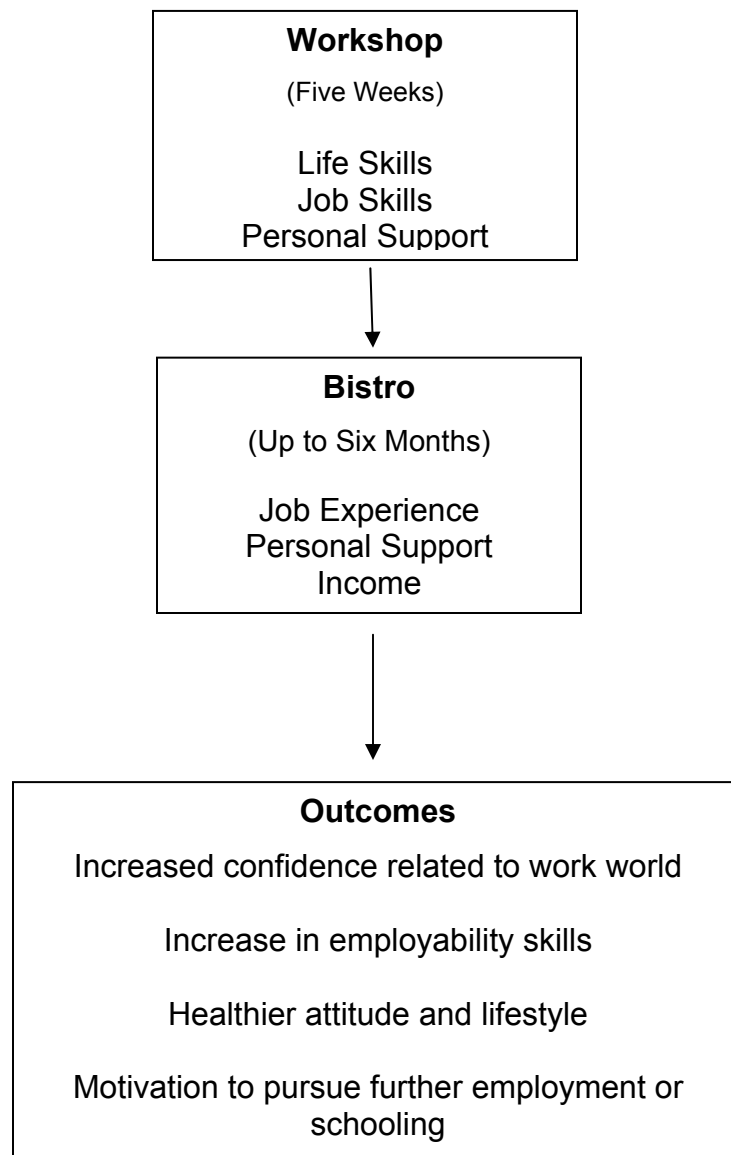
However, input from the KITH staff and literature on the at-risk youth population brought attention to the fact that many of the youth who enter programs like KITH have severe barriers and risk factors in their lives that must be dealt with before they can benefit from work skills and job experience. Youth who come to KITH have often grown up in dysfunctional home environments and experienced failure in the school system. When they come to KITH, they are often dealing with:

- Unstable living environments,
- Unhealthy eating and sleeping patterns,
- Drug and alcohol addictions,
- Involvement in illegal activity,
- Negative peer associations,
- Unhealthy relationships,
- Lack of social skills,
- Lack of social support in their lives,
- Low self-esteem,
- Low perception of self-competence,
- Depression,
- Lack of future goals and planning.

This population also lacks knowledge of the work world and confidence in their ability to succeed in gaining and maintaining employment. However, before the youth can focus on job-related issues, they need to make intermediate changes in their lives. If a youth is involved in criminal activity, has an unhealthy lifestyle, or has major self-esteem deficits and no hope for a positive future, they will not be able to succeed in any realm of life, including employment.



**Figure 2. Diagram of KITH Program**



Thus, the CBCP team developed surveys to assess the youths' risk factors and resource and protective factors when they enter the program, and then reassessed those factors multiple times as the youth progressed through the program. Regardless of whether the youth is employed after leaving KITH, these measures were selected to reveal whether the youth made intermediate progress in dealing with the issues that were barriers to success in their life in general, as well as in the work world. Improvements in any of these areas would indicate that the KITH program is having an important impact on participants, even if they are not all stable employees when they leave.

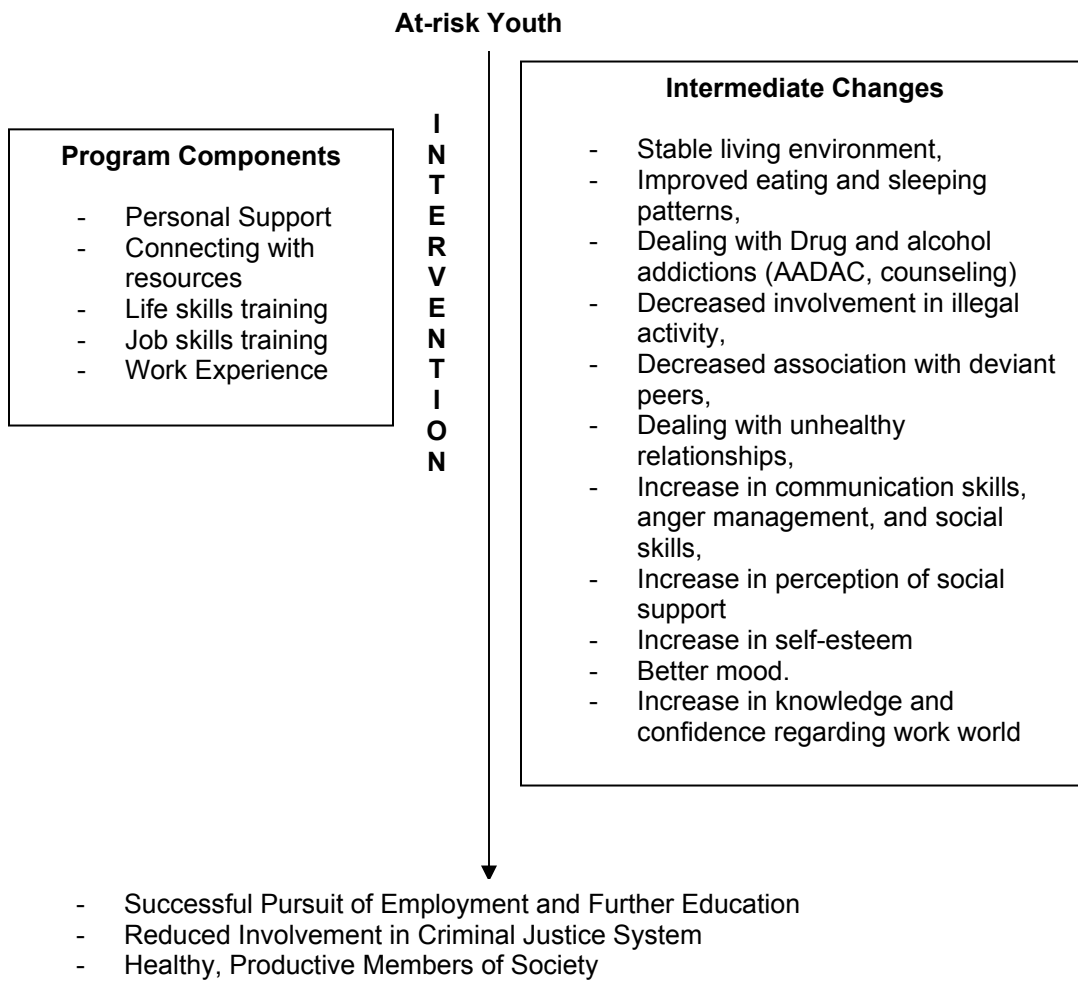
It is possible that one of the main ways programs like KITH affect positive change in youth is by providing social support needed to work on personal issues and change lifestyles. There are promising research findings that show that social support promotes positive adjustment and development, and protects against the negative effects of stress (Cohen & Mackay, 1984; Cohen & Willis, 1985, Sarason, Levine, Basham, & Sarason, 1983). The CBCP team measured youths' perceptions of social support in their lives several times during the program to determine whether changes in social support occurred.

As well as measuring social support, other measures were included to examine more broadly the experiences of youth that go through the KITH program, the CBCP team developed measures that:

- a) Provide a detailed description of the characteristics of the youth who enter the program, especially the risk factors listed above,
- b) Assess changes in lifestyle (e.g. eating and sleeping habits, drug and alcohol use, income and how it is spent, living arrangement, victimization, illegal activities, peer associations, and leisure activities) that indicate a youth is making positive changes necessary for becoming a productive member of society,
- c) Assess the youth's confidence in their own ability to succeed in the work world,
- d) Assess the youth's performance in a work setting and how this performance changes over time,
- e) Examine pre- and post-program criminal charges of participants.

As with social support, these factors were assessed multiple times as the youth progressed through the program, using a variety of surveys and scales, as described in the next section.

**Figure 3. Evaluation Model**



## 7.0 Methods

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Every week new participants begin the Workshop with an orientation to the program. During the orientation sessions, the Research Coordinator and Research Assistant informed the participants about the study and distributed a background information sheet along with a consent form (see Appendix B). Participants were informed that the researchers were not part of KITH, and that participation in the study was voluntary. It was explained that the information from all of the youth who entered KITH over the year would be put in a final report that would describe the population in general, but nothing about specific individuals would be reported. Data collection involved a number of tools, including four surveys, supervisor and youth ratings, and a criminal history analysis Table 1 provides a complete summary of data collection timing, format, measures, and sample sizes.

### 7.1 Surveys

All of the surveys were administered in a one-to-one setting. The Research Coordinator or Research Assistant asked the youth each question verbally, provided clarification if necessary, and recorded the youth's answer on the survey form along with comments. This procedure was used for two reasons: (a) literacy and comprehension issues are common in this population, and (b) the interpersonal communication helped to build rapport and trust so that the youth felt comfortable talking about personal issues and felt that his or her contribution to the research was valued, increasing the likelihood of participating at later data collection stages.

Along with the Application Form (see Appendix C) that youth fill out before entrance into the program, the Initial Survey (see Appendix D) provided data on the youth's life history prior to entering KITH, and baseline data on a number of the risk factors measured later. Repeated measurement allowed change to be assessed. The Initial Survey was administered during lunch hour within the youth's first few days in the Workshop. A \$5 Subway gift certificate was offered since the interview took place outside of program time.

The Workshop Survey (see Appendix E) was administered during the youth's last days in the Workshop before going to the Bistro, and the Bistro Survey (see Appendix F) was administered after the youth had worked for eight weeks at the Bistro. Both of these surveys took place during program time and lasted approximately 20 minutes. These surveys reassessed the same risk factors as the Initial Survey, along with youth impressions of a number of factors about the KITH program, and his or her perception of personal changes during the program.

Efforts were made to contact a selection of youth two months after leaving the program to do a Follow-up Survey (see Appendix G) by phone. Very few youth were reached, and even fewer were willing to do the phone interview.

Included in each survey were two scales: the Job-Related Self-Efficacy Scale (see Appendices E, F, and G), created by the CBCP team, which assessed the youths' perceptions and confidence related to the work world; and the Social Provisions Scale (see Appendices E, F, and G) (Cutrona & Russel, 1987), which measured the youths' perception of the social support in their lives.

### 7.2 Supervisor and Youth Ratings

Every second week during the Workshop, the Workshop trainer conducted one-to-one sessions with the youth and filled out a rating scale assessing the youths' social skills, communication skills, self-esteem, and other characteristics. The youth also rated themselves on these items, and then the ratings were compared and used to set attitudinal and behavior goals (see Appendix H).

Once the youth began work at the Bistro, the supervisors conducted one-on-one evaluations of each youth's job performance every three weeks. The supervisors filled out the Work Personality Profile (WPP; Bolton & Roessler, 1986), a scale developed to evaluate general employability skills and isolate the skills central to meeting the demands of the work role or maintaining one's job. One use of the WPP is to identify deficiencies that, if not remediated, may prevent someone from achieving or maintaining employment. Youth also rated their own performance on a shortened version of the same scale (see Appendix I). The supervisor discussed any differences between their perceptions of the youths' strengths and weaknesses and where improvements needed to be made.

The repeated WPP ratings were compared for youth during their time at the Bistro to ascertain whether the youth were making improvements in job skills.

### **7.3 Criminal History Analysis**

The CBCP team developed a partnership with the Edmonton Police Service (EPS) to access its criminal database and analyze the official criminal histories of all youth who have participated in the KITH program since its inception. The criminal database analysis allows us to examine the criminal charges youth received before entering the KITH program and compare them to any charges they may receive after leaving the program. We will obtain these data for approximately 500 youth who participated in KITH between August of 1996 and May of 2003, a significant post-program follow-up period. Moreover we will be able to analyze the data in relation to how long each youth stayed in the program. For approximately 160 youth who are in our current study, we will be able to relate the criminal data to a variety of risk factors assessed on our surveys. This will allow us to identify characteristics that may predict whether a youth is likely to re-offend after leaving the program. For youth who enter the program late in our study, the post-program period will be very short so we anticipate running the same database analysis once per year for the following two years. The results from these analyses will add to the literature on social development approaches to crime prevention, and hopefully inform program funders and policy makers. It is hoped that providing at-risk youth with skills and opportunities to make money legally and establish a place in mainstream society will prevent future criminal involvement.

## **8.0 Process Evaluation Design and Measures**

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Whereas previous evaluations tended to focus on either outcomes or processes, the CBCP team felt that it was necessary to investigate both in detail to adequately “test” the framework and evaluate the KITH program. The outcomes measures were aimed at capturing various changes youth may go through as they progress through the KITH program. The process evaluation involved a thorough description of the history of KITH and of the program, staff interviews and observations of both the Workshop and Bistro operations were conducted in order to identify program strengths and weaknesses that may be influence youth outcomes. A detailed report on the process evaluation will be provided separately.

## **9.0 Evaluation of the CBCP Framework**

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### **9.1 Funding**

Securing adequate funding for research staff for two years was a key component in the CBCP project. The development phase of the project lasted about ten months. This time was devoted to gaining an understanding of the complexities of the KITH program and the population it serves, identifying important factors to use as indicators of change, and developing surveys and tools to measure these factors. This period of development allowed the Research Coordinator to gain valuable insight into the program, review relevant literature, and spend adequate time with the Research Team to identify key questions and develop a coherent framework to measure factors that would capture the changes youth go through as they progress in the KITH program. Had the timeframe for project development been shorter, there might not have been sufficient time to develop such a comprehensive framework or to ensure that data collected would answer the important questions.

The development period also allowed the Research Coordinator to build a solid relationship with the program staff, and ensure that the staff trusted that the researchers were committed to understanding the program, the staff, and the youth. The extended period of program observation and the trust that developed with the program staff meant that the Research Coordinator was informed about program realities in much more detail than is usually the case with outside evaluators who spend only fragments of time with the program and staff.

Planning for an extended development phase for the CBCP project was also necessary given the numerous delays that can generally be expected in a study involving at-risk youth. For example, there were delays in obtaining ethics approval from the University of Alberta Ethics Review Board, mostly due to the requirement of parental consent for underage youth to participate in the study. Because the majority of the youth at KITH are under eighteen years of age and either do not live with a parent or have a very unstable relationship with their parent(s), the requirement for written parental consent would have significantly reduced the number of youth who could participate in the study, especially given that the first interview with the youth needed to happen in their first few days in the program. The Research Coordinator spent a few weeks working with the Ethics Review Board on an agreement that allowed youth to consent to participate in the research project without obtaining parental consent. Such delays would usually cost valuable data collection time, but planning for these occurrences in the development phase allowed adequate time for the issues to be resolved and the project stayed on schedule.

It turned out that a one-year data collection period was not long enough to acquire an adequate sample size due to program attrition. Further funding has been secured to continue data collection for another year to ensure that useful information is gained from the outcomes evaluation. In the future, ensuring that funding is in place for a longer data collection period would be advantageous and even necessary to allow for the long-term follow-up with youth that is necessary to capture full impacts of intervention programs. It should be noted that a longer data collection period should not be established at the cost of a shorter development phase, for the reasons discussed above.

The funding also allowed for adequate time to develop both an outcomes and a process evaluation of the program, as the CBCP Team felt that both were necessary to fully understand the KITH program and how it impacts youth.

## **9.2 On-site Research Personnel**

The fact that the Research Coordinator was given office space alongside the program was critical in developing an in-depth understanding of the daily realities of the program. The on-site office allowed the Research Coordinator to observe daily issues that arose and the processes by which the staff dealt with the issues, the relationships that developed between youth and staff, and the dynamics that existed in the program. Without this intensive involvement with the program, the researchers would not have been able to develop such a clear picture of the multiple components of the program and how youth might be affected by them. This understanding is what allowed the CBCP team to identify important questions and appropriate measures. For example, it was the Workshop staff that emphasized the reality that for many youth, the KITH Workshop is the first time in years that they have had to get up early and be somewhere on-time everyday. Thus the CBCP surveys were developed to measure many factors related to major lifestyle changes these youth are experiencing when they start KITH. Also, KITH staff frequently reported that some of the most exceptional changes tended to occur in the youths' levels of self-confidence and communication skills, yet these changes had never been formally measured. Over the development phase of the project, the Research Coordinator had many opportunities to observe youth who barely spoke or made eye contact when they entered the Workshop, yet developed into outgoing hostesses and servers who were very competent in dealing with the public at the Bistro. Staff and youth rating scales of these types of indicators of change were developed in response to these observations.

As previously discussed, advantages to having the evaluator on-site were (a) the development of a working relationship with the program staff that was helpful in obtaining information required to understand the program and (b) working together when the data collection phase began. However, issues did arise during the year in terms of the Workshop staff's working relationship with the Research Coordinator. The origin of the problems may have been in part due to the fact the Research Coordinator initially tried to develop a casual relationship with program staff, in order to alleviate apparent anxieties about the Research Coordinator being on-site, everyday, observing and getting to know the program. This caused some initial tension with members of the staff, who would joke about "the evaluator" being present, and likely felt unsure of how freely they could talk and act in the Research Coordinator's presence. The Research Coordinator went to some trouble to ensure that the staff felt comfortable and uninhibited in her presence, but the casual dynamics that developed, along with the Research Coordinator's efforts to always put program needs before the research project, created difficulties when the Coordinator did need the staff's cooperation on research-related issues. Workshop staff rarely committed to attending formal research meetings. The general level of respect for the working relationship with the Research Coordinator rose and fell during the year. At times, some members of the staff were plainly disrespectful to the Research Coordinator, and sometimes would individually refuse to answer the Coordinator's questions. The Program Manager was consulted on this issue at one

point, and during a staff meeting she reminded the staff of the importance of the research project and the expectation that staff members would cooperate fully with research staff.

Another challenge of having the Research Coordinator on-site and participating in all aspects of the program was the fact that the Research Coordinator spent a considerable amount of time in the KITH office with other staff, and there was concern that the youth might associate the Research Coordinator with KITH staff, compromising their ability to trust that the interviews would be kept confidential. Although youth did not comment on this issue, the researchers moved to an office on another floor from the Workshop once data collection started in order to decrease the chances of it becoming a problem. This move decreased the amount of time research staff spent casually observing in the program space, and also made a clear distinction regarding office space. In the evaluation literature, researchers often comment about the need to bring in completely unknown, impartial research staff to carry out data collection to avoid any trust issues. A new Research Assistant was hired just as data collection started to address this issue. The Research Assistant was responsible for the majority of interviews, especially with the youth in the study who had become familiar with the Research Coordinator and may have associated her with the staff. Also, when data collection started the research staff spent less time in the program area. These measures seemed to be effective, because none of the youth indicated concern about confidentiality and there were many times during data collection that the youth disclosed information that was different from what they had told KITH staff.

### **9.3 Collaboration with Program Staff**

It was the full intention of the CBCP project to make the research experience as collaborative as possible, and work as a team with KITH staff in developing measures for the outcomes evaluation. However, in practice it was difficult to overcome a number of barriers to a fully collaborative experience.

Although the staff were generally supportive of the research project, their first priority was running the program and they often did not have time for formal meetings to develop measures and define research questions. Thus, the Research Coordinator gathered much information through casual discussions with one or two staff members about the program and about the staff's impressions of what was important to study. Multiple meetings that the Research Coordinator set up with Workshop staff were cancelled or re-scheduled or one or two people would cancel at the last minute. For example, during the first year of the project, there was only one meeting with all four Workshop staff, and it was a larger meeting involving the Program Manager, and the Director and Assistant Director of CUP.

Because the Bistro is located in a different location than the Workshop and CBCP on-site research office, the Bistro staff were not consulted as often as the Workshop staff about the development of measures. This was in part due to the fact that the Program Manager indicated early on that Bistro staff were busy running the restaurant and would find it difficult to attend meetings, and that the Workshop staff would be the lead collaborators with the researchers. Over time, the Bistro staff did share their wealth of knowledge, but the measures were already developed. Bistro staff's input on the Job-Related Self-Efficacy scale and measures of work-related skills and changes in performance would have been very beneficial. In hindsight, a stronger commitment early on to at least attempting to involve the whole staff in all aspects of the research was necessary.

Communication with the Program Manager about the research project was also not a formal process. Monthly meetings for updates and discussion of issues would have been helpful. At different times the KITH staff was not as cooperative with the research staff as the Program Manager expected. She was helpful in intervening and reminding staff of the importance of cooperating with the project. Better communication in general would have only helped the project run more smoothly.

A shortcoming of the CBCP project was that we did not endeavor to consult with youth in the program about their views on what the evaluation should cover or how to measure important factors in the program. Such consultation could have been done in focus groups with youth participating in the program during the six months before measures development began. One important question would have been to ask what "success" in the program would mean to them, so that we could have analyzed whether youth impressions of success differ from staff and evaluation measures of success and ensured the youths' indicators of success were covered in our surveys.

## 9.4 Academic Research Team

Having the Academic Research Team to advise and direct the Project was a definite strength of the CBCP framework. The diversity, experience, expertise, and objectivity of the team were essential in dealing with some of the issues that arose during the course of the project. Each research team member had a wealth of knowledge of different measures and also had connections that helped put in place partnerships like the one with EPS for the crime analysis. Generally, the Research Coordinator met with the Research Team once per month in the development phase of the project. Once data collection started, email updates were given and meetings were called every 3 to 4 months to discuss progress and issues that had developed. If anything, the Research Coordinator could have met more frequently with the Research Team. The Research Team also gave legitimacy and accountability to the Research Coordinator. A few times during the year, problems arose with other projects or within the CBCP, and the Research Coordinator was able to consult the Research Team and together they reached consensus on issues.

## 9.5 Outcomes and Process Evaluation

One of the strengths of the CBCP framework is that we evaluated both youth outcomes and program processes. Communicating a detailed understanding of how the program is structured and how it runs in day-to-day reality is essential for a variety of reasons. First, a process evaluation provides useful feedback to the staff about the strengths and weaknesses of the program so that improvements can be made where necessary. Second, people interested in establishing similar job training programs with similar populations can learn a lot from the experience of other programs, if those experiences can be articulated and communicated effectively. Third, paired with the outcomes evaluation, we can begin to understand what parts of the program may be having effects on the youth.

### 9.5.1 Intermediate measures of success

A major strength of the outcomes evaluation is that the Research Team and Research Coordinator developed measures of intermediate indicators of success. That is, regardless of whether a youth is employed after completing the program, the question was asked about whether they made changes during the program that indicate movement towards becoming a more stable, pro-social member of society. As discussed in Section 3.2.1, evaluations of job-training programs have tended to look only at employment status post-program, missing important changes the youth may make in the meantime, regardless of whether they actually obtain and keep a job immediately after the program.

Funding for programs like KITH is constantly in jeopardy. Narrow definitions of success used by many funders often miss very important impacts that intervention programs are having on at-risk youth. The staff at programs like KITH experience frustration because they do not have the tools to communicate the types of improvements and intermediate changes that they see occurring in participants. Evaluators too, rarely endeavor to capture intermediate changes in the youths' lives, except anecdotally. The framework provided by the CBCP project to systematically measure intermediate changes in risk and resource and protective factors in a youth's life that take place during a program like KITH is an important step toward encouraging funders and policy makers to look at more than simple overall outcomes, such as whether the youth is employed post-program or not. If participating in a program makes it less likely for a youth to engage in criminal activity, drug and alcohol abuse, and other dysfunctional behaviour, that program is having an important impact on that youth and making a positive contribution to society. Funders and policy makers need to understand that the process of change in at-risk youth takes place over a long period of time, and they need to adjust their expectations and definitions of success accordingly. The impacts that programs like KITH seek to have are essential steps along the trajectory of change in a youth's life. These programs should not be deemed unsuccessful in helping at-risk youth just because the measure chosen by funding organizations cannot be realistically reached within a short period of time. Evaluations need to focus on intermediate measures of success so that the general mindset about intervention programs evolves towards more realistic expectations.



### **9.5.2 Lack of a comparison group**

The lack of a comparison group is a weakness of the framework. There were some interesting possibilities, such as comparing KITH youth to youth who participate in programs that involve life skills workshops alone, or to youth who participate in programs that have both life and employment skills training but no work experience component. However, preliminary inquiries into such programs indicated that the populations and intake criteria were quite different and comparison would have been compromised. Our solution was to use youth who applied to the program, were accepted, but failed to start the Workshop as a comparison group for the criminal analysis.

### **9.5.3 Study and program attrition**

A major problem in the study is program and study attrition. Few youth in the study sample actually completed all data collection points. This is a reality of the program. Fewer than half of the youth who enter the Workshop actually complete it, and fewer than half of those who complete the Workshop spend two months at the Bistro. Collecting additional data sooner in the youths' time at the Bistro may have increased numbers slightly, but overall, a one-year period for data collection was not long enough to accrue the sample size necessary for statistical analysis of patterns of change. A longer period of data collection will be imperative for making the types of conclusions that would be of value in evaluations of this type of program. In fact, the CBCP is seeking funds to extend data collection for another year so that data analysis can be completed and conclusions can be drawn. One clear recommendation to others planning an evaluation of this type of program is to ensure that the funding and resources are in place for at least a two-year data collection period in order to obtain an adequate sample size. Otherwise evaluators are limited to qualitative and anecdotal evidence.

## **9.6 Criminal Database Analysis**

The official criminal database analysis is also a major strength of this study. The fact that we are conducting an historical analysis means that for some past participants of the program, we have a seven-year follow up period to explore charges that may have occurred. Thus, long-term effects of participating in the program may be illuminated. For current study participants, all of the information on risk and resource and protective factors can be used to explore factors that might predict whether a youth re-offends or not. In general, the criminal analysis will add valuable information to the literature on social development approaches to crime prevention.

## **9.7 Sustainability**

One intention of the CBCP project was to generate measures that the KITH staff would find useful for their own purposes and could continue to use after the study ended, should they desire to do so. Continued collection of data on important changes in the youths' lives as they go through KITH may help current and potential funders understand the impact the program is having and help to secure future funding.

The main issues with having KITH staff sustain data collection is that it would require a considerable amount of staff time and youth may feel less free to express their views to an staff member, rather than to an outside evaluator who can assure confidentiality. Even so, there are a number of interesting questions that the youth would probably feel comfortable answering with KITH staff that would allow the program to continue to track some of the important changes in risk and resource and protective factors for youth. The KITH staff also lacks the statistical knowledge to do the type of analyses required. Research staff would need to train them in this area for optimal sustainability.

## 10.0 Conclusions

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Overall, the CBCP project has been successful in developing a framework to evaluate job-training programs such as KITH. The key components of the project were: (a) adequate funding for both developing and piloting measures, (b) having research staff on-site daily at the program, (c) collaborating with program staff to identify research questions and measures, and (d) having the direction of a team of researchers from the University of Alberta to guide the project.

Rigorous, high-quality evaluative research requires time and resources. The four components of the CBCP were necessary to ensure that the evaluation design and measures would aid in developing an understanding of which the parts of the intervention program are effective in helping at-risk youth, the process by which at-risk youth change their lives, and the best ways for funding organizations, policy makers, and program planners to focus their resources.

The uniqueness of the CBCP framework is that it provides a model for how to measure the changes youth experience as they try to improve their lives. Program staff and adolescent researchers are well aware of the important intermediate changes that must take place in order for youth to be successful in mainstream society, and the time and patience required to help bring about these changes. However, without ways to measure these intermediate steps toward positive change, it is easy for funding organizations and policy makers to focus only on how many youth did not achieve the final goal (e.g. sustained employment), rather than looking at how many youth are further along a positive life trajectory than if they had not participated in the intervention program.

Measures such as those developed by the CBCP allow for the systematic collection of data that will help intervention programs formally communicate to funding organizations and other interested parties the various improvements that youth make during the program that are signs of progression towards the end goal of being a contributing, positive member of society. Such evidence should help programs like KITH argue that the program is worth funding because it is having positive impacts on youth that benefit both the individual and the community at large.

Many of the measures used in the CBCP project would be useful for evaluating any intervention program for at-risk youth, not only job-training programs. This is because all intervention programs aim to help at-risk youth develop resources and protective factors and deal with the risk factors and obstacles to success in their lives. Having measures to help demonstrate changes in the risk and resource factors in youths' lives, as the CBCP measures do, can help programs illuminate the impact they have on the youth who participate. Further, using similar measures to evaluate different types of interventions may help identify components of programs that are key in affecting risk and protective factors in the lives of at-risk youth, which would help improve programs and services for this population in general.

In the future, policy-makers, program planners, and funding organizations should make decisions based on how well a program helps youth address the risk factors in their lives and develop the resources and protective factors they need to become contributing, positive members of society. The framework and measures developed by the CBCP team will aid evaluators and programs in collecting the type of information that will help all interested parties gauge the success of intervention programs in a more socially relevant way.

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**Table1. Summary of data collection timing, format, measures, and sample size after 12 months of data collection.**

Data Collection Timing	Pre-Program	Workshop Week 1	Workshop Week 2	Workshop Week 4	Workshop Week 5	Bistro Week 3	Bistro Week 6	Bistro Week 8	Post-Program
Format	Application Form	Initial Survey	Staff and Youth Rating Scale	Staff and Youth Rating Scale	Workshop Survey	Staff and Youth Evaluation	Staff and Youth Evaluation	Bistro Survey	Follow-up Survey
Background									
Living situation while growing up		N=148							
Parental Education, Work History		N=148							
School history and experience	N=174	N=148							
Crime and Victimization History	N=174	N=148							
Drug and Alcohol History	N=174	N=148							
Resources in their life	N=174							N=26	
Lifestyle									
Current Living Situation	N=174	N=148			N=57			N=26	N=2
Eating and Sleeping Habits	N=174				N=57			N=26	N=2
Drug and Alcohol Use	N=174	N=148						N=26	N=2
Peer Associations		N=148			N=57			N=26	N=2
Current contact with Parent	N=174	N=148							
Criminal Activity		N=148						N=26	N=2
Victimization Report		N=148						N=26	N=2
Leisure Activities		N=148			N=57			N=26	N=2
Income / Spending		N=148						N=26	N=2

**Table1. Summary of data collection timing, format, measures, and sample size continued.**

Data Collection Timing	Pre-Program	Workshop Week 1	Workshop Week 2	Workshop Week 4	Workshop Week 5	Bistro Week 3	Bistro Week 6	Bistro Week 8	Post-Program
Format	Application Form	Initial Survey	Staff and Youth Rating Scale	Staff and Youth Rating Scale	Workshop Survey	Staff and Youth Evaluation	Staff and Youth Evaluation	Bistro Survey	Follow-up Survey
Personality and Attitude									
Confidence Self-Esteem Anger Management Social Skills Communication skills Open mindedness Willingness to work on self			N=50	N=50					
Locus of Control Attitudes towards work Regulating Attention Cooperation and Mood Depression Managing Anxiety		N=148							
Social Provisions Scale									
Attachment Guidance Social Integration Reassurance of worth		N=148			N=57			N=26	N=2

**Table1. Summary of data collection timing, format, measures, and sample size continued.**

Data Collection Timing	Pre-Program	Workshop Week 1	Workshop Week 2	Workshop Week 4	Workshop Week 5	Bistro Week 3	Bistro Week 6	Bistro Week 8	Post-Program
Format	Application Form	Initial Survey	Staff and Youth Rating Scale	Staff and Youth Rating Scale	Workshop Survey	Staff and Youth Evaluation	Staff and Youth Evaluation	Bistro Survey	Follow-up Survey
Job-Related Self-Efficacy									
Knowledge of work world Attitude towards work Perception of own abilities Confidence regarding work world		N=148			N=57			N=26	N=2
Bistro Job Performance Ratings									
Amount of supervision required Work tolerance and persistence Social Communication Skills Work Motivation Ability to profit from instruction Teamwork						N=23	N=11		
Career goals and Future Plans									
	N=174	N=148			N=57			N=26	N=2

## Appendix A

### Full Program Description

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#### Program Funding

The KITH program is a project of ECCCC, a registered charitable organization. The core operations of the program cost about \$700,000 per year. Funding is secured on a yearly basis, and has come from various sources over the past eight years. Human Resource Development Canada (federal), and Human Resources and Employment (provincial) previously provided core funding, however the changing demands of these funders made it difficult for the KITH program to meet the requirements of the grants without significantly changing the nature of the program. KITH has operated without any federal funding since September of 2003, and without provincial funding for three years (although they are currently applying for provincial funding again). Current funding comes from the Muttart Foundation, Levis Strauss & Co., Metis Nation of Alberta, and Oteenow Employment & Training Society.

#### Referral Sources

Youth are referred to the program from various sources including probation officers, social workers, group homes, other programs, and word of mouth from friends and family. Over the years KITH has used various means of recruiting youth, such as going to the Edmonton Young Offender's Centre (EYOC) to interview youth interested in attending after they are released. However, only a few youth who expressed interest in the program while in EYOC actually started KITH. KITH staff decided it was better for the youth to be released and then come to the program on their own initiative. One very effective recruitment strategy used by KITH has been local newspapers advertisements. These advertisements usually result in large numbers of youth applying for the program and, as a result, waiting lists are often started.

#### Intake Procedures

Youth who are interested in attending KITH usually contact the program by phone, at which time the staff informs them of key components and expectations of the program. If the youth is interested, he or she is asked to come to the Workshop at 9:00 a.m. the next morning and fill out an Application Form. This intake process is used to assess the youths' commitment to being in the program, and their ability to get to the office on time.

The Application Form is used to collect information on various aspects of the youths' lives, including living situation, drug and alcohol use, criminal history, health issues, and sleeping and eating habits. The youth are required to fill out the form themselves so that staff can assess their literacy skills. Once the form is completed, one member of the KITH staff goes over the form with the applicant in a one-to-one setting to assess whether the youth is a suitable candidate for the program.

The criteria for entrance into the program are not firmly set. Instead, each staff member uses their own judgment based on a combination of considerations. Generally, youth must: (a) be between 16 and 24 years of age; (b) not be currently involved in street life; (c) be dealing with addictions and/or dysfunctional issues appropriately (d) have a stable living environment; (e) Not have serious mental health issues; (f) Have a reasonable level of maturity; and (g) have basic literacy skills. If the youth is judged to be appropriate for the program, the youth's references are checked and she or he is given a start date for the Workshop.



## Workshop

The KITH Workshop is located in Alex Taylor School, four blocks from the Bistro. The Workshop has changed over the years, and currently involves five weeks of classroom instruction on life skills, job skills, and career planning (See Table 1). The Workshop schedule is divided into five sections, one per week. This allows for continuous intake of new participants. Participants can start at the beginning of any week. Currently, the youth are paid after their fourth week at the Workshop, then complete the fifth Workshop week and move on to the Bistro. The pay for the last Workshop week is added to their first Bistro cheque, two weeks after they begin work.

During the Workshop, participants must:

- Attend every day
- Be on time in the morning, after breaks, and after lunch
- Call in if they will be late or absent
- Provide doctors notes if they are sick
- Participate in class
- Have a decent attitude and be respectful
- Complete all assignments
- Abide by building rules (no smoking on school grounds, etc.)
- Not show signs of alcohol or drug use, or involvement in street life.

Almost every week there is also a guest speaker. Topics covered by regular speakers (and their affiliated organizations) include:

- Landlord and Tennant Act (Advisory Board)
- Alberta Food and Sanitation (Capital Health Authority)
- Workplace Hazardous Materials Information System Inservice (Diversify Lever)
- Money Management (Capital City Savings)
- Lifestyles and Healthy Relationship (Birth Control Centre)

<b>Timeline</b>	<b>Topics</b>
Week 1	Communication Skills Anger Management Personal Visioning Current Events
Week 2	Self-Esteem Setting Boundaries Stress and Time Management Decision Making and Goal Setting Public Speaking Culture Birth Control Clinic Recreation Alberta Alcohol and Drug Abuse Commission
Week 3	Career Planning Career Research at Library Career Interviews Presentations and Action Planning Child Abuse Healthy Relationships Current Events Recreation
Week 4	Employment Standards Job Maintenance Interview Skills Current Events Culture Critical Thinking Bistro Policies and Procedures Customer Service Recreation
Week 5	Resumes/Job Search Mustard Seed (Soup Kitchen) Money Management Landlord and Tenant Rights Current Events Recreation

The Workshop period is regarded as an important time for staff to develop a relationship with the youth and help them work on punctuality, attendance, and social skills needed for work at the Bistro. The relationships formed with youth in the Workshop allow staff to support the youth in dealing with personal issues that become apparent after intake, such as abusive relationships, addictions, housing problems, and lifestyle changes, so that the youth are stable when they begin working at the Bistro.

## **Bistro**

The Bistro is open for breakfast, lunch, and coffee, five days a week. When youth enter the Bistro, they are assigned to either the dining room ("Front End") or the kitchen ("Back End"), depending on the current youth-staff ratio. The Front End Manager and Front End Trainer supervise the youth and train them in hostessing, clearing tables, and serving as well as operating the till. The Chef and Sous-Chef supervise the youth in the Back End and train them in dishwashing, food preparation, and cooking. Youth should move through the set of stations at either the Back End or Front End in six weeks and then switch to the other section of the restaurant. The supervisors' relationship with the youth is similar to the boss-employee relationship in a regular restaurant, although more support, patience and room for error is provided. Bistro staff is more lenient about late arrivals and absences when a youth first starts than a regular restaurant would be, but they become stricter over the youth's time at the Bistro. Youth can work at the Bistro for up to eight months.

Once per week there is a case conference meeting with the four Bistro supervisors and a Workshop staff member. At this meeting, each youth is reviewed, any issues she or he is having are raised, and the best plan of action is discussed. Issues mainly involve attitude, lateness, absents, wasting time, personal problems, and lack of comprehension of directions. The Bistro staff debrief the Workshop staff on how the situations were handled and sometimes suggests that a youth may need some one-on-one support from the Workshop staff. As much as possible, Workshop staff manage all of the personal issues that arise, and Bistro staff maintain a professional relationship with the youth.

## **Work Experience**

When youth are performing consistently and well at the Bistro, they are encouraged to move on to a Work Experience placement in the community. KITH has developed relationships with a number of restaurants and businesses in Edmonton that have agreed to Work Experience placements with KITH youth. KITH pays the youths' salary for a three-week probationary period. The hope is that if the youth perform well they will be hired permanently. KITH staff help the youth apply for the Work Experience placement, prepare them for the interview process, and attend the interview with the youth to give support. The potential employer is given a full briefing on the youth's strengths and weaknesses so that the employer knows what to expect.

## **School**

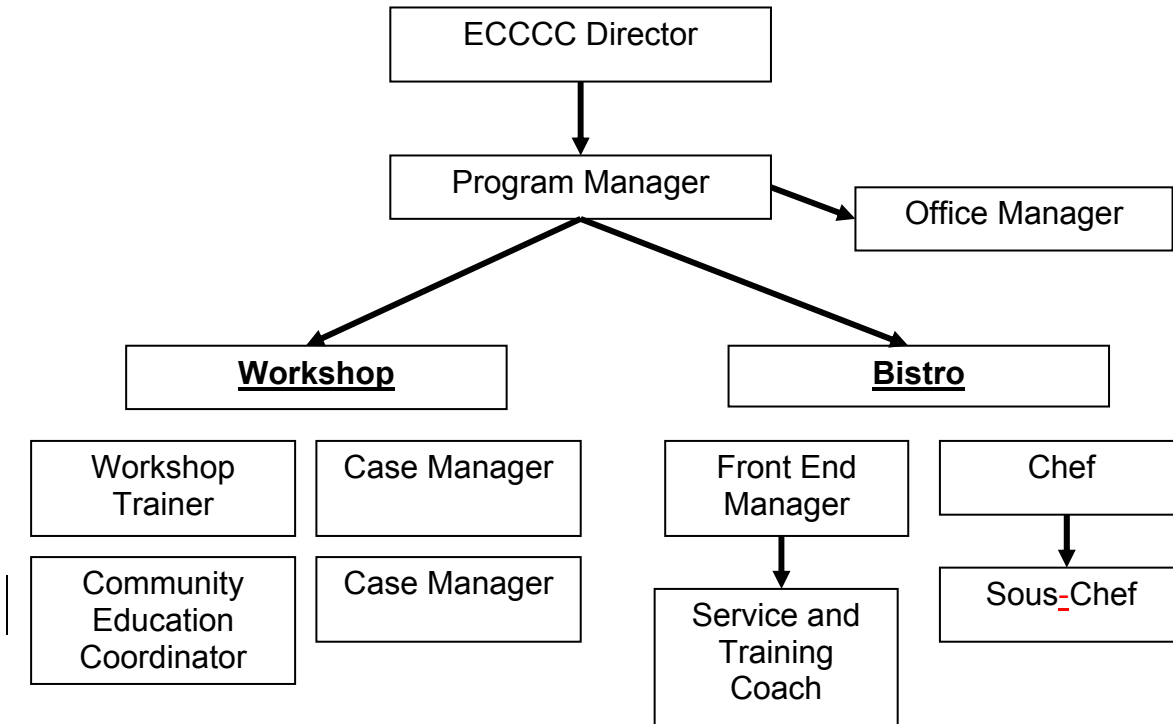
The majority of the youth who come to KITH have not finished high school. In an effort to increase retention and better meet the needs of the youth, KITH formed a partnership with Fresh Start, a local alternative school that is part of the Edmonton Catholic School System. Fresh Start is module-based independent learning program for youth who are no longer in mainstream schools. As of September 2003, two teachers were hired by Fresh Start to each spend two half-days per week on-site at the KITH Workshop. Space adjacent to the Workshop was provided by ECCCC for an office for the teachers and a work area for the youth. Every Monday new participants are told about the opportunity to work on high school credits and given the CALM modules to complete. The teachers obtain the youths' high school transcripts and help interested youth decide which courses they would like to work on.

To increase the incentive for youth to work on schooling, KITH uses some of its funds to pay the youth for completing courses. Currently, youth are given a bonus cheque of \$150 for each 5-credit course completed. During the Workshop, youth may be given time to work on school modules during the week, but the majority of the work must be done on the youth's own time. If the youth has shown commitment and worked hard on school at the Workshop, they can continue to do so once they move on to the Bistro. Interested youth are given half a day to a full day per week to go to the Workshop and work on school while the teachers are there. They are still paid their Bistro wage. However, if the Bistro is short-staffed, youth are not given the option to leave to do school work.

## Administrative Structure and Staff

KITH has a staff of 10: two administrative positions and four positions in both the Workshop and Bistro (see Figure 1).

**Figure 1. Structure Diagram of Program**



## Appendix B

### Youth Information Sheet and Consent Form

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**Community-University Partnership**  
for the Study of Children, Youth, and Families

#### Background Information Sheet

Dear Kids in the Hall Participant,

The Kids in the Hall program is very unique and has a reputation for providing quality service to Edmonton youth. For two years, University of Alberta researchers are working with Kids in the Hall to do some research on the program. Funding for this project came from a grant from the National Centre for Crime Prevention. This research should help us to improve the Kids in the Hall program for you and future students. Furthermore, studying the Kids in the Hall Bistro will help people who want to set up similar programs for youth across North America.

As participants in the program, your experiences and views are essential in gaining an accurate understanding of how the program runs. What you think matters!

Part of the study involves getting a better idea of who you are and what your life has been like up until this point so that we can better understand how to meet your needs. We would like to sit down with each of you, if you consent, and ask you some questions about your past experiences, your lifestyle, whether you use drugs, whether you have done illegal things, what you want to do in the future. All of the information you give us is confidential. Your name will not be attached to your form, and we will not share the information with anyone. We will put the information from all the participants into a report that describes, in general, the past experiences of the youth who enter this program.

This interview should take 30-40 minutes, we can do it at a time that is convenient for you and the workshop staff, usually after lunch during workshop time or right after workshop,

We will be asking you to give us feedback after you complete the workshop and during the Bistro also. We may also contact you after you leave the program to see how you are doing. Your participation is voluntary, and you may choose to withdraw at any time.

If you are willing to share your experiences with us, please sign the attached form and we will contact you to set up a meeting time.

If you would like to discuss any aspects of this project, please do not hesitate to contact me at 492-6177 or Jessie Salter (Project Coordinator) at 424-7543. Thank you!

Sincerely,

Laurie Schnirer, Ph.D.  
Research Associate and Assistant Director  
Community-University Partnership for the Study of Children, Youth, and Families

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For more information, please contact Dr. Laurie Schnirer or Dr. Jeff Bisanz at the Community-University Partnership for the Study of Children, Youth, and Families, 300 Campus Tower, 8625-112 St., Edmonton, Alberta, T6G 1K8. Phone: 780-492-6177 Email: [cup@ualberta.ca](mailto:cup@ualberta.ca)

This study has been reviewed and approved by the Research Ethics Board of the Faculties of Education and Extension at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Chair of the Research Ethics Board at (780) 492-3751



**Community-University Partnership**  
for the Study of Children, Youth, and Families

## Youth Consent Form

1. I agree to take part in this evaluation of Kids in the Hall.
2. I understand that I will be asked to:
  - Participate in an interview with a Research Assistant during my first week in the Workshop, during Workshop time.
  - Fill out a survey after I complete the Workshop
  - Rate my own work performance while I am at the Bistro
  - Fill out a survey after I have worked at the Bistro for 2 months
  - Be contacted by the research team after I leave Kids in the Hall
3. I understand that I will be asked questions about:
  - My family and home life
  - My lifestyle
  - Alcohol and drug use
  - Illegal activities
  - Income
  - What I think of the Workshop and Bistro
  - My performance on the job at the Bistro
4. I also understand that
  - My answers to the questions in the interview and on the surveys are **private and confidential**.
  - My parents, Kids in the Hall staff, workers, and anyone else, with the exception of the researchers, will NOT be told what I write nor will they have access to my answers.
  - My name will not be on my questionnaire, only a code number
  - My questionnaire will be kept in a locked room
  - I do not have to take part in the study, and I can stop at any time I want
  - I do not have to answer any questions I do not want to
  - If I withdraw, any answers I have already given will stay in the study, unless I ask to have it removed or destroyed
  - Each time I am asked to do a survey, I can say no without any consequences
  - The researchers will have access to information about my progress in KITH in my file.
5. I give my consent for the researchers to look at my criminal history in the Edmonton Police Service database, understanding that my name and personal charges will be kept confidential and will never be reported specifically. ( ) Yes ( ) No

I also consent for the researchers to look at my criminal history once a year for the next three years, understanding that my name and personal charges will be kept confidential and will never be reported specifically. ( ) Yes ( ) No

Please fill out the information below to consent to participate in the research project:

Name: (Please Print) \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone Number: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

For more information, please contact Dr. Laurie Schnirer or Dr. Jeff Bisanz at the Community-University Partnership for the Study of Children, Youth, and Families, 300 Campus Tower, 8625-112 St., Edmonton, Alberta, T6G 1K8. Phone: 780-492-6177 Email: [cup@ualberta.ca](mailto:cup@ualberta.ca) University of Alberta

This study has been reviewed and approved by the Research Ethics Board of the Faculties of Education and Extension at the University of Alberta. For questions regarding participant rights and ethical conduct of research, contact the Chair of the Research Ethics Board at (780) 492-3751

**Appendix C**  
**KITH Application Form**

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**Kids in the Hall – Action Plan**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Phone: \_\_\_\_\_

Time Frame: \_\_\_\_\_

Comments:

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\_\_\_\_\_

Date

\_\_\_\_\_

Counselor's Signature



## Kids in the Hall – Application Form

Date: \_\_\_\_\_

### Demographics

1. Name: \_\_\_\_\_

2. Gender:  1 Male  2 Female

3. Age: \_\_\_\_\_ Birthday: \_\_\_\_\_  
Day Month Year

4. Social Insurance Number: \_\_\_\_\_

5. Are you:

1 Status  3 Metis  5 Visible Minority: Specify: \_\_\_\_\_  
 2 Non-Status  4 Inuit  6 White

### Living Arrangement

6. Address: \_\_\_\_\_

City: \_\_\_\_\_ Postal Code: \_\_\_\_\_

7. Phone Number: \_\_\_\_\_

8. What is your current living arrangement? (Check all that apply)

<input type="checkbox"/> 1 Alone	<input type="checkbox"/> 7 Group Home
<input type="checkbox"/> 2 With mom / dad (circle)	<input type="checkbox"/> 8 Semi-Independent Living
<input type="checkbox"/> 3 With foster parents	<input type="checkbox"/> 9 Independent Living
<input type="checkbox"/> 4 With relatives	<input type="checkbox"/> 10 Shelter
<input type="checkbox"/> 5 With boyfriend / girlfriend	<input type="checkbox"/> 11 Currently homeless
<input type="checkbox"/> 6 With friends	<input type="checkbox"/> 12 Other: _____

9. Are there any problems with this arrangement? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. How long have you lived at the above address?

1 1-2 weeks  3 Less than 6 months  5 more than 1 year  
 2 Less than one month  4 6 months - 1 year

11. Do you plan to move?  1 Yes  2 No

If yes, where? \_\_\_\_\_  
\_\_\_\_\_

12. a) How many times have you moved in the past year? \_\_\_\_\_

**b) Please explain why you moved:** \_\_\_\_\_

13. a) Do you have any children?  Yes  No

If yes, how many? \_\_\_\_\_ How old are they? \_\_\_\_\_

b) Do they live with you?  Yes  No  Part Time

What is your childcare arrangement? \_\_\_\_\_

14. a) Do you have a Social Worker or a Child Welfare Worker?  Yes  No

If yes: Worker's Name: \_\_\_\_\_

Phone #: \_\_\_\_\_ Office Location: \_\_\_\_\_

**b) Child Welfare Status:**  PGO  CA  Not applicable  
 TGO  SA

### **School**

15. What is the highest grade you **completed** in school? \_\_\_\_\_

a) Name of last school: \_\_\_\_\_

b) Date you last attended: \_\_\_\_\_

17. Why did you stop going to school?

Graduated  Dropped Out  Kicked Out  Other: \_\_\_\_\_

18. Please explain any problems you had in school: \_\_\_\_\_

19. Do you plan to complete high school?  Yes  No

### **Work History**

20. Have you ever had a job?  Yes  No

21. If yes, how many jobs have you had? \_\_\_\_\_

Company: \_\_\_\_\_ Position: \_\_\_\_\_

Date Started: \_\_\_\_\_ Date Finished: \_\_\_\_\_

Reason for Leaving: \_\_\_\_\_

Company: \_\_\_\_\_ Position: \_\_\_\_\_  
Date Started: \_\_\_\_\_ Date Finished: \_\_\_\_\_  
Reason for Leaving: \_\_\_\_\_

Company: \_\_\_\_\_ Position: \_\_\_\_\_  
Date Started: \_\_\_\_\_ Date Finished: \_\_\_\_\_  
Reason for Leaving: \_\_\_\_\_

Company: \_\_\_\_\_ Position: \_\_\_\_\_  
Date Started: \_\_\_\_\_ Date Finished: \_\_\_\_\_  
Reason for Leaving: \_\_\_\_\_

22. What is your biggest concern about getting a job? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

23. What is your biggest concern about keeping a job? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

24. Have you ever attended other life skills or pre-employment programs?  1 No  2 Yes  
Program Name: \_\_\_\_\_  
Dates you attended: \_\_\_\_\_  
Program Name: \_\_\_\_\_  
Dates you attended: \_\_\_\_\_

**Income**

25. Where do you currently get money?  
 a Job  c Mom / Dad  e AISH  g Other  
 b Social Assistance  d Relative  f Boyfriend / Girlfriend  
If "Other", please explain: \_\_\_\_\_  
\_\_\_\_\_

26. On average, how much money do you get each month? \_\_\_\_\_

27. About how much money do **you** personally spend per month on:  
a) Rent \$ \_\_\_\_\_ c) Clothes \$ \_\_\_\_\_ e) Alcohol / Drugs \$ \_\_\_\_\_  
b) Food \$ \_\_\_\_\_ d) Cigarettes \$ \_\_\_\_\_ f) Social Activities \$ \_\_\_\_\_

28. How many people, besides yourself, are you responsible for supporting? \_\_\_\_\_

29. Do you have a bank account?  Yes  No

**Legal Issues**

30. Have you ever been **charged** with a crime? Yes No

31. a) Have you ever been **convicted** of a crime? Yes No

b) If yes, was it as  a: Young Offender or  an Adult

32. Please list all of your charges: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

33. Do you have any upcoming court dates?  Yes  No

Date: \_\_\_\_\_ Charge: \_\_\_\_\_  Appearance  Trial

Date: \_\_\_\_\_ Charge: \_\_\_\_\_  Appearance  Trial

Date: \_\_\_\_\_ Charge: \_\_\_\_\_  Appearance  Trial

34. Are you currently on probation?  Yes  No

Name of your Probation Officer: \_\_\_\_\_

Phone Number: \_\_\_\_\_

35. Have you ever been involved in a gang?

a) In the past?  Yes  No

b) Currently?  Yes  No

Comments: \_\_\_\_\_  
\_\_\_\_\_

**Health**

36. Do you have any disabilities or conditions that you believe interfere with your ability to get and keep a job?

\_\_\_\_\_  
\_\_\_\_\_

37. Have you ever been diagnosed with: (check all that apply)

- |   |  |
|---|--|
| <input type="checkbox"/> a Asthma         | <input type="checkbox"/> g ADD / ADHD (Attention Deficit / Hyperactivity Disorder) |
| <input type="checkbox"/> b Hepatitis      | <input type="checkbox"/> h FAS / FAE (Fetal Alcohol Syndrome / Effects)            |
| <input type="checkbox"/> c Diabetes       | <input type="checkbox"/> i ODD (Oppositional Defiant Disorder) / Conduct Disorder  |
| <input type="checkbox"/> d (Tuberculosis) | <input type="checkbox"/> j Schizophrenia   |
| <input type="checkbox"/> e Epilepsy       | <input type="checkbox"/> k HIV / AIDS  |
| <input type="checkbox"/> f Allergies      | <input type="checkbox"/> l Depression  |
|   | <input type="checkbox"/> m Other: _____  |
|   | <input type="checkbox"/> n None of the Above                                       |

38. Are you taking any medication?  1 Yes  2 No

If yes,  
 Medicine: \_\_\_\_\_ Reason: \_\_\_\_\_  
 Medicine: \_\_\_\_\_ Reason: \_\_\_\_\_  
 Medicine: \_\_\_\_\_ Reason: \_\_\_\_\_

**Lifestyle**

39. On average, how often do you (Please check)

	Everyday	Almost Everyday	Sometimes	Never
a) Eat at least 3 <b>meals</b> a day? (e.g., eggs, pasta, vegetables, meat)				
b) Eat breakfast?				
c) Eat junk food? (e.g., chips, chocolate bars)				
d) Go without eating for a full day?				

40. On average, how many hours of sleep do you get each night?

- a) On weekdays \_\_\_\_\_ hours.  
 b) On weekends: \_\_\_\_\_ hours.

41. Have you ever received counselling for personal issues?  1 Yes  2 No

\_\_\_\_\_  
 \_\_\_\_\_

42. Have you ever received treatment for drug or alcohol issues?  1 Yes  2 No

If yes: Program: \_\_\_\_\_  
 Dates: \_\_\_\_\_

If yes: Program: \_\_\_\_\_  
 Dates: \_\_\_\_\_

43. Please describe your current drug and alcohol usage \_\_\_\_\_

\_\_\_\_\_

**Resources**

44. Who is currently in your life that you could go to if you needed help or support? (Check all that apply)

- |                            |              |                            |                        |                            |              |
|----------------------------|--------------|----------------------------|------------------------|----------------------------|--------------|
| <input type="checkbox"/> a | Mother       | <input type="checkbox"/> e | Brother / Sister       | <input type="checkbox"/> i | Youth Worker |
| <input type="checkbox"/> b | Father       | <input type="checkbox"/> f | Boyfriend / Girlfriend | <input type="checkbox"/> j | Key Worker   |
| <input type="checkbox"/> c | Aunt / Uncle | <input type="checkbox"/> g | Friends                | <input type="checkbox"/> k | Doctor       |
| <input type="checkbox"/> d | Grandparents | <input type="checkbox"/> h | Social Worker          | <input type="checkbox"/> l | Counsellor   |
| <input type="checkbox"/> m | Other:       |                            |                        |                            |              |

**Previous Activities**

45. What have you done over the **past year**? (Check all that apply)

- a Attended junior high or high school
- b Attended an alternative school (e.g. Fresh Start, Boyle Street, etc.)
- c Worked
- d Treatment Program
- e Hospital
- f EYOC / Jail
- g Moved from another city
- h Moved from another province
- i Attended Alternative Programs (e.g. Life Skills, Job Skills etc.)
- j Other: \_\_\_\_\_

**Interest in Kids in the Hall**

46. How did you hear about Kids in the Hall? \_\_\_\_\_  
\_\_\_\_\_

47. Why do you want to come to the Kids in the Hall program?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

48. Tell us what changes you expect to make during Kids in the Hall?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

49. What do you want to work on while you are in Kids in the Hall? (Check all that apply)

- |                            |                      |                            |                             |
|----------------------------|----------------------|----------------------------|-----------------------------|
| <input type="checkbox"/> a | Anger Management     | <input type="checkbox"/> h | Housing / Living Situation  |
| <input type="checkbox"/> b | Communication skills | <input type="checkbox"/> i | Health and Lifestyle        |
| <input type="checkbox"/> c | Self Esteem          | <input type="checkbox"/> j | Cultural Awareness          |
| <input type="checkbox"/> d | Relationships        | <input type="checkbox"/> k | Resume and Interview Skills |
| <input type="checkbox"/> e | Drug/Alcohol Issues  | <input type="checkbox"/> l | Career Planning             |
| <input type="checkbox"/> f | Family Problems      | <input type="checkbox"/> m | High School Credit          |
| <input type="checkbox"/> g | Parenting Skills     | <input type="checkbox"/> n | Other: _____                |
- 

50. Right now, what is the biggest barrier preventing you from achieving your goals?

---

---

51. Where do you see yourself after completing this program?

---

---

---

52. How do you plan to get here everyday?

- |                            |               |                            |       |                            |            |
|----------------------------|---------------|----------------------------|-------|----------------------------|------------|
| <input type="checkbox"/> a | Bus           | <input type="checkbox"/> d | Walk  | <input type="checkbox"/> f | Don't Know |
| <input type="checkbox"/> b | LRT           | <input type="checkbox"/> e | Drive |                            |            |
| <input type="checkbox"/> c | Get ride from |                            | _____ |                            |            |



## Kids in the Hall

### Consent to Release Information

I, \_\_\_\_\_ (please print name), having been told and understood Kids in the Hall's policy regarding "confidentiality", hereby voluntarily give my consent to Kids in the Hall staff to contact the following people as references, and release and obtain information regarding my attendance and progress in this program to these individuals. I also understand that information on this form and on my progress in this program may be used for research purposes. I know that I may cancel or change this consent at any time.

_____	_____	_____
(Name)	(Position/Relation)	(Phone #)
_____	_____	_____
(Name)	(Position/Relation)	(Phone #)
_____	_____	_____
(Name)	(Position/Relation)	(Phone #)
_____	_____	_____
(Name)	(Position/Relation)	(Phone #)

-----  
I give my consent for Kids in the Hall to contact me after I have left this program.

Please Circle:      Yes / No

Date: \_\_\_\_\_

Expiry Date for  
this consent: \_\_\_\_\_

Signature: \_\_\_\_\_

Witness: \_\_\_\_\_



**Appendix D**  
**Initial Survey**

**Initial Survey Social Provisions Scale**

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
a) There are people I can depend on to help me if I really need it.					
b) I feel that I do not have close personal relationships with other people.					
c) There is no one I can turn to for guidance in times of stress.					
d) There are people who enjoy the same social activities I do.					
e) Other people do not view me as competent.					
f) I feel part of a group of people who share my attitudes and beliefs.					
g) I do not think other people respect my skills and abilities.					
h) If something went wrong, no one would come to my assistance.					
i) I have close relationships that provide me with a sense of emotional security and well-being.					
j) There is someone I could talk to about important decisions in my life.					
k) I have relationships where my competence and skill are recognized.					
l) There is no one who shares my interests and concerns.					
m) There is a trustworthy person I could turn to for advice if I were having problems.					
n) I feel a strong emotional bond with at least one other person.					
o) There is no one I can depend on for aid if I really need it.					
p) There is no one I feel comfortable talking about problems with.					
q) There are people who admire my talents and abilities.					
r) I lack a feeling of intimacy with another person.					
s) There is no one who likes to do the things I do.					
t) There are people who I can count on in an emergency.					

### Initial Survey Job-Related Self-Efficacy Scale

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
a) I would feel comfortable talking about my strengths and weaknesses in a job interview.					
b) I know how to make a good resume.					
c) I make a good impression on people.					
d) I believe it will be hard for me to find a job.					
e) I am as good a worker as most people.					
f) I have talents and skills that employers would want.					
g) I am able to learn new skills quickly.					
h) Right now, I am capable of getting somewhere on time everyday.					
i) I know what my rights are as an employee.					
j) I need more education to get a good job.					
k) I know how to look for jobs.					
l) I worry that my reading and writing skills will cause me trouble at work.					
m) I can describe my skills and previous work experience well.					
n) I am fearful of getting a job.					
o) I know what my career goals are.					
p) I know what I need to do to get the career that I want.					
q) I understand what employers are looking for in the people they hire.					
r) I think I can cope with stressful situations at work.					
s) I am comfortable speaking up for myself at work.					

## Initial Survey

### Family Situation

1. I want to get a picture of your living situation while you were growing up, so who you lived with, how many times you moved etc. Starting from when you were little, who were you living with?

Age	Who you lived with and where.
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. While you were growing up, what did your mom or step mom do?

\_\_\_\_\_

3. While you were growing up, what did your dad or step dad do?

\_\_\_\_\_

4. How often do you usually have contact with your mother?

- 1 Every day
- 2 Every week
- 3 Every month
- 4 A few times a year
- 5 Never
- 88 Not applicable

5. How often do you usually have contact with your father?

- 1 Every day
- 2 Every week
- 3 Every month
- 4 A few times a year
- 5 Never
- 88 Not applicable

6. What is your parent(s) educational background?

	Under Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Began College/ University	Graduated College/ University	Don't Know	N/A
a) Mom									
b) Dad									

**School**

7. Please check True or False for the following statements.

When you were in school:

	True	False
a) You enjoyed your classes.		
b) Reading and writing were problems for you.		
c) You worked hard at your schoolwork		
d) You got into trouble with your teachers		
e) You got the grades you are capable of.		
f) Other kids bullied you.		
g) You always did your homework.		
h) You found that you didn't understand things.		
i) You were absent a lot.		
j) Your parents cared about how you were doing.		
k) You experienced racism.		
l) You had trouble paying attention.		
m) You picked on other kids		

8. Did you finish high school?

Yes       No

9. a) Do you think that you need more school for what you want to do in the future?

Yes       No

b) Do you think that people can get a better paying job if they've completed high school?

Yes       No

**Health**

10. Do you have an Alberta Health Care card?  Yes  No

11. When you are sick, where do you usually go for help?

1 Family Doctor  2 Medi-centre  3 Hospital Emergency

4 Other: \_\_\_\_\_

12. Have you seen a Dentist in the last year?  Yes  No

13. Have you had your eyes checked in the last year?  Yes  No

14. If you have eye trouble, do you need a new prescription?  Yes  No  Don't Know  
 N/A

The next questions are about things that may have happened to you in the past. I will ask you if something has ever happened to you, and if so, how often it has happened in the last 2 months.

	15. Please Circle Yes or No	16. In the last 2 months, how many times has this happened?			
	Have you ever . . . ?	Never	Once Only	Two Times	3 or more times (specify #)
a) Had money or property stolen from you?	Yes      ⇨ No				
b) Been assaulted by someone without a weapon?	Yes      ⇨ No				
c) Been assaulted with a weapon?	Yes      ⇨ No				
d) Been hit by a boyfriend/girlfriend/	Yes      ⇨ No				
e) Been forced into sexual activity that you didn't want?	Yes      ⇨ No				
f) Been hit by a parent or step-parent?	Yes      ⇨ No				
g) Been psychologically or emotionally abused?	Yes      ⇨ No				

## Behaviour Report

These next questions are about things you may have done in your life. I will ask you if you've ever done each thing, and if so, how often you've done it in the last 2 months. Remember your answers will be kept **completely confidential**.

	15. Please Circle Yes or No		16. In the last 2 months, how many times has this happened?			
	Have you ever . . . ?		Never	Once Only	Two Times	3 or more times (specify #)
a) Stolen or tried to steal a car?	Yes	➡				
	No					
b) Broken into a home or business?	Yes	➡				
	No					
c) Purposely damaged property that is not yours?	Yes	➡				
	No					
d) Sold illegal drugs (e.g. marijuana, cocaine, heroin)	Yes	➡				
	No					
e) Stolen something worth less than \$50?	Yes	➡				
	No					
f) Stolen something worth more than \$50?	Yes	➡				
	No					
g) Used or tried to use credit cards or bank cards without owner's permission?	Yes	➡				
	No					
h) Been paid to have sex with someone?	Yes	➡				
	No					
i) Started a physical fight with someone?	Yes	➡				
	No					
j) Gotten into a physical fight with one group against another?	Yes	➡				
	No					
k) Gotten into fights where weapons were involved?	Yes	➡				
	No					
l) Carried a hidden weapon like a gun or knife in public?	Yes	➡				
	No					
m) Hit a boyfriend or girlfriend?	Yes	➡				
	No					
n) Made money by doing something illegal?	Yes	➡				
	No					

19. Think about your current group of friends- the people you hang out with now. Would you say that most of them:

	Yes	No
a) Go to school		
b) Work full time		
c) Work part time		
d) Have been arrested in the past		
e) Have spent time in jail		
f) Do drugs frequently		
g) Get drunk frequently		
h) Make money illegally		
i) Get into fights frequently		

20. a) Have you ever been in jail or a young offenders center?

Y  Yes  No

b) For how long? \_\_\_\_\_

**Drug Use**

21. I am going to list some drugs, tell me how often you have used them **in the past 2 months**.

	Never	Once or twice	3-7 times	Once a week	Several times a week	Almost every day
a) Tobacco						
b) Alcohol						
c) Marijuana						
d) Cocaine or crack						
e) Crystal Meth						
f) LSD						
g) Mushrooms						
h) Heroin						
i) Ecstasy						
j) Pills						
k) Other Illegal Drugs						

22. If you drink alcohol, how much do you usually drink in one sitting?

- 1 drink
- 2-4 drinks
- 5 or more drinks
- N/A



23. Do you think you could make more money on the street doing something illegal (e.g., selling drugs, prostituting, stealing) than you can make in a straight job?

- 1 Make a lot more on the street
- 2 Make a little more on the street
- 3 Make about the same in each
- 4 Make a lot more in a straight job
- 5 Make a little more in a straight job
- 6 Don't know

24. If someone your age was making money by selling drugs or stealing, or whatever, what are their chances of getting arrested?

- 1 Low
- 2 Medium
- 3 High
- 4 Don't Know

**Leisure Activities**

25. In the past two months, in your spare time how often have you done things like:

	Never	Once or twice	3-7 times	Once a week	Several times a week	Almost every day
a) Played team sports (basketball, hockey etc.)						
b) Individual sports (run, box, skateboard etc.)						
c) Art						
d) Watched t.v. or movies						
e) Reading or writing						
f) Played video or computer games						
g) Musical Instrument						
h) Partied with friends						
i) Gone shopping						
j) Other:						

26. Have you ever had a job?

Yes       No

27. When you think about trying to get a job, what are your concerns? (Check all that apply)

- a I don't know how to look for jobs
- b I don't have a resume
- c I don't do well in interviews
- d I have no experience
- e Other: \_\_\_\_\_
- f No concerns

28. What have been problems for you in past jobs? (Check all that apply)

- a I quit easily
- b I am often late for work
- c I am often absent from work
- d I often have conflicts with my boss or co-workers
- e I get fired
- f Transportation is a problem
- g Too little pay
- h Other: \_\_\_\_\_
- i N/A
- j No problems

29. What career are you interested in? \_\_\_\_\_

30. Have you ever spoken with someone who does this for a living?

Yes     No     N/A

31. Do you know what education or training you need for this career?

Yes     No     N/A

32. Do you know where you can get this education or training?

Yes     No     N/A

33. Do you have the qualifications to get into these education programs?

1 Yes       2 No       3 I don't know     88 N/A

**Personal Views**

34. Please check the appropriate box for the following statements:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a) When things go well for me, it's usually not because of something I myself actually did.					
b) You can't be expected to make a success of yourself if you had a bad childhood.					
c) When things don't go the way I want them to, that makes me work even harder.					
d) The main reason I'm not more successful is that I have bad luck.					
e) When things have gone wrong for me, it's usually because of something I couldn't do anything about.					

35. Please rate how strongly you agree with the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a) I experience a sense of fulfillment from working.					
b) Hard work makes one a better person.					
c) I do not like having to depend on other people.					
d) No one should expect you to do work that you don't like.					
e) Anyone who is willing and able to work hard has a good chance of succeeding.					
f) The less time one spends working and the more leisure time one has, the better.					
g) Hard work is never fun					

36. Do you notice that you...?

	Never	Sometimes	Often
a) Are easily distracted or have trouble sticking to activities?			
b) Fail to finish things you start?			
c) Have difficulty following directions or instructions?			
d) Are impulsive, or act without stopping to think?			
e) Jump from one activity to another?			
f) Fidget?			

37. Do you notice that you...?

	Never	Sometimes	Often
a) Are cranky?			
b) Are defiant, or that you talk back to people?			
c) Blame others for your own mistakes?			
d) Are easily annoyed by others?			
e) Argue a lot with adults?			
f) Are angry and resentful?			

38. Do you notice that you...?

	Never	Sometimes	Often
a) Worry about doing better at things?			
b) Worry about your past behaviour?			
c) Worry about doing the wrong thing?			
d) Worry about things in the future?			
e) Are afraid of making mistakes?			
f) Are overly anxious to please people?			

39. Do you notice that you...?

	Never	Sometimes	Often
a) Have no interest in your usual activities?			
b) Get no pleasure from your usual activities?			
c) Have trouble enjoying yourself?			
d) Are not as happy as other people?			
e) Feel hopeless?			
f) Are unhappy, sad, or depressed?			
g) Have lost a lot of weight without trying?			
h) Think about killing yourself?			
i) Deliberately try to hurt or kill yourself?			

40. Why did you choose to come to KITH, over going back to school or going to other programs, or just getting a job on your own?

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## Follow-Up Contact Form

As part of this research project, we would like to follow up with you after you leave Kids in the Hall to find out what you're up to, what you thought of the program, if you think it helped you, and anything else you want to say about the program. In case you move after you leave the program, please provide us with three names of people who are easy to contact and who will probably know where you are. Remember, every time we contact you, you have the right not to participate without any future consequences.

Yes, you can contact me after I leave the program.

Your name: \_\_\_\_\_

### Contact People

1. Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Relationship: \_\_\_\_\_

2. Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Relationship: \_\_\_\_\_

3. Name: \_\_\_\_\_

Phone Number: \_\_\_\_\_

Relationship: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix E

### Workshop Survey

#### Workshop Social Provisions Scale

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
a) There are people I can depend on to help me if I really need it.					
b) I feel that I do not have close personal relationships with other people.					
c) There is no one I can turn to for guidance in times of stress.					
d) There are people who enjoy the same social activities I do.					
e) Other people do not view me as competent.					
f) I feel part of a group of people who share my attitudes and beliefs.					
g) I do not think other people respect my skills and abilities.					
h) If something went wrong, no one would come to my assistance.					
i) I have close relationships that provide me with a sense of emotional security and well-being.					
j) There is someone I could talk to about important decisions in my life.					
k) I have relationships where my competence and skill are recognized.					
l) There is no one who shares my interests and concerns.					
m) There is a trustworthy person I could turn to for advice if I were having problems.					
n) I feel a strong emotional bond with at least one other person.					
o) There is no one I can depend on for aid if I really need it.					
p) There is no one I feel comfortable talking about problems with.					
q) There are people who admire my talents and abilities.					
r) I lack a feeling of intimacy with another person.					
s) There is no one who likes to do the things I do.					
t) There are people who I can count on in an emergency.					

### Workshop Job-Related Self-Efficacy Scale

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
a) I would feel comfortable talking about my strengths and weaknesses in a job interview.					
b) I know how to make a good resume.					
c) I make a good impression on people.					
d) I believe it will be hard for me to find a job.					
e) I am as good a worker as most people.					
f) I have talents and skills that employers would want.					
g) I am able to learn new skills quickly.					
h) Right now, I am capable of getting somewhere on time everyday.					
i) I know what my rights are as an employee.					
j) I need more education to get a good job.					
k) I know how to look for jobs.					
l) I worry that my reading and writing skills will cause me trouble at work.					
m) I can describe my skills and previous work experience well.					
n) I am fearful of getting a job.					
o) I know what my career goals are.					
p) I know what I need to do to get the career that I want.					
q) I understand what employers are looking for in the people they hire.					
r) I think I can cope with stressful situations at work.					
s) I am comfortable speaking up for myself at work.					

## Workshop Survey

1. Please check the top 5 Workshop topics that were most interesting to you.

- |                            |                                |                            |                       |
|----------------------------|--------------------------------|----------------------------|-----------------------|
| <input type="checkbox"/> a | Communication Skills           | <input type="checkbox"/> k | Resumes               |
| <input type="checkbox"/> b | Anger Management               | <input type="checkbox"/> l | Job Search            |
| <input type="checkbox"/> c | Self-Esteem                    | <input type="checkbox"/> m | Healthy Relationships |
| <input type="checkbox"/> d | Goal Setting / Decision Making | <input type="checkbox"/> n | Landlords and Tenants |
| <input type="checkbox"/> e | Stress and Time Management     | <input type="checkbox"/> o | Birth Control Clinic  |
| <input type="checkbox"/> f | Personal Visioning             | <input type="checkbox"/> p | Child Abuse           |
| <input type="checkbox"/> g | Setting Boundaries             | <input type="checkbox"/> q | Money Management      |
| <input type="checkbox"/> h | Public Speaking                | <input type="checkbox"/> r | WHMIS                 |
| <input type="checkbox"/> i | Career Planning                | <input type="checkbox"/> s | Food and Sanitation   |
| <input type="checkbox"/> j | Recreation                     |                            |                       |

2. What did you find the hardest about being in the Workshop?  
(check all that apply)

- |                            |                            |
|----------------------------|----------------------------|
| <input type="checkbox"/> a | Showing up every day       |
| <input type="checkbox"/> b | Being on time              |
| <input type="checkbox"/> c | Paying attention           |
| <input type="checkbox"/> d | Having a good attitude     |
| <input type="checkbox"/> e | Reading and Writing        |
| <input type="checkbox"/> f | Conflicts with other youth |
| <input type="checkbox"/> g | Conflicts with staff       |
| <input type="checkbox"/> h | Other: _____               |
| <input type="checkbox"/> i | None of the Above          |

3. a) During the Workshop weeks, did you feel that the Workshop staff was available for you if you wanted to talk about personal problems?

- Yes       No       Never tried

b) Did you talk to Workshop staff one-on-one about any personal problems?

- Yes       No

4. a) Are there any Workshop staff that you sort of developed a relationship with, a staff member that you feel close to?

- Yes       No

b) If yes, who? \_\_\_\_\_

5. What career are you interested in? \_\_\_\_\_

6. Have you ever spoken with someone who does this for a living?

- Yes       No       N/A

7. Do you know what education or training you need for this career?

- Yes       No       N/A

8. Do you know where you can get this education or training?

- Yes       No       N/A



9. Do you have the qualifications to get into these education programs?

- Yes       No       I don't know

10. a) Are you living in the same place as you were when you started the Workshop?

- Yes       No       N/A

b) If no, explain why you moved \_\_\_\_\_  
\_\_\_\_\_

11. What is your current living arrangement? (Check all that apply)

- |  |  |
|--|--|
| <input type="checkbox"/> 1 Alone                       | <input type="checkbox"/> 7 Group Home              |
| <input type="checkbox"/> 2 With mom / dad (circle)     | <input type="checkbox"/> 8 Semi-Independent Living |
| <input type="checkbox"/> 3 With foster parents         | <input type="checkbox"/> 9 Independent Living      |
| <input type="checkbox"/> 4 With relatives              | <input type="checkbox"/> 10 Shelter                |
| <input type="checkbox"/> 5 With boyfriend / girlfriend | <input type="checkbox"/> 11 Currently homeless     |
| <input type="checkbox"/> 6 With friends                | <input type="checkbox"/> 12 Other: _____           |

12. a) Do you have any plans for moving?

- Yes       No

b) If yes, please explain why? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

13. During the Workshop, how often did you...?

	Everyday	Almost Everyday	Sometimes	Never
a) Eat at least 3 <b>meals</b> a day? (e.g. eggs, pasta, vegetables, meat etc.)				
b) Eat breakfast?				
c) Eat junk food? (e.g. chips, chocolate bars etc.)				
d) Go a full day without eating				

14. During the Workshop, how many hours of sleep did you get each night?

a) On weekdays \_\_\_\_\_ hours.

b) On weekends: \_\_\_\_\_ hours.

15. During the Workshop, how often did you use the following substances?

	Never	Once or twice	3-7 times	Once a week	Several times a week	Almost every day
a) Tobacco						
b) Alcohol						
c) Marijuana						
d) Cocaine or crack						
e) Crystal Meth						
f) LSD						
g) Mushrooms						
h) Heroin						
i) Ecstasy						
j) Pills						
k) Other Illegal Drugs						

16. During the workshop, if you drank, how much did you usually drink each time?

- 1 drink
- 2-4 drinks
- 5 or more drinks
- Not applicable

17. Since you started the Workshop, have you been hanging out with friends you met at the Workshop after the program hours?

- Yes                       No

18. a) Since **starting the Workshop**, have you gotten any **new** criminal charges?

- Yes                       No

b) If yes, what are they? \_\_\_\_\_  
 \_\_\_\_\_

c) Were these charges from incidents that happened:

- While you were in the Workshop?
- Before you started the Workshop?
- Can't remember when the incident happened.
- N/A

19. Have you noticed any changes in yourself or your lifestyle since you started the Workshop?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

20. Are you interested in doing schoolwork when you are in the Bistro?

Yes                       No

21. How did you get to the Workshop everyday?

1 Bus

2 LRT

3 Walked

4 Drove myself

5 Got a ride from:

6 Other:

22. Was transportation a problem for you while you were attending the Workshop?

Yes                       No

**Appendix F**  
**Bistro Survey**

---

**Bistro Social Provisions Scale**

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
a) There are people I can depend on to help me if I really need it.					
b) I feel that I do not have close personal relationships with other people.					
c) There is no one I can turn to for guidance in times of stress.					
d) There are people who enjoy the same social activities I do.					
e) Other people do not view me as competent.					
f) I feel part of a group of people who share my attitudes and beliefs.					
g) I do not think other people respect my skills and abilities.					
h) If something went wrong, no one would come to my assistance.					
i) I have close relationships that provide me with a sense of emotional security and well-being.					
j) There is someone I could talk to about important decisions in my life.					
k) I have relationships where my competence and skill are recognized.					
l) There is no one who shares my interests and concerns.					
m) There is a trustworthy person I could turn to for advice if I were having problems.					
n) I feel a strong emotional bond with at least one other person.					
o) There is no one I can depend on for aid if I really need it.					
p) There is no one I feel comfortable talking about problems with.					
q) There are people who admire my talents and abilities.					
r) I lack a feeling of intimacy with another person.					
s) There is no one who likes to do the things I do.					
t) There are people who I can count on in an emergency.					

### Bistro Job-Related Scale

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
a) I would feel comfortable talking about my strengths and weaknesses in a job interview.					
b) I know how to make a good resume.					
c) I make a good impression on people.					
d) I believe it will be hard for me to find a job.					
e) I am as good a worker as most people.					
f) I have talents and skills that employers would want.					
g) I am able to learn new skills quickly.					
h) Right now, I am capable of getting somewhere on time everyday.					
i) I know what my rights are as an employee.					
j) I need more education to get a good job.					
k) I know how to look for jobs.					
l) I worry that my reading and writing skills will cause me trouble at work.					
m) I can describe my skills and previous work experience well.					
n) I am fearful of getting a job.					
o) I know what my career goals are.					
p) I know what I need to do to get the career that I want.					
q) I understand what employers are looking for in the people they hire.					
r) I think I can cope with stressful situations at work.					
s) I am comfortable speaking up for myself at work.					

## Bistro Survey

1. a) Are you living in the same place as you were when you started the Workshop?  
 Yes                       No

b) If no, explain: \_\_\_\_\_

2. How many times have you moved since you started **the Workshop**? \_\_\_\_\_

3. What is your current living arrangement? (Check all that apply)

- |  |   |
|--|---|
| <input type="checkbox"/> 1 Alone<br><input type="checkbox"/> 2 With mom / dad<br><input type="checkbox"/> 3 Foster parents<br><input type="checkbox"/> 4 With relatives<br><input type="checkbox"/> 5 With boyfriend / girlfriend<br><input type="checkbox"/> 6 With friends | <input type="checkbox"/> 7 Group Home<br><input type="checkbox"/> 8 Semi-Independent Living<br><input type="checkbox"/> 9 Independent Living<br><input type="checkbox"/> 10 Shelter<br><input type="checkbox"/> 11 Currently homeless<br><input type="checkbox"/> 12 Other: |
|--|---|

4. a) Do you have any plans for moving?  
 Yes                       No

b) If yes, why \_\_\_\_\_  
 \_\_\_\_\_

5. Since you started the working at the Bistro, how often do you...?

	Everyday	Almost Everyday	Sometimes	Never
a) Eat at least 3 <b>meals</b> a day? (e.g. eggs, pasta, vegetables, meat etc.)				
b) Eat breakfast?				
c) Eat junk food? (e.g. chips, chocolate bars etc.)				
d) Gone a full day without eating?				

6. How often do you eat at the Bistro?

- 1 Every day  
 2 A few times a week  
 3 About once a week  
 4 Never

7. Do you feel that since you've been working at the Bistro:

- |   |      |       |
|---|------|-------|
| a) You have learned cooking skills that you could use at home | True | False |
| b) You cook for yourself at home more often?                  | True | False |
| c) You are eating more nutritious food?                       | True | False |

8. Since you've been working at the Bistro, how many hours of sleep did you get each night?

a) On weekdays \_\_\_\_\_ hours.

b) On weekends: \_\_\_\_\_ hours.

9. Please circle True or False:

a) I hang out with the same friends as I did before I started KITH                      True                      False

b) I hang out with people I met at KITH after work                                      True                      False

10. In the past 2 months, how often did you use the following substances?

	Never	Once or twice	3-7 times	Once a week	Several times a week	Almost every day
a) Tobacco						
b) Alcohol						
c) Marijuana						
d) Cocaine or crack						
e) Crystal Meth						
f) LSD						
g) Mushrooms						
h) Heroin						
i) Ecstasy						
j) Pills						
k) Other Illegal Drugs						

11. **In the past 2 months**, if you drank, how much have you usually drank each time?

- 1 drink
- 2-4 drinks
- 5 or more drinks
- Not applicable

12. Besides the Bistro, where else do you get money from?

- Job                                       Mom / Dad                                       AISH                                       Other
- Social Assistance                       Relative                                       Boyfriend / Girlfriend

If "Other" please explain: \_\_\_\_\_

\_\_\_\_\_

13. How much money do you receive each month total? \_\_\_\_\_

14. About how much money do **you** personally spend per month on:

a) Rent \$ \_\_\_\_\_                      c) Clothes \$ \_\_\_\_\_                      e) Alcohol / Drugs \$ \_\_\_\_\_

b) Food \$ \_\_\_\_\_                      d) Cigarettes \$ \_\_\_\_\_                      f) Social Activities \$ \_\_\_\_\_

15. How many people, besides yourself, are you supporting on your pay cheque? \_\_\_\_\_
16. Has anything changed for you in your life since you've been working at the Bistro? (e.g. paying off your debts, shopping more, eating better)?
- \_\_\_\_\_
- \_\_\_\_\_

**Leisure Activities**

17. In the past 2 months, how often have you done the following activities?

	Never	Once or twice	3-7 times	Once a week	Several times a week	Almost every day
a) Played team sports (basketball, hockey etc.)						
b) Individual sports (run, box, skateboard etc.)						
c) Art						
d) Watched t.v. or movies						
e) Reading or writing						
f) Played video or computer games						
g) Musical Instrument						
h) Partied with friends						
i) Gone shopping						
j) Other:						

18. These questions are about things that may have happened to you in the past. I will ask you if something has ever happened to you, and if so, how often it has happened in the last 2 months.

Have you...?	Never	Once Only	Two Times	3 or more times (specify #)
a) Had money or property stolen from you?				
b) Been assaulted by someone without a weapon?				
c) Been assaulted with a weapon?				
d) Been hit by a boyfriend/girlfriend/				
e) Been forced into sexual activity that you didn't want?				
f) Been hit by a parent or step-parent?				
g) Been verbally/emotionally abused?				



**Behaviour Report**

19. These next questions are about things you may have done in your life. I will ask you if something has ever happened to you, and if so, how often in the last 2 months. Remember your answers will be kept completely confidential.

	Never	Once Only	Two Times	3 or more times (specify #)
a) Stolen or tried to steal a car?				
b) Broken into a home or business?				
c) Purposely damaged property that is not yours?				
d) Sold illegal drugs (marijuana, cocaine, heroin)				
e) Stolen something worth less than \$50?				
f) Stolen something worth more than \$50?				
g) Used or tried to use credit cards or bank cards without owner's permission?				
h) Been paid to have sex with someone?				
i) Started a physical fight with someone?				
j) Gotten into a physical fight with one group against another?				
k) Gotten into fights where weapons were involved?				
l) Carried a hidden weapon like a gun or knife in public?				
m) Hit a boyfriend or girlfriend?				
n) Made money by doing something illegal?				

20. a) Since starting work at the Bistro, have you gotten any new criminal charges?

- Yes       No

b) If yes, what are they?

c) Were these charges from incidents that happened:

- 1 While you were in the Workshop?  
 2 Before you started the Workshop?  
 3 I can't remember when the incident happened.

21. a) Since you started the Bistro, do you feel Workshop staff have been available to you for support about personal issues ?

- Yes       No

b) Explain: \_\_\_\_\_

c) Do you feel that Bistro staff are available to talk to you if you need support?

- Yes       No

d) Explain: \_\_\_\_\_

22. a) Since you've been at the Bistro, have you talked to any KITH staff about personal problems?

- Yes       No

b) If no, why not? \_\_\_\_\_

\_\_\_\_\_

23. a) Is there a staff member (at the Bistro or Workshop) that you feel close to, that you have developed a good relationship with?

Yes                       No

b) If yes, who? \_\_\_\_\_

24. a) What do you enjoy most about working at the Bistro? \_\_\_\_\_

\_\_\_\_\_

b) What do you enjoy least about working at the Bistro? \_\_\_\_\_

\_\_\_\_\_

25. What's the most important thing that you've learned by working at the Bistro?

\_\_\_\_\_

\_\_\_\_\_

26. Please check any of the following issues that you find difficult about working at the Bistro.

a Showing up every day

b Being on time

c Having a good attitude

d Doing the same thing every day

e Dealing with the public

f The stress

g Conflicts with my bosses

h Conflicts with my co-workers

i Other: Please explain: \_\_\_\_\_

\_\_\_\_\_

27. Do you prefer working in the front or the back? \_\_\_\_\_

28. a) What do you like about working in the front? \_\_\_\_\_

\_\_\_\_\_

b) What do you dislike about working in the front? \_\_\_\_\_

\_\_\_\_\_

c) Comment on your supervisors in the front. \_\_\_\_\_

\_\_\_\_\_

29. a) What do you like about working in the back? \_\_\_\_\_

\_\_\_\_\_

b) What do you dislike about working in the back? \_\_\_\_\_

\_\_\_\_\_

c) Comment on your supervisors in the back. \_\_\_\_\_

\_\_\_\_\_

30. Do you feel confident in your ability to do the job?

a) In the front  Yes  No b) Explain: \_\_\_\_\_

c) In the back  Yes  No d) Explain: \_\_\_\_\_

31. a) Do you think working at the Bistro is different then working at a regular restaurant?

Yes  No

b) If yes, in what ways? \_\_\_\_\_

32. a) Do you feel that your experience at the Bistro has prepared you to work in a regular job?

Yes  No

b) Please explain why or why not? \_\_\_\_\_

33. Do you have any suggestions for how to make the Bistro work experience better?

\_\_\_\_\_  
\_\_\_\_\_

34. Have you gone out for dinner (Operation Dinner Bell)? If so, what did you get from the experience? (Prompt)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Appendix G**  
**Follow-Up Survey**

**Follow-Up Social Provisions Scale**

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
a) There are people I can depend on to help me if I really need it.					
b) I feel that I do not have close personal relationships with other people.					
c) There is no one I can turn to for guidance in times of stress.					
d) There are people who enjoy the same social activities I do.					
e) Other people do not view me as competent.					
f) I feel part of a group of people who share my attitudes and beliefs.					
g) I do not think other people respect my skills and abilities.					
h) If something went wrong, no one would come to my assistance.					
i) I have close relationships that provide me with a sense of emotional security and well-being.					
j) There is someone I could talk to about important decisions in my life.					
k) I have relationships where my competence and skill are recognized.					
l) There is no one who shares my interests and concerns.					
m) There is a trustworthy person I could turn to for advice if I were having problems.					
n) I feel a strong emotional bond with at least one other person.					
o) There is no one I can depend on for aid if I really need it.					
p) There is no one I feel comfortable talking about problems with.					
q) There are people who admire my talents and abilities.					
r) I lack a feeling of intimacy with another person.					
s) There is no one who likes to do the things I do.					
t) There are people who I can count on in an emergency.					

### Follow-Up Job-Related Scale

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
a) I would feel comfortable talking about my strengths and weaknesses in a job interview.					
b) I know how to make a good resume.					
c) I make a good impression on people.					
d) I believe it will be hard for me to find a job.					
e) I am as good a worker as most people.					
f) I have talents and skills that employers would want.					
g) I am able to learn new skills quickly.					
h) Right now, I am capable of getting somewhere on time everyday.					
i) I know what my rights are as an employee.					
j) I need more education to get a good job.					
k) I know how to look for jobs.					
l) I worry that my reading and writing skills will cause me trouble at work.					
m) I can describe my skills and previous work experience well.					
n) I am fearful of getting a job.					
o) I know what my career goals are.					
p) I know what I need to do to get the career that I want.					
q) I understand what employers are looking for in the people they hire.					
r) I think I can cope with stressful situations at work.					
s) I am comfortable speaking up for myself at work.					

## Follow- up Survey

1. Why did you leave Kids in the Hall? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. a) Did you ever do Work Experience?  
 Yes       No  
b) If yes, how long did you do Work Experience for? \_\_\_\_\_
3. a) Did you work on school modules while you were in Kids in the Hall?  
 Yes       No  
b) If yes, how many courses did you complete? \_\_\_\_\_
4. What have you done since you left? (check all that apply)  
 a) Went back to school  
 b) Got another job  
 c) Jail  
 d) Other program  
 e) Treatment  
 f) Moved to another city  
 g) Other: Please specify \_\_\_\_\_  
\_\_\_\_\_
5. a) Are you living in the same place as you were when you started the Kids in the Hall Workshop?  
 Yes       No  
b) If no, how many times have you moved since you started Kids in the Hall? \_\_\_\_\_
6. What is your current living arrangement? (Check all that apply)  

<input type="checkbox"/> 1) Alone	<input type="checkbox"/> 7) Group Home
<input type="checkbox"/> 2) With mom / dad (circle)	<input type="checkbox"/> 8) Semi-Independent Living
<input type="checkbox"/> 3) With foster parents	<input type="checkbox"/> 9) Independent Living
<input type="checkbox"/> 4) With relatives	<input type="checkbox"/> 10) Shelter
<input type="checkbox"/> 5) With boyfriend / girlfriend	<input type="checkbox"/> 11) Currently homeless
<input type="checkbox"/> 6) With friends	<input type="checkbox"/> 12) Other: _____
7. Do you have any plans for moving?  
 Yes       No

8. a) Have you had a job since you left Kids in the Hall?  
 Yes       No

If yes, how many jobs?

Company:	Position:
Date Started:	Date Finished:
Hourly Wage:	
Reason for leaving:	

Company:	Position:
Date Started:	Date Finished:
Hourly Wage:	
Reason for leaving:	

Company:	Position:
Date Started:	Date Finished:
Hourly Wage:	
Reason for leaving:	

9. a) Since you left Kids in the Hall, have you tried to find a job but couldn't?  
 Yes       No

b) If yes, describe how you have tried to get a job?

---



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10. What is your biggest concern about getting a job?

- a) I don't know how to look for jobs
- b) I don't have a resume
- c) I don't do well in interviews
- d) I have no experience
- e) Other: \_\_\_\_\_
- f) No concerns

11. When you have a job, what kinds of problems do you experience?

- a I quit easily
- b I am often late for work
- c I am often absent from work
- d I often have conflicts with my boss or co-workers
- e I get fired
- f Transportation is a problem
- g Too little pay
- h Other: \_\_\_\_\_
- i N/A
- j No problems

12. Where do you currently get money?

- |  |   |                                  |
|--|---|----------------------------------|
| <input type="checkbox"/> a Job               | <input type="checkbox"/> d Relative             | <input type="checkbox"/> g S.I.L |
| <input type="checkbox"/> b Social Assistance | <input type="checkbox"/> e AISH                 | <input type="checkbox"/> h Other |
| <input type="checkbox"/> c Mom / Dad         | <input type="checkbox"/> f Boyfriend/Girlfriend |                                  |

If "Other" please explain: \_\_\_\_\_

13. How much do you earn each month? \_\_\_\_\_

14. About how much money do **you** personally spend per month on:

- |                  |                        |                               |
|------------------|------------------------|-------------------------------|
| a) Rent \$ _____ | c) Clothes \$ _____    | e) Alcohol / Drugs \$ _____   |
| b) Food \$ _____ | d) Cigarettes \$ _____ | f) Social Activities \$ _____ |

15. How many people, besides yourself, are you supporting? \_\_\_\_\_

16. a) Since you left Kids in the Hall, have you phoned or gone back to talk to KITH staff?

- Yes       No

b) If yes, did you contact  1 the Workshop or  2 the Bistro?

c) Why did you contact Kids in the Hall staff?

- 1 Just to say hi
- 2 To see if I could get back into the program
- 3 For help with my resume
- 4 For help getting into school
- 5 For help with personal problems
- 6 For help with legal issues
- 7 For a reference
- 8 Other: Please specify: \_\_\_\_\_



17. a) Since you left the program, have you gotten any new criminal charges?

Yes  No

b) If yes, what are they? \_\_\_\_\_

c) Are these charges for incidents that happened...?

- 1 Before you were in Kids in the Hall
- 2 During the time you were in Kids in the Hall
- 3 After you left Kids in the Hall?
- 4 I can't remember when the incident happened

18. In the past two months, how often do you...?

	Everyday	Almost Everyday	Sometimes	Never
a) Eat at least 3 meals a day? (e.g. eggs, vegetables, meat etc.)				
b) Eat breakfast?				
c) Eat junk food? (e.g. chips, chocolate bars etc.)				
d) Go a full day without eating?				

19. On average, how many hours of sleep did you get each night?

a) On weekdays \_\_\_\_\_ hours.

b) On weekends: \_\_\_\_\_ hours.

**Drug Use**

20. I am going to list some drugs, tell me how often you have used them in the past 2 months.

	Never	Once or twice	3-7 times	Once a week	Several times a week	Almost every day
a) Tobacco						
b) Alcohol						
c) Marijuana						
d) Cocaine or crack						
e) Crystal Meth						
f) LSD						
g) Mushrooms						
h) Heroin						
i) Ecstasy						
j) Pills						
k) Other Illegal Drugs						

21. In the past 2 months, if you drank, how much did you usually drink in one sitting?

- 1 1 drink
- 2 2-4 drinks
- 3 5 or more drinks
- 88 Not applicable

22. Please circle True or False:

- a) I have the same friends as I did before I started KITH True                  False
- b) I hang out with totally different people now, compared to before KITH True                  False
- c) I still hang out with people I met at KITH True                  False

23. Please check True or False:

Most of my current friends:

	True	False
a) Go to school		
b) Work full time		
c) Work part time		
d) Have been arrested in the past		
e) Have spent time in jail		
f) Do drugs frequently		
g) Get drunk frequently		
h) Make money illegally		
i) Get into fights frequently		

24. a) Have you gone back to school since you left the program?  Yes  No
- b) If yes, what school did you go to? \_\_\_\_\_  
 Date started: \_\_\_\_\_ Date finished: \_\_\_\_\_
- c) How many courses have you completed? \_\_\_\_\_
- d) Did you get funding for school?  Yes  No
- e) From where? \_\_\_\_\_
- f) What issues have come up in trying to go back to school?  
 \_\_\_\_\_  
 \_\_\_\_\_
- g) What do you plan to do after school? \_\_\_\_\_  
 \_\_\_\_\_

### **Victimization**

25. In the last 2 months, how many times have the following things happened to you?

	Never	Once Only	Two Times	Three or more times
a) Had money or property stolen from you?				
b) Been assaulted by someone without a weapon?				
c) Been assaulted with a weapon?				
d) Been hit by a boyfriend/girlfriend/				
e) Been forced into sexual activity that you didn't want?				
f) Been hit by a parent or step-parent?				
g) Been called names and/or emotionally abused?				

### **Behaviour Report**

26. In the last 2 months, how many times have you done the following things?

	Never	Once Only	Two Times	3 or more times (specify #)
a) Stolen or tried to steal a car?				
b) Broken into a home or business?				
c) Purposely damaged property that is not yours?				
d) Sold illegal drugs (marijuana, cocaine, heroin)				
e) Stolen something worth less than \$50?				
f) Stolen something worth more than \$50?				
g) Used or tried to use credit cards or bank cards without owner's permission?				
h) Been paid to have sex with someone?				
i) Started a physical fight with someone?				
j) Gotten into a physical fight with one group against another?				
k) Gotten into fights where weapons were involved?				
l) Carried a hidden weapon like a gun or knife in public?				
m) Hit a boyfriend or girlfriend?				
n) Made money by doing something illegal?				

**Leisure Activities**

27. How often in the past 2 months, have you done the following activities?

	Never	Once or twice	3-7 times	Once a week	Several times a week	Almost every day
a) Played team sports (basketball, hockey etc.)						
b) Individual sports (run, box, skateboard etc.)						
c) Art						
d) Watched t.v. or movies						
e) Reading or writing						
f) Played video or computer games						
g) Musical Instrument						
h) Partied with friends						
i) Gone shopping						
j) Other:						

28. Who is currently in your life that you could go to if you needed help or support?

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> a) Mother           | <input type="checkbox"/> f) Boyfriend/Girlfriend | <input type="checkbox"/> k) Doctor       |
| <input type="checkbox"/> b) Father           | <input type="checkbox"/> g) Friends              | <input type="checkbox"/> l) Counsellor   |
| <input type="checkbox"/> c) Aunt/Uncle       | <input type="checkbox"/> h) Social Worker        | <input type="checkbox"/> m) Other: _____ |
| <input type="checkbox"/> d) Grandparents     | <input type="checkbox"/> i) Youth Worker         |  |
| <input type="checkbox"/> e) Brother / Sister | <input type="checkbox"/> j) Key Worker           |  |

29. What do you feel you gained from going to Kids in the Hall?

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30. What are your future goals?

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31. What is the biggest barrier to achieving your goals?

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## Appendix H

### Workshop Staff and Youth Ratings of Youth Progress

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#### Staff Rating

Youth Name: \_\_\_\_\_

Date: \_\_\_\_\_

Rated by: \_\_\_\_\_

	Never	Sometimes	Most of the time	Always
a) Seems comfortable talking to adults				
b) Seems comfortable talking with peers				
c) Seems comfortable talking in a group				
d) Swears too much				
e) Looks people in the eye when talking to them				
f) Carries themselves confidently				
g) Expresses anger calmly and appropriately				
h) Asks for help when needs it				
i) Expresses own opinion, even if different from others.				
j) Deals with pressure well				
k) Makes friends easily				
l) Shows trust in KITH Staff				
m) Open to new ideas				
n) Able to see things from other's viewpoint				
o) Open to looking at own issues				
p) Open to feedback about own behaviour				
q) Shows self reliance/independence				
r) Takes action towards positive change				

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Youth Self-Rating

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	Never	Sometimes	Most of the time	Always
a) I feel comfortable talking to adults				
b) I feel comfortable talking with people my own age				
c) I feel comfortable speaking in a group				
d) I swear too much				
e) I look people in the eye when we're talking				
f) I carry myself confidently				
g) I express anger calmly and appropriately.				
h) I ask for help when I need it.				
i) I can express my own opinion, even if it differs from others.				
j) I am able to deal with pressure well				
k) I make friends easily				
l) I trust in KITH Staff				
m) I am open to new ideas				
n) I am able to see things from other's viewpoints				
o) I am open to looking at my own issues				
p) I am open to feedback about my own behaviour				
q) I am self-reliant and independent				
r) I take action towards positive change				

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Appendix I

### Work Personality Profile Bistro Supervisor and Youth Self Rating

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#### Work Personality Profile - Supervisor Version

Youth Name: \_\_\_\_\_

<b><u>Evaluation Key</u></b>
4 = A definite strength, an employability asset
3 = Adequate performance, not a particular strength
2 = Performance inconsistent, potential employability problem
1 = A problem area, will limit chances for employment.
x = No opportunity to observe

	<b>Date:</b>	<b>Date:</b>	<b>Date:</b>
	<b>Initials:</b>	<b>Initials:</b>	<b>Initials:</b>
<b>Bistro Measures</b>	<b>3 Week Rating</b>	<b>Middle Rating</b>	<b>Final Rating</b>
1. Informs supervisor of absences in advance			
2. Excused / Unexcused Absences			
3. Arrives to work on time			
4. Respects designated break times			
5. Follows safety standards			
6. Operates Equipment correctly			

<b>Acceptance of work role</b>	<b>3 Week Rating</b>	<b>Middle Rating</b>	<b>Final Rating</b>
7. Sufficiently alert and aware			
8. Initiates work-related activities on time			
9. Accepts work assignments and instructions from supervisor without arguing			
10. Conforms to rules and regulations			
11. Maintains satisfactory personal hygiene habits			
12. Displays good judgment in use of obscenities and vulgarities			
13. Arrives appropriately dressed for work			
14. Expresses pleasure in accomplishment			
15. Displays good judgment in playing practical jokes or "horsing around"			
16. Controls temper			

**Evaluation Key**

4 = A definite strength, an employability asset  
3 = Adequate performance, not a particular strength  
2 = Performance inconsistent, potential employability problem  
1 = A problem area, will limit chances for employment.  
x = No opportunity to observe

<b>Ability to profit from instruction or correction</b>	<b>3 Week Rating</b>	<b>Middle Rating</b>	<b>Final Rating</b>
17. Learns new assignments quickly			
18. Improves performance when shown how			
19. Changes work methods when instructed to do so			
20. Maintains improved work procedures after correction			
21. Listens to instructions or corrections attentively			
22. Transfers previously learned skills to new task			

<b>Work persistence</b>	<b>3 Week Rating</b>	<b>Middle Rating</b>	<b>Final Rating</b>
23. Works steadily during entire work period			
24. Works at routine jobs without resistance			
25. Pays attention to detail while working			
26. Maintains work pace even if distractions occur			

<b>Work tolerance</b>	<b>3 Week Rating</b>	<b>Middle Rating</b>	<b>Final Rating</b>
27. Accepts changes in work assignments			
28. Expresses willingness to try new assignments			
29. Maintains productivity despite change in routine			
30. Performs satisfactory in tasks that require variety and change			
31. Moves from job to job easily			



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<b>Amount of supervision required</b>	<b>3 Week Rating</b>	<b>Middle Rating</b>	<b>Final Rating</b>
32. Needs virtually no direct supervision			
33. Carries out assigned tasks without prompting			
34. Recognizes own mistakes			
35. Initiates action to correct own mistakes			
36. Needs less than average amount of supervision			
37. Handles problems with only occasional help			

<b>Extent youth seeks assistance from supervisor</b>	<b>3 Week Rating</b>	<b>Middle Rating</b>	<b>Final Rating</b>
38. Requests help in an appropriate fashion			
39. Asks for further instructions if task is not clear			
40. Asks for help when having difficulty with tasks			

<b>Degree of comfort or anxiety with supervisor</b>	<b>3 Week Rating</b>	<b>Middle Rating</b>	<b>Final Rating</b>
41. Approaches supervisory personnel with confidence			
42. Accepts correction without becoming upset			
43. Comfortable with supervisor			
44. Performance remains stable in supervisor's presence			

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<b>Teamwork</b>	<b>3 Week Rating</b>	<b>Middle Rating</b>	<b>Final Rating</b>
45. Shows pride in group effort			
46. Accepts assignment to group tasks			
47. Works comfortably in group tasks			
48. Supportive of others in group tasks			
49. Offers assistance to co-workers when appropriate			
50. Assumes assigned role in group tasks			

<b>Social communication skills</b>	<b>3 Week Rating</b>	<b>Middle Rating</b>	<b>Final Rating</b>
51. Expresses likes and dislikes appropriately			
52. Responds when other initiate conversation			
53. Initiates conversations with others			
54. Listens while other person speaks, avoids interrupting			
55. Expresses positive feelings, e.g., praise, liking for others			
56. Expresses negative feelings appropriately, e.g., anger, fear, sadness			

<b>Comments</b>
Rating 1:
Rating 2:
Rating 3:

## Work Personality Profile – Youth Version

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b><u>Evaluation Key</u></b>
4 = This is a definite strength for me
3 = I am ok at this
2 = This is sometimes a problem for me
1 = This is a definite weakness for me

<b>Criteria</b>	<b>Description</b>	<b>3 Week Rating</b>	<b>Middle Rating</b>	<b>Final Rating</b>
<b>1. Bistro Measures</b>	Rate yourself on your attendance and lateness.  (E.g. how good have you been about being on time for work, informing your supervisor of absences in advance, respecting designated break times, and not missing work.)			
<b>2. Acceptance of Work Role</b>	Rate yourself on how well you meet the basic expectations of your employer.  (E.g. being appropriately dressed, following rules and safety standards, not swearing, not horsing around, and accepting directions from supervisor)			
<b>3. Ability to Profit from Instruction or Correction</b>	Rate yourself on how well you learn new tasks.  (E.g. how well do you listen to instructions, improve the way you work if your supervisor corrects you, remember new things.)			
<b>4. Work Persistence</b>	Rate yourself on how well you work.  (E.g. do you work steadily throughout your whole shift, do you pay attention to details while you're working?)			

**Evaluation Key**

4 = This is a definite strength for me  
 3 = I am ok at this  
 2 = This is sometimes a problem for me  
 1 = This is a definite weakness for me

<b>Criteria</b>	<b>Description</b>	<b>3 Week Rating</b>	<b>Middle Rating</b>	<b>Final Rating</b>
<b>5. Work Tolerance</b>	Rate yourself on how well you accept change in your job, and how easily you move from one task to another.			
<b>6. Amount of Supervision Required</b>	Rate yourself on how much supervision you need.  (E.g. how good are you at working without supervision from your boss, can you recognize your own mistakes and correct them by yourself, etc.)			
<b>7. Extent Trainee Seeks Assistance</b>	Rate your ability to ask for help if the instructions were not clear, and ask your supervisor for help when you need it.			
<b>8. Degree of Comfort With Supervisor</b>	Rate how comfortable you are with your supervisor.  (E.g. do you feel comfortable talking with your supervisor and are you comfortable when your supervisor corrects you?)			
<b>9. Teamwork</b>	Rate yourself on teamwork.  (E.g. are you comfortable working in a group, how good are you at helping and supporting your co-workers?)			
<b>10. Social Communication Skills</b>	Rate how well you communicate with others.  (E.g. How well do you listen to others, have good conversations, express your likes and dislikes, express your positive and negative feelings)			