

Final Evaluation Report
for the
Prince Albert Outreach
Program Inc.
Youth Alliance Against Gang
Violence Project

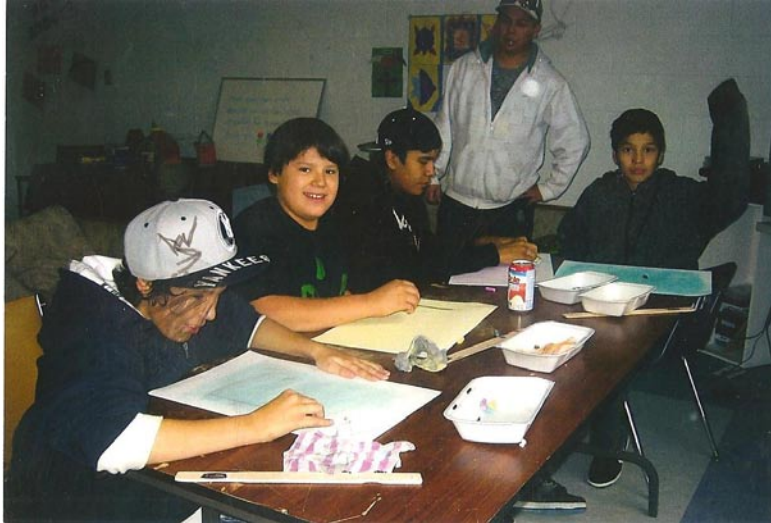
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This report is dedicated to the memories of three young people who died far too young. They contributed greatly to their families, friends and the PAOPI.



Remembering the Life of
KENDALL "FAT HEAD" COTE
February 28, 1996 - February 15, 2010
AGE 13 YEARS



Traditional Wake
Wednesday, February 17, 2010
2:00 p.m.
Cote Band Hall

Funeral Service
Thursday, February 18, 2010
2:00 p.m.
Cote Band Hall

Interment
Cote First Nation Cemetery

Officiants
Alice & Gary Cote

Active Pallbearers
Dustin Keshane Perry Cote
Terrance Keshane Steven Cote
Tyson Cote (Chung low) Lyndon Paul

Honorary Pallbearers
Ellio Quewezance, Solomon Sanderson, Taylor Keshane,
Soarin Sanderson, Mike Cote, P.A. Minors Softball,
Thomas (Big Sav) Stevenson, Jamie Seright,
Travis Cote, Ethan Sanderson

Kendall leaves to mourn his family:

Mother, Myrna (Todd) Cote;
Brothers, Kem Cote, Taryn Cote,
Trey Cote, Cross Cote (special);
Sisters, Amanda Keshane,
Heaven Cote-Sanderson (special),
Liberty Cote (special);
Maternal Grandparents, Edward & Beverly Severight;
Maternal Great-Grandfather, Frank Keshane;
Uncle, Jorell Cote;
Aunties, Ruby Cote, Olivia (Randall) Severight,
Rachel (Jamie) Severight, Yvonne (Bobz) Keshane;
Special Uncle & Auntie, Joseph (Juice) & Leigh Cote;
Special Grandparents, Terry & Annie Sanderson;



Kendall was predeceased by:

His Father, William (Billy Boy) Keshane;
His Paternal Grandparents, William Ninnie
& Mervena Keshane



In Loving Memory of Erica Amy Rabbitskin

Born: 1985

Died: 2009

Age: 23 years

When I leave you don't weep for me.
Pass the wine around and remember
How my laughing pleased you.
Look at one another, smiling,
And don't forget about touching.
Sing the songs that I loved best
And dance one time all together.
As for me, I'll be off running
Somewhere on the beach, and I'll fly
To the top of the tree I always meant to climb,
When you're ready, I'll be there---
Waiting for you
Take your time.



In loving memory of Krista Kenny

Born: 1992

Died: 2009

Age: 17 years

Times like these are hard to believe,

When facing the fact

We are forced to grieve.

Amongst all these faces

We wish to see yours,

Unwilling to admit

Your Spirit soars.

Forever longing to hear your sweet voice,

Knowing that this will not come by choice.

We lean on each other trying not to face

Hoping somewhere

It wasn't you He called.

There will come a time

When we all reunite,

Until that time,

This heart-ache we all fight

Written by Candace Henderson

ACKNOWLEDGEMENTS

This report would not have been possible without the support and critical feedback of many persons. The authors would like to thank the following individuals: Jamie Goodin, Chief of WonSka School; Sara Samaganis, Chief of the Youth Activity Centre; Peggy Rubin, Executive Director of the Prince Albert Outreach Program Inc. and the Youth Alliance Against Gang Violence Project, and her staff team; Dana Bayda, Coordinator of the YAAGV project; Donna Brooks, YM/YWCA, Chair of the PAOPI Board of Directors; members of the Evaluation Committee, including Bill Chow, Prince Albert Police; Karla Preston, Ministry of Corrections, Public Safety and Policing; Glenis Clark, Addictions Services; Alison Warner and Barb Rawluk, National Crime Prevention Centre; Brian Rector and Blair Wotherspoon, Saskatchewan Ministry of Corrections, Public Safety and Policing; Dr. Craig Bennell, Carleton University Department of Psychology; and Monica Prince, Prince Computing. Last, special thanks are owed to the youth involved in the Youth Alliance Against Gang Violence Project. Your participation in the evaluation of the YAAGV Project is commendable. You have given freely of your time and your voices form the foundation of this report.

Mark Totten and Sharon Dunn

*Hi I am (name) I was born in prince albert Saskatchewan on (date)
I lived on the west flat all my life with my father (name) mother (name) & three brother (names). We all will good healthy lives tell we moved to the one of the worst parts of the city at the time it was called Manville bay they were town houses my father was the care taker he cleaned the place up really good we were doing terrific tell one night my dad was working late on one of the suites and there was a hard knock on the door at my house we were all sleep at the time my mom got up to answer the door and she thought it was my dad when suddenly she seen 3 males with there hoods up and she went to close the door and the 3 suspects kicked it open and started to beating on my mom I was sleeping on the couch at the time I woke up and started tryna fight off one of the guys and and he knocked me on the ground and my dog was tied up at the back door got loose and chased one of the guys out of the house and caught up to him and bit him really badly and one guy went up stares and started fighting my brother while he was sleeping and my brother fought him off and my dad heard on the noise from 2 suites down and come running home by that time two of the men ran out of the house and there was still one up stares so my dad ran up there and beat the fuckin shit outta this dude for what he did to my family and as my dad was beating on this dude my brother on of my brothers jumped in and they just messed the dude rate up broke his leg and he was charged for home invasion. He was in a wheel chair for about a month kuz of what we had done to him He did I think about 3 years in jail.*

So after that the guy my dad worked for called my dad and they got into a argument so my dad told him to shove the job up his ass so he evicted us from the town houses We could not find a house to move in so we moved to a worse naber hood to other town house called "the projects" this naber hood was full of gangs but we were stating to get along with the naber hood quiet well tell one night (date) there was 2 house party's going on and the guy my dad and brother had beat up was apart of this gang and was at a party across the street from another party where were my brothers and uncle were at. Some dude came over and tried to start shit but the chased him off and where this party was where my brother were at I just live about 11 houses down. I was sleeping at the time and my dad and mom were up and all of a sudden my dad got a phone call from a friend (name) who lived at the house my brothers and uncle (name) were drinking at and (friend's name) said (name of father) get over here your boys are in trouble so my dad went over there didn stand a chance him and my uncle we rushed beaten and stabbed to death and my two brothers (sic) were both stabled (name of brother) almost died stabled 2 inches away from his kidney and (name of second brother) just about lost his hand by catching a knife in stead of getting stabled in the face and after that my life was a total disaster I stared doing really hard drugs getting into trouble I joined a gang started stealing started selling drugs I bought a gun and went to jail but after I got outta jail I kept my nose clean. We stayed in them fuckin shitty town houses that runed my life for another year then we moved out finally found a house on the east hill and me and my mom live here tell this day

Written by 19 year-old Jimmy, who exited his gang, quit hard drugs and stopped his criminal activities as a result of the WSW Program.

1. EXECUTIVE SUMMARY

The purpose of this report is to provide an overview of the evaluation activities for the Youth Alliance Against Gang Violence Project (YAAGV), also known as the Warrior Spirit Walking Project (WSW), for the period of November 2007 – March 2011. This Project is an innovative, evidence-based initiative for Aboriginal youth aged 12 – 21 who are gang-involved or at high risk of gang involvement. It is nested within the broader Prince Albert Outreach Program Inc. Agency. Key gang prevention and intervention programs include the Youth Activity Centre, the Won Ska Cultural School, Counselling, Van Outreach, and Court Outreach.

A variety of data collection and analytical techniques, including both quantitative and qualitative methods, were used. A non-randomized comparison group design was employed, consisting of a control sample of 48 gang-involved high risk Aboriginal offenders. The control group sample was matched to the treatment group on key variables including age, gang involvement, gender, Aboriginal status, place of residence, offending, employment and school status. A pre-, mid, post and follow-up design for both the treatment and control groups allows for the measurement of change over time. The mid-point measures were administered every six months following the baseline measure. It is clear that the YAAGV intervention has been somewhat successful in accomplishing some of its objectives. However, while some evidence of positive change has emerged for the treatment group with respect to certain risk factors, this change is perhaps best characterized as sporadic or inconsistent, in that it tends to be limited to only certain follow-up periods.

A total of 147 individual youth were served (41% females and 59% males). Forty-nine percent reported that they were either current or recent gang members, and the remaining 51% were at high-risk for gang recruitment.

- 45% reported having grown up in the care of child welfare and/or youth justice facilities, with half of this group having spent over three years or more in care. Twenty percent had been in seven or more different facilities.
- 33% said that they had sold drugs during the past six months
- 39% reported having attacked someone with the idea of seriously hurting them during this same period of time.
- 82% reported having a close family member with a severe drug or alcohol problem.
- 45% reported frequent binge drinking
- Many said that they frequently used drugs: 76% reported frequent marijuana usage; 27% reported frequent use of cocaine; 27% reported frequent use of prescription drugs; 42% percent used ecstasy frequently.
- 26% reported having had suicidal ideation sometimes or often during the past six months. 13% had attempted suicide during this same period of time.
- 66% of the youth said that they had held a job at some point in their lives.

Outcomes are measured from a number of different angles in the Project. First, changes in risk levels are measured within each of eleven areas (gang involvement, violent crime, non-violent crime, attachment to anti-social/criminal peers, drug and alcohol use, school inclusion, attachment to healthy adult role models, attachment to

school, depression, cultural identity, pro-violence attitudes) every six months. Second, overall change in risk level is also measured every six months. Third, specific outcomes are measured for those youth involved in intensive counselling.

Indices were created from survey questions that scored each youth in terms of their behaviour and attitudes. Two test procedures were employed. In order to determine whether significant changes were being made by youth in treatment, Matched Pairs T-Tests were used where each individual's score on an index at an earlier time is subtracted from their score on the index at the later time (as in Time 1 scores subtracted from Time 2 scores). In order to determine whether significant differences existed between youth in the treatment and control group at particular points in time, Independent Samples T-tests were used to examine the differences in average scores for youth in each group across the various indices.¹

Key findings from the Matched Pairs analysis, presented in tabular format, include:

¹ In the case of the Matched Pairs analysis, this test indicates whether or not scores have changed for the youth in treatment between the two time points. The average of these differences is computed and the t-test is applied to determine if the change from one time to the next is statistically significant. The change is significant if there is a 5% or lower probability that the change is equal to zero (the difference happened simply by chance). In the case of the Independent Samples analysis, this test indicates for a particular point in time, whether or not the scores for the treatment and control group are different. The average difference between the groups is calculated, and the t-test is applied to determine if the difference is statistically significant. As with the Matched Pairs analysis, the difference is significant if there is a 5% or lower probability that the difference is equal to zero.

| Risk factor | Period over which positive change occurred | Statistical Test | Effect size |
|---------------------------|--|-----------------------|-------------|
| Attachment to teachers | Time 1 – Time 5 | t=2.22, df=23, p<.05 | 0.63 |
| | Time 1 – Time 6 | t=2.47, df=11, p<.05 | 1.01 |
| | Also see Appendix F, <i>Table 5</i> | | |
| School suspensions | Time 1 – Time 3 | t=-2.14, df=73, p<.05 | 0.39 |
| | Also see Appendix F, <i>Table 5</i> | | |
| Adult role models | Time 1 – Time 6 | t=2.89, df=11, p<.05 | 1.24 |
| Depressive symptoms | Time 1 – Time 4 | t=-1.99, df=44, p<.05 | 0.43 |
| Substance abuse | Time 1 – Time 6 | t=-2.22, df=9, p<.05 | 1.05 |
| Attachment to labor | General improvement over time | | |
| Non-violent crime | Time 1 – Time 3 | t=-1.98, df=74, p<.05 | 0.33 |
| | Time 1 – Time 4 | t=-2.88, df=48, p<.05 | 0.70 |
| Violent crime | Time 1 – Time 4 | t=-2.24, df=48, p<.05 | 0.56 |
| Conflict resolution skill | Time 1 – Time 2 | t=3.61, df=50, p<.05 | 0.72 |
| Exiting gangs | General improvement over time | | |
| Attitudes to gangs | Time 1 – Time 5 | t=-2.74, df=23, p<.05 | 0.83 |
| | Time 1 – Time 6 | t=-2.42, df=11, p<.05 | 1.05 |
| | Also see Appendix F, <i>Table 5</i> | | |
| Antisocial peers | Time 2 – Time 3 | t=-2.34, df=75, p<.05 | 0.37 |
| | Time 2 – Time 6 | t=-2.17, df=47, p<.05 | 1.02 |

Overall, data analyses also showed that programs produce some important reductions in the overall levels of risk faced by participants, although here too the reductions are somewhat sporadic and limited to certain time periods. To assess levels of risk for individual participants, an over-all risk index was constructed, consisting of seven indices (non-violent crime, violent crime, present or past gang membership, school suspensions, criminal and anti-social peer behaviour, substance abuse, and lack of access to adult role models). The extent of risk among participants is notable: 57% of these young people qualify as being at high risk at entry. Analyses show that a statistically significant reduction in risk was observed among the targeted youth between entry into the program and the 12 month follow up (t=-2.28, df=75, p<.05, effect size=.37), 18 month follow up (t=-2.00, df=48, p<.05, effect size=.45), and 24 month follow up (t=-2.16, df=23, p<.05, effect size=.65), in addition to other differences included in *Appendix F, Table 5*.

Key findings from the Independent Samples analysis, in tabular format, include:

| Risk factor | Period in which positive outcomes were observed for the treatment vs. control group | Statistical Test | Effect size |
|--------------------------------|--|-------------------------|--------------------|
| Attachment to teachers | Time 1 | t=3.51, df=193, p<.05 | 0.60 |
| | Time 2 | t=3.78, df=154, p<.05 | 0.65 |
| Commitment to school | Time 1 | t=-8.00, df=183, p<.05 | 1.38 |
| | Time 2 | t=-5.53, df=125, p<.05 | 1.18 |
| School suspensions | Time 2 | t=2.95, df=154, p<.05 | 0.52 |
| Adult role models | Time 1 | t=2.04, df=193, p<.05 | 0.34 |
| | Time 2 | t=3.51, df=155, p<.05 | 0.61 |
| Depressive symptoms | Time 2 | t=-3.75, df=146 p<.05 | 0.67 |
| Cultural identity | Time 1 | t=5.72, df=193, p<.05 | 0.96 |
| | Time 2 | t=3.78, df=154, p<.05 | 1.30 |
| Substance abuse | Time 1 | t=-2.61, df=168, p<.05 | 0.45 |
| | Time 2 | t=-3.55, df=137, p<.05 | 0.65 |
| Attachment to labor | Generally more positive for treatment group | | |
| Non-violent crime | Time 2 | t=-2.20, df=153, p<.05 | 0.39 |
| General approval of aggression | Time 1 | t=-2.32, df=191, p<.05 | 0.38 |
| Approval of retaliation | Time 1 | t=-3.27, df=189, p<.05 | 0.54 |
| Total approval of aggression | Time 1 | t=-3.29, df=189, p<.05 | 0.56 |
| Conflict resolution skill | Time 1 | t=3.88, df=187, p<.05 | 0.66 |
| Exiting gangs | Generally more positive for treatment group | | |
| Attitudes to gangs | Time 1 | t=-2.32, df=186, p<.05 | 0.40 |
| | Time 2 | t=-3.53, df=153, p<.05 | 0.62 |
| Attachment to parents | Time 1 | t=4.60, df=179, p<.05 | 0.81 |
| | Time 2 | t=4.49, f=143, p<.05 | 0.82 |
| Parental supervision | Time 1 | t=4.02, df=185, p<.05 | 0.68 |
| | Time 2 | t=4.56, df=150, p<.05 | 0.82 |
| Parental involvement | Time 1 | t=5.75, df=177, p<.05 | 1.01 |
| | Time 2 | t=4.99, df=145, p<.05 | 0.90 |

While youth in the control group appeared to start off being more “at risk” than youth in the treatment, the vast majority of differences that existed between the treatment and control group across the various risk indices became increasingly larger over the time period that treatment youth received services. This indicates that being involved in the program protected youth to some extent from the various types of risk examined in this evaluation

Seventy-four of the 86 closed primary cases had successful outcomes: all had completed counseling and were gang free at closure, including:

- 60 participants successfully completed the service and were living in the community (34 had addressed legal issues, such as completing probation orders and reintegrating back into the community after being incarcerated; 18 were in school, college or a training program full time; 17 had significantly reduced or stopped drug and alcohol use; 15 were working full time; 12 completed the life skills group program; 12 completed the employment program; 11 completed the group for young women; 11 graduated from high school; and 10 worked on serious mental health problems);²
- 2 were successfully referred to other services and completed specialized programs
- 1 moved back to his reserve;
- 5 completed the service but were then incarcerated in prisons or institutionalized in mental health and child welfare facilities outside of the region
- 6 completed counseling but then lost contact with the program.

The twelve youth who dropped out of programming were active gang members, had serious addictions issues, and were involved in serious criminal activities.

It is apparent that the youth who received high levels of programming did far better than those who received comparatively fewer hours of programming. The 74 cases with successful outcomes received on average 749 hours of programming whereas the 12 cases with unsuccessful outcomes received on average only 290 hours of programming.

The overall cost per primary participant (\$2,839,216.51 total budget) is \$19,314.40. This is quite low, given that each closed case received on average 684 hours of service. The average number of hours of face-to-face programming for the active (i.e., open) primary clients was 1,085.

There are three potential limitations related to the evaluation. First, treatment group sample size at T6 (30 months) is quite low (12 cases), limiting the power of statistical analysis at this time period. Second, control group sample size at T3 (18 months) is also low. Finally, there may be issues related to the comparability of the treatment and control groups due to an internal validity threat of selection. Assignment to treatment and control groups was not random. Therefore, the groups may have been different prior the start of the evaluation. These three limitations were addressed in the statistical analyses, thereby mitigating the impact of these issues.

² Some participants had more than one positive outcome.



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3. INTRODUCTION

The Warrior Spirit Walking Project (WSW) was sponsored by the Prince Albert Outreach Program Inc. (PAOPI), a registered non-profit charitable organization, located at 2005 4th Avenue East in Prince Albert. NCPC funding was granted in April 2007 and ended in March 2011. The Project was evaluated by Totten and Associates, and covered the period of November 2007 – March 2011.

The Prince Albert Outreach Program is a youth-driven community based organization that has been working closely with street and gang-involved youth since 1998. The mission of PAOPI is to provide a safe environment for the youth of Prince Albert, particularly street and gang-involved high-risk youth, through a number of outreach and intensive services. PAOPI has been working on the Prince Albert youth gang issue since October 2003, with funding from NCPC for different phases since that time. In 2007, PAOPI was awarded \$2.5 million over four years through the NCPC Youth Gang Prevention Fund.

Prince Albert is the third largest city in Saskatchewan, with a population of approximately 35,000. Its population is younger than most Saskatchewan cities with the under 12 and under 20 groups comprising the highest portion of the population.³ One third of the population is under age nineteen (10,535 children and youth) and the median age is 35.4 years. The Prince Albert Grand Council (PAGC) reports that 67% of its 30,000 member population is under 25 years of age. The PAGC is a political alliance of twelve First Nations located in central and northern Saskatchewan, providing leadership on issues of common concern. Among Saskatchewan's urban centres, Prince Albert has the highest proportion of residents reporting Aboriginal identity. Census Canada 2006 figures indicate approximately one-third of residents identify as Aboriginal (12,140 Aboriginals). Unlike other Saskatchewan communities, a large portion of Prince Albert's Aboriginal residents report Métis ancestry.

One-quarter of all families are single parent in Prince Albert. The rate of teen pregnancies is high,⁴ as is the unemployment rate. The Ministry of Social Services reports that there are 101 foster homes in Prince Albert. Just under 400 children are in foster care or in staffed group care facilities. The city's homeless population is growing, primarily due to a lack of affordable housing.

Prince Albert has a high concentration of correctional facilities, incarcerating over 1,000 inmates at any one point in time. Facilities include: Saskatchewan Penitentiary Riverbend Institute Willow Cree Healing Lodge, Prince Albert Correctional Facility, Pine Grove Correctional Centre, Spiritual Healing Lodge, and open and secure youth facilities. As a result, families with incarcerated members often live in this area. Historically, Saskatchewan has seen a very high number of Aboriginal offenders incarcerated in the correctional system. Recent figures indicate that 75 to 80 per cent of offenders admitted to custody in Saskatchewan are of Aboriginal descent.⁵

³ Statistics Canada Community Profiles 2006.

⁴ KSI Research, 2002

⁵ Data from Corrections Management Information System.

The Canadian Centre for Justice Statistics reports that Saskatchewan has the highest rate of violent crime in the country. Prince Albert has one of the highest crime rates of small cities in Western Canada⁶ and has experienced an increase over the past number of years in extreme gang violence involving aggravated assaults, shootings, and murders. Local gangs include the Indian Posse, Native Mafia, Native Syndicate, Crazy Cree, Scorpions, Young Bloods, Notorious Pride, Westside, Terror Squad and Urban Acrobats. Seventy percent of arrests made by the Prince Albert Police Service are drug and substance related; Arrests for public intoxication account for 48% of total arrests.⁷

On average, about 2,100 youth in Saskatchewan are involved, at any point, in the young offender system (roughly one in ten youth). The majority of these youth do not commit violent crimes and are not placed in custody. Programs for young offenders range from community-based programs to open and secure custody. Secure custody facilities are located in Saskatoon, Regina, North Battleford, Yorkton and Prince Albert. Open custody facilities are located in North Battleford, Prince Albert and Saskatoon. With the implementation of the Youth Criminal Justice Act, there has been a significant shift to use more community-based programs in order to reduce use of custody. Examples include mediation and conflict resolution involving community members (and, where willing, victims); community service; probation; and compensation to victims. These programs hold youth accountable for their behaviour and are more relevant for both youth and their victims. Corrections and Public Safety works in partnership with a number of First Nations and Métis agencies to deliver services. These services include day programs, cultural camps and alternative measures.

In 2002, the results of the Canadian Police Survey on Youth Gangs estimated the number of youth gangs in Canada at 434 with an estimated membership of 7,071. The largest number of youth gang members was reported in Ontario, followed by Saskatchewan. However, on a per capita basis, Saskatchewan reported the highest concentration of youth gang members (1.34 per 1,000 population) or approximately 1,315.⁸ Currently, there are at least 12 known adult and youth gangs operating in Saskatchewan. Some of the adult gangs include: Native Syndicate, Indian Posse, Redd Alert, Saskatchewan Warriors, Crazy Cree, Mixed Blood, Tribal Brotherz, and West Side Soldiers. Examples of youth gangs are the Crips, Junior Mixed Blood, Indian Mafia Crips, and North Central Rough Riderz.

⁶ CCJS, 2008

⁷ Nosbush, 2006

⁸ CISS, 2006; Astwood, 2004.

4. PROJECT DESCRIPTION



4.1 Description of Model and Literature Review:

The Circle of Courage Approach is the foundation of the Warrior Spirit Walking Project. It is a model of positive youth development (PYD) first described in the book *Reclaiming Youth at Risk*, co-authored by Larry Brendtro, Martin Brokenleg, and Steve Van Bockern (1990, 2002). The model integrates Indigenous philosophies of child-rearing, the work of early pioneers in education and youth work, and resilience research. It is nested within the four parts of the medicine wheel: north, south, east, and west. Other Canadian projects have used this approach. They include: the Ka Ni Kanichihk Inc. NCPC gang project in Winnipeg's Centennial neighbourhood; the Kainai Community Corrections Society crime-prevention pilot, funded by the Alberta Safe Communities Innovation Fund; and the Calgary Board of Education Alternative School at Clinton Ford Center.

The Circle of Courage is based in four universal growth needs of all children: the spirit of belonging (opportunity to establish trusting connections), the spirit of mastery (opportunity to solve problems and meet goals), the spirit of independence (opportunity to build self control and responsibility), and the spirit of generosity (opportunity to show respect and concern). The PYD framework integrates basic knowledge about youth development and essential community conditions to promote social inclusion – where all youth, including the most vulnerable, can achieve their fullest potential.⁹ The WSW programs build alternatives to gang activity and provide opportunities for participants to experience healthy engagement with Aboriginal role models. The PAOPI has a history of

⁹ For example, see Hawkins and Catalano, 1992.

engaging ex- gang members to assist other youths at risk of gang exploitation. Many staff persons are former gang members themselves

Elements of Wraparound Process and Multi-systemic Therapy also form the foundation of WSW, although these models were modified to better suit the needs of gang-involved Aboriginal youth and those at high risk of gang involvement.

Like Multi-Systemic Therapy, the WSW project focuses on the multiple determinants of criminal and anti-social behaviour, and provides services in the youth's own neighbourhood. Offending and gang involvement are viewed as having many causes; therefore, interventions focus on the multitude of factors influencing these behaviours. However, in MST, the family is the primary area of work, and building on the family's strengths is a main focus of the intervention. In WSW, it is not possible to do this. The vast majority of youth have little to no contact with their parents: many have grown up in care (foster homes and group homes), many have been incarcerated for lengthy periods of time, and others do not have any contact with families due to severe abuse they have endured. Finally, MST interventions have on average 60 hours of contact with families over a four month period (a couple of hours weekly).¹⁰ The WSW project is much more intensive, with intensive cases receiving on average 684 hours.

Wraparound (WP) has been successfully used with adolescents who have serious emotional disturbances and are at risk of out-of-home placement. WP refers to a specific set of policies, practices, and steps which are used to develop individualized plans of care that are based on the unique strengths, values, norms and preferences of the child, family and community. WP has emerged as a major alternative to the traditional treatment planning processes inherent in the 'categorical' services (meaning restrictive, pre-developed services which children, families and youth must 'fit into') for children and adolescents with serious emotional and behavioural disorders. The Wraparound Milwaukee model is integrated with the child welfare, mental health and juvenile justice systems.¹¹

Like WP, the WSW project uses individualized plans of care that are based on the unique strengths, values, norms and preferences of the young person. However, for reasons discussed above, only a minority of cases involve parents. As is done in MST and Wraparound, the WSW project uses a social-ecological model, which focuses on both the social context in which gang-related behaviours develop, while at the same time targeting individual change. Education, employment, social service, addictions, child welfare and justice sectors are key partners. Like both MST and Wraparound, the WSW project uses a multidisciplinary process to target individual, school/employment, peer group and community conditions. Staff members employ an intensive case management model. Individual and group counselling targets problems that predict known risk and protective factors. Interventions are gender responsive¹² and individualized to the greatest extent possible.

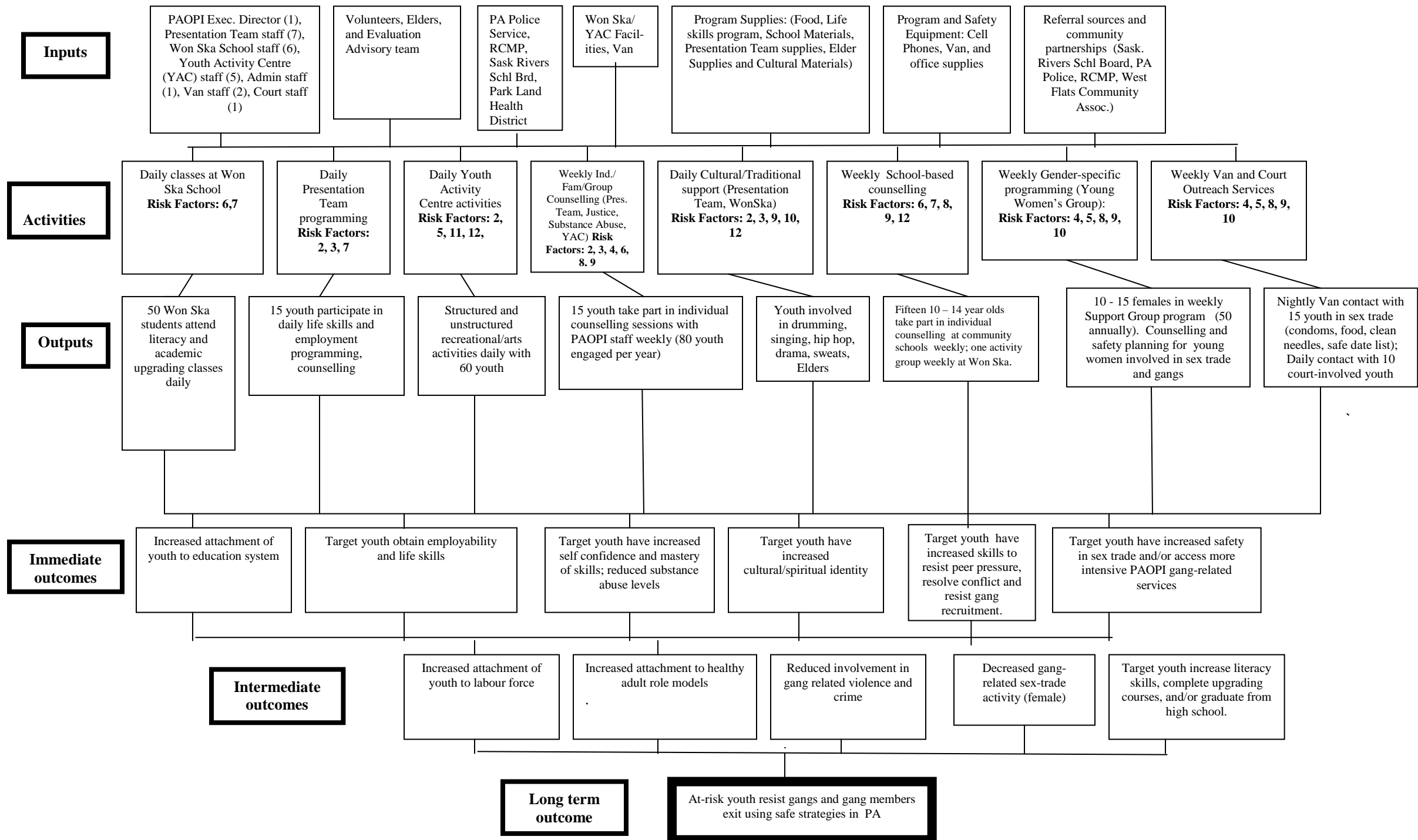
¹⁰ Interventions follow the trademarked MST intervention of the Family Services Research Centre at the Medical University of South Carolina. See Henggeler et al., 2002.

¹¹ Kamradt 2000; Burchard, Bruns and Burchard, 2002.

¹² Totten, 2004.



4.2 Figure 1: Project Logic Model



4.3 Program Activities



The goals of the WSW Project are to increase protective factors and reduce risk factors for youth involved in gangs and youth at high risk of joining gangs; and to reduce gang-related youth violence and crime. The objectives include: 1) to increase access to community support and services for youth gang members and those youth at high risk of gang involvement; 2) to assist youth to leave street and/or gang life through individual and family counselling, cultural supports, and other opportunities for youth to experience safety, belonging, mastery and pro-social engagement with adults and peers; 3) to increase school re-entry and promote success in the completion of high school and GED; 4) to increase neighbourhood and community gang prevention programs and decrease gang control in high risk neighbourhoods through education and youth led intervention.

There are six general program components in the Warrior Spirit Walking Project. Program activities are identified in the Logic Model. Each youth must undergo a risk assessment and meet basic criteria related to gang involvement prior to acceptance into the Project. This entails a meeting with a counselor, during which time the risk assessment tool is administered (see *Appendix B*). If the youth meets basic risk criteria (see *Appendix C*), a case manager is assigned, who is responsible for developing an individual intervention plan and coordinating services. This plan is developed in partnership with the young person and reviewed regularly. Regular meetings are held with the youth, which are focused on working towards completion of goals. At minimum, counseling is focused on addressing risk factors (such as gang recruitment or exit, safety planning, harm reduction). The case is deemed to be closed once the goals in the intervention plan have been met. The decision to close a case is made by the case manager in partnership with the client.

The program components include:

- **Counselling:** There are five services falling within the general WSW counseling program: Individual/crisis counselling; employment counselling; substance abuse counseling; female assistance group counseling; and community school-based

counseling. The first four services are located at the Won Ska school site. The community school counseling service takes place at three elementary schools. The female assistance group program focuses on the unique social, psychological and developmental needs of young women. Topics covered include parenting and baby wellness, sexual abuse, sex trade, body image, sexual orientation, life skills, self harm, and skills for violence-free relationships. The school-based counseling service is for high-risk children and youth aged 8 – 14 years who attend Riverside, Westview, John Diefenbaker, Queen Mary, and St. Michael Community Schools. Although counseling is the primary function of this service, a variety of socio-recreational and group activities are used to address peer pressure, conflict resolution, and gang resistance issues.

- Presentation Team: A group of youth who are disengaging from gangs with the support of intensive programming. Under staff supervision and support, these youth educate young people about the dangers of youth violence, bullying and gang involvement through a variety of youth-friendly activities such as school presentations, hip hop, rap, video production, the sharing of personal stories, and recreation activities. A primary goal is for Presentation Team members to develop employment and life skills. Presentation Team participants are aged twelve – nineteen years who have been involved in gangs and have indicated a desire to exit. All activities are based on traditional cultural teachings.
- Senior and Junior Won Ska Cultural Schools: A partnership with the Saskatchewan Rivers School Division (SRSD), specifically designed for high-risk Aboriginal children and youth who wish to complete their high school training, earn elementary and high school credits, increase literacy skills, increase life skills, and participate in employment training. The Senior and Junior schools are at different sites. Each school is staffed by SRSD teachers and PAOPI counselors. There are two Elders who work at the schools and who engage youth in cultural activities (such as drumming, singing, sweats, crafts, circles, story telling). Won Ska is an alternative school program and it is left up to students to determine their level of participation in this program.
- Youth Activity Centre: Located in the downtown area on the second floor of the municipal recreation centre, the Youth Activity Centre (YAC) offers a safe environment for recreational, arts, musical, and cultural activities. The drop-in area has pool and ping pong tables, computers, couches, sound recording and musical equipment (including speakers, microphones, guitars, karaoke), and arts supplies. The walls and the ceiling are decorated with artwork made by young people. Given that most participants are street-involved and live in poverty, nutritious snacks, drinks and meals are always available. There is also a large gymnasium located on the first floor which can be booked for programming. Youth must have a membership card to participate in this program. This ensures that everyone registers and that staff have a chance to speak with new participants.

- Van Outreach: Four evenings weekly, two PAOPI staff use the van to make contact with high-risk youth on the street. A nurse from the Sexually Transmitted Infection Centre, Prince Albert Parkland Health Region, joins staff twice weekly to provide needle exchange services from the Van. Services include providing healthy meals and drinks, condom and bad date list distribution, counseling, information, and referrals for more intensive services.
- Court Outreach: Three mornings weekly, the Justice Worker visits the court house to provide legal, counseling, information, and referral services to youth involved in the justice system.



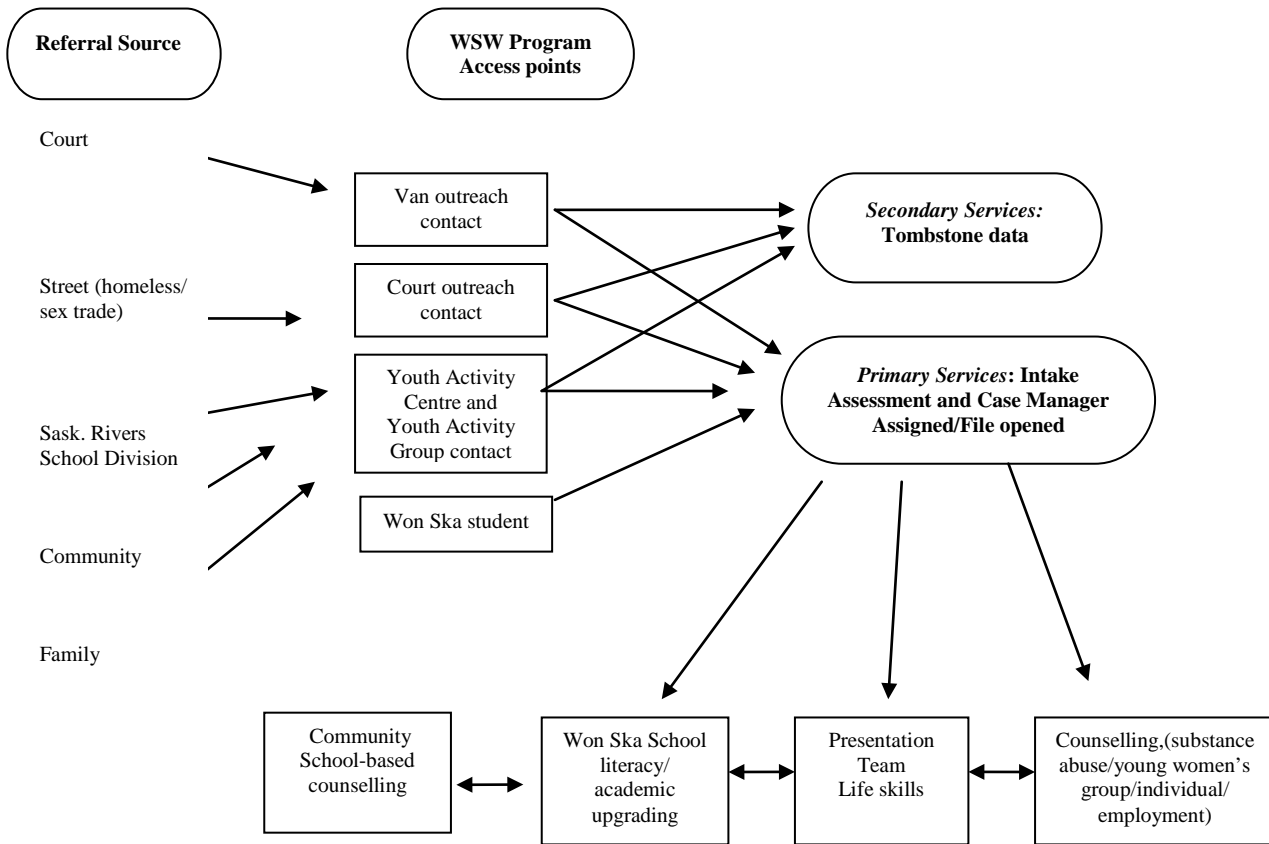
Figure 2 below describes the WSW service flow. The main referral sources include the justice system (courts and police), the SRSD, other community organizations, peers, and parents/guardians. Referrals flow through four main access points into WSW programs. These access points are: Van outreach; Court outreach; the YAC; and the Won Ska school. As *Figure 2* illustrates, contacts by youth with the Van, Court, and YAC can result in one of two outcomes: 1) the case remains as an informal ‘contact’ (also referred to as a ‘secondary’ case) with the WSW program (this decision is made by the youth), with ongoing participation in services designed to provide information, referral, and recreational or artistic activities; or 2) the case is designated as ‘intensive’ (also referred to as a ‘primary’ case). This decision is again made by the youth. Active primary cases are assigned a case manager and the intake assessment is initiated. These youth are formally assessed to be at risk of gang involvement and have participated in the core interventions for a minimum of 30 hours over 90 days. In addition, a small number of youth have met the risk criteria but have only recently begun service. It is too early to

designate them as active primary cases because they have not met the minimum criteria of 30 hours service. The intake (or risk assessment) consists of the standard set of pre-test instruments (see *Appendix B*). In addition, contact with the Won Ska school can result in the intensive case designation if the youth chooses to register. At this point, the young person meets with one of the teachers and basic information relating to their address, telephone number, and previous school history is gathered and placed in the student file. The intake is initiated. Youth who participate in the Won Ska School do not automatically become clients of the WSW project – it is their choice whether or not they take part in the gang project.

Cases which remain at the ‘secondary’ level of service are not assigned a case manager, nor are client files opened. Instead, basic socio-demographic data is collected during the first couple of contacts with the WSW service. The dates of each subsequent contact, and the nature of the contact (for example, recreation or artistic activities, needle exchange, condom distribution, provision of legal information) are tracked in the Excel tracking database. Programs for secondary cases are not funded by NCPC. The focus of the evaluation is on the primary cases.

Although cases are opened under the one main program and are assigned one case manager, many participants are involved in multiple services. These activities are tracked in the database. Both the ‘secondary’ and ‘primary’ levels of service are long and open-ended programs. None of the WSW programs are short due to the complexity of the needs presented by participants and the very high-risk lifestyles they lead.

Figure 2: Warrior Spirit Walking Project Service Flow





4.4 Target Group:

The target population for the YAAGV Project is Aboriginal youth aged 10-21 years who are gang-involved or who are at high risk of gang recruitment. Programs are open to both young men and young women. Family members of youth participants are also involved in YAAGV programs.

There are 12 key risk factors addressed by the Project, including: individual-level factors (1. prior delinquency, 2. anti-social attitudes, 3. aggression and violence); peer group- level factors (4. friends who are gang members, 5. interaction with delinquent peers); school-level factors (6. poor school performance/learning difficulties, 7. low attachment to school); family-level factors (8. family disorganization, 9. family violence, 10. family members who are in a gang, 11. extreme economic deprivation); and community-level factors (12. social disorganization, 13. presence of gangs in neighbourhood, 14. cultural norms supporting gang/criminal behaviour).

A risk assessment was conducted with each youth at intake. *Section 9.1.2* (Total Risk Analysis) provides detailed explanation of the construction of the overall risk index and statistical analyses. Of 116 cases (31 had missing data so could not be included in the total risk analysis), 57% were high risk, 36% were medium risk, and 7% were classified as low risk. Due to low sample sizes, it is not possible to run analyses to determine if the WSW project had a differential effect on each group of youth.

The risk factors present in the life of fifteen year-old Ricky are similar to those in the lives of most participants. He writes:

When i was a little boy my mom used too drink alot and when i turned ten i joined a krew call eastside krew i used to get into alott of trouble running form the cops hitting cars with rocks to get chased smoking weed drinkin n we used to get chased from other gangs but we wernt a gang we were a krew know that all of us are older that krew aint around n i used to go steal some candy pop chips for every one they used too call me a little hustler but now i don't do none of that cause of when i stealing liquor for my homies but now im doing 8 months probation i changed my act from negative to positive my mom aint a alcoholic no more but i still got problems with the the law since i was 12 years old now im turning 15 thats been 3 years n im still on curfew but ill be off in couple months then i might go find a job so i can have some money in my pocket instead of always stealing thats been keeping me in an out of jail for awhile but ill be off pretty soon i hope



5. EVALUATION QUESTIONS AND OBJECTIVES



The purpose of the evaluation is to thoroughly document the WSW project implementation and project outcomes in order to contribute to the knowledge of what project components work best to prevent or reduce gang involvement. The Evaluation collects information from participants to determine their level of gang involvement and/or their level of risk of becoming involved in a gang; collects baseline and follow up information at pre, mid and post intervals, which will indicate if there has been a change over time in participants' level of risk and their level of gang involvement; measures and reports on whether participants join or remain in gangs and their involvement in gang-related crime; and measures specific risk and protective factors which are addressed in WSW activities.

The key outcomes which are measured by the Evaluation include:

- Increased literacy, employability and life skills;
- increased attachment to school and labour force;
- increased attachment to healthy adult role models;
- increased protective factors and reduced risk factors for youth involved in gangs and youth at high risk of becoming involved in gangs;
- reduced gang-related youth crime;
- increased access to WSW intensive services for youth involved in gangs and youth at high risk of becoming involved in gangs;
- increased exit by youth from gangs and increased resistance to gang recruitment through individual and family counselling, cultural supports and activities, and safe recreational activities;
- reduced substance abuse of target youth through individual counseling;
- increased school re-entry and promotion of success in the completion of high school and General Educational Development Certificate (GED).

There are three primary categories of questions for the WSW Evaluation: process questions, outcome questions and descriptive cost analysis questions.

- a) **Process-related questions:** How is the WSW project implemented? What will facilitate the replication of the WSW project? What are the recommendations for implementation of a project such as the WSW in order to increase the likelihood of achieving desired outcomes? *Appendix A, Table 1, Input Analysis: Program Description, Research Questions, and Data Sources – Clientele; Table 2, Input Analysis: Program Description, Research Questions and Data Sources – Resources; and Appendix A, Table 3, Process Analysis: Program Description, Research Questions and Data Sources* describe in detail how these process-related questions are addressed.
- b) **Outcome-related questions:** What is the effect of the PAOPI interventions on clients? Is the dosage of intervention (intensity) related to outcome? Are participants exiting gangs? Are high-risk participants resisting gang involvement? *Appendix A, Table 4, Outcome Analysis: Research Questions, Data Sources and Administration*, describes these issues in more detail.
- c) **Descriptive cost analysis:** *Figure 19 (Section 5.3: Cost Analysis)* provides a format for identifying direct hard costs of project administration, other overhead, project programming, and in-kind soft costs.

The following questions guide the descriptive cost analysis:

- What is the average cost per participant?
- What is the distribution of cost across each of the program components?
- What are the average costs distributed across groups of participants?
- Are there any activities or sub-groups with particularly high costs?



6. METHODOLOGY



6.1 Evaluation Design

A non-randomized control group design was used for this evaluation, consisting of 147 YAAGV primary clients in the treatment group and 48 gang-involved, high risk young and adult offenders in the control group. Due to the fact that no more than 50 primary clients have participated in YAAGV intensive services per year, it was not possible to randomly select a sample for the treatment group - the numbers were too small. The control group sample size is adequate given the relatively small number of high risk, gang-involved Aboriginal offenders in the Prince Albert area. The total youth gang member population of Prince Albert is very small and the PAOPI is the only social service organization in the city focusing on supporting gang members to exit gangs and high-risk youth to resist gang involvement. Youth gang members who are not involved in PAOPI are highly unlikely to volunteer to participate, given that their motivation to exit gangs is presumably low. Recruitment of control groups of individuals who are engaged in highly antisocial and criminal activities in any study is exceedingly difficult because these individuals do not want to be identified.

The control group sample was matched to the treatment group on key variables including age, gang involvement, gender, Aboriginal status, place of residence (i.e., participants must live in Northern Saskatchewan), offending history, employment and school status. This comparison group was selected from the group of PAOPI court outreach cases which had no more than five hours contact with the court outreach worker per month. The contact consists of court support only. None of these cases has

participated in counseling services, nor are these youth involved in the NCPC-funded Warrior Spirit Walking gang project.

A pre-, mid, post and follow-up design for both the treatment and control groups allows for the measurement of change over time. The mid-point measures were administered every six months following the baseline measure.

The original plan was for a comparison group consisting of high risk Aboriginal youthful offenders contained in the provincial young offender database maintained by the Saskatchewan Ministry of Corrections, Public Safety and Policing. Youth in this control sample were not to have received comprehensive support services such as those offered by PAOPI, thereby permitting analysis of offending patterns between those individuals who get service and those who don't get the service. The goal was to follow the control group sample over the same three-year period of time as the duration of the YAAGV project (March 2008 – March 2011).

This original plan was shelved in July 2010, despite having approval since early 2008 from the Provincial Director and a youth court judge. Further aggravating the situation was the fact that the manager of the young offender database left his position with the Saskatchewan Ministry of Corrections, Public Safety and Policing for another job and a replacement for this individual was not found until November 2008. The control group sample was finally selected in February 2009. However, this original file contained so much data that it was not in a usable format (for example, a comparison of names in both samples was required to ensure that youth in the treatment group did not appear in the control group). Despite a series of meetings with the Lead Evaluator and the Ministry to address these problems and clean the data set, the data had still not been provided to the Evaluator in July 2010.

6.2 Data Collection Methods:



Detailed information on roles and responsibilities for data collection is provided in *Appendix A, Table 4, Outcome Analysis: Research Questions, Data Sources and Administration*. The Evaluator worked with WSW staff to ensure that protocols, databases and administrative systems were in place to ensure that data were collected at the appropriate intervals and follow-up tracking of participants was accomplished. This involved administering all evaluation measures with program participants (pre, mid, post and follow-up), maintaining all client files, providing participants with cash honorariums for survey completion every six months, providing the Evaluator with required data at required intervals, and participating in evaluation meetings as scheduled. The Evaluator's role included training staff in the administration of all measurement instruments, conducting field observations for each service of the WSW project three times per year, reviewing client files and outreach contact forms regularly, designing and coding all completed surveys, analyzing data in SPSS, and writing all reports.

Each client was assigned a unique identifying number based on a simple coding system using ten-characters. Each unique client number consists of the last two digits of the year of the first contact with YAAGV, the rolling number of total youth accessing services in the 2008 year, the first initial of the client's first name, the month the client was born, the first letter of the client's last name, and finally the last two digits of the year the client was born. All baseline and follow-up evaluation tools were coded with client numbers, permitting evaluators to track any behavioural and attitudinal changes throughout the YAAGV program.

6.2.1 Timing of Data Collection

The Project has had an ongoing intake process, whereby participants entered the Project at different points in time, depending on the date of their first contact with the Project. Each youth completed a baseline evaluation survey at the start of programming (T1), and completed six month follow-up surveys thereafter. For youth who were in the program for 30 months, there are six time-points in the data, referred to as Time 1 to Time 6. Since the program has had continuous intake of participants, the number of youths who completed questionnaires for each time-point changes, as seen in *Table 1* below. Of the 147 youths who entered the program, 109 were there for 6 months (have Time 2 data). Of these, 75 were in the program for 12 months (Time 3 data), 49 were in the program for 18 months (Time 4 data), 24 were in the program for 24 months (Time 5 data) and 12 were in the program for 30 months (Time 6 data).

A variety of data collection sources and methods were employed during this multi-year evaluation, including: baseline and follow-up youth surveys; program participation tracking data contained in the Excel database; police and school records¹³; in-depth interviews; field observations; client file reviews; and focus groups.

The tools for the evaluation were selected and reviewed with PAOPI staff in December 2007. The matrix describing the research questions and data sources is found in *Appendix A, Table One*, and the outcome analysis contained in *Appendix A, Table Four* provide more details on these issues. *Appendix B* contains the *Baseline Risk Assessment Tool* and *Appendix D* contains the *Follow-up Evaluation Survey Instrument*.

¹³ Data from official police records of offending were compared to participant self-reports of offending. There were only a handful of cases where youth reports did not match police reports. In these cases, a staff person went back to the young person and asked for clarification on the discrepancy. Corresponding changes were made to the evaluation survey, with the consent of the youth.

Table 1: YAAGV Evaluation Survey Completion Rates at Each Time Point

| | Surveys Completed | Completion Rate |
|-------------------------------------|--------------------------|-------------------------------|
| T1 Baseline | 147 | 100% |
| T2 Follow-up (6 months) | 109 | 76% (144 surveys were due) |
| T3 Follow-up (12 months) | 76 | 81% (94 surveys were due) |
| T4 Follow-up (18 months) | 49 | 77% (64 surveys were due) |
| T5 Follow-up (24 months) | 24 | 86% (28 surveys were due) |
| T6 Follow-up (30 months) | 12 | 92% (13 surveys were due) |
| Total | | |



6.2.2 Quantitative Instruments:

The measurement tools are noted below. Each instrument was used as a baseline measure.

- ◆ Comprehensive Gang Model Student Survey (revised) (OJJDP, 2002).
- ◆ Various instruments in Centre for Disease Control *Measuring Violence-related Attitudes, Behaviors, and Influences Among Youths* (2005): Normative Beliefs About Aggression; Attitudes Toward Gangs; Ethnic Identity-Teen Conflict Survey (slightly revised); Conflict Resolution-Individual Protective Factors

Index; Rutgers Teenage Risk and Prevention Questionnaire; Attachment to Teacher-Rochester Youth Development Study; Parental Supervision – Seattle Social Development Project; Attachment to Parents – Seattle Social Development Project; Commitment to School – Seattle Social Development Project; Pro-social Parental Involvement – Seattle Social Development Project; Depression – Rochester Youth Development Study; .

Based on concerns from staff regarding the amount of time involved conducting surveys,¹⁴ the follow-up evaluation survey was significantly reduced in length in August 2009. A number of scales were eliminated (including the Normative Beliefs About Aggression and Conflict Resolution-Individual Protective Factors Index), along with questions in the Comprehensive Gang Model Student Survey (revised) which were not central to measuring outcomes. Staff reported that the follow-up surveys took approximately 50% less time to administer compared to the original version of this instrument. *Appendix D* contains the revised follow-up instrument.

6.2.3 Qualitative Methods:



There are five sources of qualitative data in this Evaluation: field observations, client file reviews, court and police records, youth focus groups, and in-depth interviews with youth.

Data from field observations consist of detailed note taking by the Evaluator during and immediately after observing program activities. The focus was on the process and quality of staff interventions (i.e. how were the programs being delivered; were the interventions being delivered as they were intended [i.e., did they follow the basic foundations of positive youth development and the Circle of Courage approaches?]). The

¹⁴ Staff reported that surveys were taking up to 45 minutes with some youth, particularly those with behavioural and cognitive challenges.

Evaluator conducted detailed field observations for each YAAGV service on eight occasions: February 2008, June 2008, October 2008, February 2009, June 2009, October 2009, February 2010 and June 2010. This entailed observing programming delivered by staff in the Youth Activity Centre, the Won Ska Cultural School, Van Outreach, Presentation Team, and Counseling Programs.

Detailed notes were taken during and immediately after each activity. Feedback was then provided to the Executive Director and staff. The observation process followed accepted guidelines in the literature.¹⁵ Client file review data were collected using a simple checklist for the presence of basic documentation (case notes, consent forms, referral information, baseline risk assessment, closure summary). Systematic reviews of client files were conducted during each of the six site visits. Roughly 40 counselling files were reviewed during each visit.

Focus groups were facilitated by the Evaluator and data were recorded using accepted methods in the literature.¹⁶ The questions were: 1. What do you like about the programs? and 2. What suggestions do you have to make things better? Four gender-specific focus groups were facilitated in February and June 2009.

Official police record and court data were obtained for all youth, with their written consent. Self reports on criminal behaviour have been verified using these records. There were only a few cases where youth reported inaccurate information related to their criminal behaviour on surveys. In these instances, official records were shown to the participants, who then decided to change their responses on the surveys.

The primary function of the in-depth interviews was to verify and supplement quantitative data from the evaluation surveys, confirm participation levels in WSW programs contained in the Excel Tracking Database, probe key areas of the participant's lives in order to gain a better understanding of pathways into gangs, the gang exit process, and the mechanics of WSW programs (i.e., how did the participants understand the role of the program in their own lives, did they see their gang status as being related to the Project), and to provide participants with the opportunity to have their voices heard. A small number of in-depth interviews with youth were conducted. Narratives are presented in various sections in this report. The qualitative findings are found in section 9.1.5 of the report.

¹⁵ For example, see Emerson, Fretz and Shaw, 1995; Lofland and Lofland, 1995.

¹⁶ For example, see Morgan, 2002.



6.3 Data Analysis Methods

A variety of quantitative and qualitative analytical techniques were used. Indices were created from survey questions that scored each youth in terms of their behaviour and attitudes. For each of the evaluation questions, a detailed explanation of how the index was created, including the questions it is based on and how the responses are scored, can be found in *Appendix F*. The alpha levels associated with each index were also calculated (and are presented in *Table 6* below). These values reflect the degree of internal consistency associated with each scale or index (i.e., the extent to which items include in a scale are reliably measuring the same underlying construct; e.g., depression). Values of Cronbach's alpha typically range from 0 to 1, with higher scores indicating a greater degree of internal consistency/reliability. A value of .70 is often used as a cut-off in the social sciences to define when a scale is "reliable enough". However, more lenient thresholds have also been used (.60), as have more conservative cut-offs (.80). The appropriateness of the cut-off is ultimately determined by a number of factors, but primarily is based on the importance of the decisions that will be made based on the scale values (e.g., if potentially harmful treatment may be provided to an individual based on their scale score, higher internal consistency cut-offs should be adopted). In the current program, a minimum alpha level of .60 was adopted as a cut-off to indicate sufficient scale reliability.

In order to determine whether significant changes were being made by youth in treatment, Matched Pairs T-Tests were used. Each individual's score on an index at an earlier time is subtracted from their score on the index at the later time (as in Time 1 scores subtracted from Time 2 scores). This indicates whether or not their scores have changed between the two time points. The average of these differences is computed and the t-test is applied to determine if the change from one time to the next is statistically significant. In this case, statistical significance was determined using an alpha level of 0.05. In other words, the change between two time points is deemed significant if there is a 5% or lower probability that the change is equal to zero (the difference happened simply by chance). No adjustment to the standard 0.05 significance level (p-value) was made for the performance of multiple tests on the data. The number of data cases is low

enough that such an adjustment would essentially guarantee that none of the comparisons would be large enough to qualify as statistically significant.

To facilitate the presentation of the test results, the changes in index scores are collapsed into three groups that indicate the percentage of respondents whose scores increased, decreased or stayed the same over the interval in question. Also presented are the number of cases on which the test is based, the change in the mean of the index scores, and the value of the T-statistic, its degrees of freedom (df) and the p-value of the test. The p-value indicates the probability that the change in the mean is actually zero.

In addition to the results of the Matched Pairs T-Test, effect sizes were calculated and are presented for each of the comparisons. In contrast to the measure of statistical significance discussed above, which determines the extent to which differences found between two time points could be due to chance, effect sizes estimate the magnitude of any differences that are found (independent of sample size). In this way, effect sizes complement measures of statistical significance and speak more directly to the practical or clinical significance of a set of findings (e.g., while a difference may not reach statistical significance, due to a small sample size, the result may still be large enough to represent a practically significant difference). The specific effect size used in this evaluation was Cohen's *d*. The absolute value of Cohen's *d* ranges from 0 to any positive number, with larger effect sizes indicating a greater change between two time points. While a determination of what constitutes a small, medium, or large effect is entirely context dependent, some rough guidelines have been proposed and are generally accepted – values below 0.20 indicate no real effect, values between 0.20 and 0.50 reflect “small” effects, values between 0.50 and 0.80 reflect “medium” effects, and values above 0.80 reflect “large” effects. Effect sizes in the medium range (0.50 to 0.80) are usually assumed to represent changes that are practically or clinically significant (these effect sizes are highlighted by an asterisk in the following tables and in *Appendix F, Table 5*).

Finally, estimates of power are also provided for each of the Matched Pairs T-Test. In contrast to the alpha level (i.e., 0.05), which indicates the likelihood of declaring that there is a difference on a risk index between two time points when such a difference doesn't actually exist, power refers to the probability that a statistical test will detect a statistically significant difference on a risk index between two time points when such a difference does actually exist. Although there are no hard and fast rules, 0.80 is usually considered to be a reasonable level of power. Power analysis is most often conducted before a study begins to determine what sample size is required to obtain a pre-determined degree of power. This was not done in the current evaluation. However, post-hoc power analyses can also be conducted. In this case, the analysis helps to determine the power of a particular test for detecting an effect size of a particular magnitude. For example, a comparison of two time points might indicate that a difference exists on a particular risk index (e.g., $d=0.25$, or a small effect). If the sample size under examination was 10, the alpha level 0.05, and the effect size 0.25, an analysis would indicate that the power of the test is 0.18. This is a very low level of power and is not sufficient to conclude, on the basis of this test, that there is not a small effect (i.e., an effect of time in treatment on the risk index). With a larger sample size, the power of the test would increase (e.g., to 0.80 if the sample size were 100). Under these circumstances we could be more confident in concluding, on the basis of the test, that there is indeed a small effect of time in treatment on the risk index in question.

To address whether differences exist over time between the youth involved in the WSW program and a control group of high risk youth not participating in the program, the same indices used for the Matched Pairs analysis were used. For each index, the scores of youth involved in the WSW program were statistically compared to scores calculated for youth in the control group. This was done for three specific time points: at baseline, 6 months after the treatment group entered the WSW program, and 12 months following entry to the program. The Independent Samples T-Test was also used. For each index, scores for youth involved in the WSW program were calculated for each of the three time points and the average scores were compared to the average scores calculated for the control group at the same time points. The t-test is applied to determine if the difference between the two groups at a particular point in time is statistically significant. The change is significant if there is a 5% or lower probability that the change is equal to zero (the difference happened simply by chance). As with the Matched Pairs analysis, no adjustment to the standard 0.05 significance level (p-value) was made for the performance of multiple tests on the data. The number of data cases is low enough that such an adjustment would essentially guarantee that none of the comparisons would be large enough to qualify as statistically significant.

To facilitate the presentation of the test results, the mean scores for each group are presented for each of the three time points examined. Also presented are the number of cases on which the test is based, the mean difference between the two groups, the value of the T-statistic, its degrees of freedom (df) and the p-value of the test. The p-value indicates the probability that the change in the mean is actually zero. In addition to the results of the Independent Samples T-Tests, effect sizes were also calculated and are presented for each of the comparisons between the treatment and control group. As was the case for the Matched Pairs T-Tests, the effect size employed was Cohen's d. Recall that values below 0.20 are usually thought to reflect no real effect, values between 0.20 and 0.50 reflect "small" effects, values between 0.50 and 0.80 reflect "medium" effects, and values above 0.80 reflect "large" effects (values above 0.50 are highlighted with an asterisk in the following tables and in *Appendix F, Table 5*). Finally, post-hoc power estimates are also provided for each Independent Samples T-Test. In this case, power refers to the probability that the statistical test will find a statistically significant difference on a risk index between the treatment and control group when such a difference does actually exist. Again, 0.80 is usually considered to be a reasonable level of power.

Repeated measures ANOVA could have been used to investigate how the various outcome measures examined in this report changed over time and a mixed model ANOVA could have been used to assess these changes over time while also considering a range of other potentially important factors that might shed light on some of the results (e.g., gender of the youth, risk level, gang involvement, etc.). Despite their appeal, these approaches were not adopted for a variety of reasons, including difficulties that would likely have been encountered by the audience of the Evaluation Report when required to interpret the results of the analysis (e.g., correctly interpreting interactions between multiple variables) and insufficient sample sizes that would have prevented us from being able to simultaneously analyse the role of multiple factors when attempting to explain the results.

6.4 Methodological Limitations

There are a number of methodological limitations to this evaluation study. First, there is room for bias in the completion of youth surveys given that PAOPI staff administers the questionnaires with youth. It is possible that participants may attempt to show themselves in the best possible light given the presence of a staff person. However, there is no other way to get accurate information from participants given that almost all have low levels of literacy. During pre-testing of these tools, youth were given the option of completing surveys on their own or with other youth present in the same room. Data from these initial surveys were replete with errors and inaccuracies due to both the negative dynamics within the group and a lack of comprehension by youth regarding the survey questions.

Three measures have been put in place to address the potential of bias during survey completion: in-depth interviewing by the Evaluators with a cross-section of participants; regular dialogue between the Evaluators and the staff team on process-related issues regarding survey administration; and detailed reviews of all completed youth surveys by the Evaluators. When the Evaluation Team identifies problems with surveys (such as missing pages, indicators of a lack of comprehension on the part of the participant), these issues are immediately communicated with the staff person who conducted the survey with the participant, who in turn has a conversation with the youth to rectify any problems.

Second, the sample sizes at Time 5 and Time 6 follow-up intervals are quite low. This limits the power of statistical analyses.

Third, there may be issues related to the comparison group and its comparability to the treatment group. This latter concern is referred to as the internal validity threat of selection. It means that because assignment to treatment and control groups was not random (i.e., we did not control the assignment to groups through random assignment), the groups may be different prior the start of the evaluation. Such differences between treatment and control groups may affect the outcome of the evaluation.



7. PERFORMANCE MONITORING INFORMATION

Two databases were utilized to collect and monitor the data. A simple Excel tracking database was developed to measure intensity of program participation. Dosage of program usage was recorded monthly for every client. This entailed entering the number of hours of involvement in different programs, and also details on what was involved in each intervention (for example, assessment or rapport building). An SPSS database was designed to collect all data from baseline and follow-up surveys for both treatment and control groups. A single client number was assigned to each case.

Detailed performance monitoring information is contained in Appendix G of this Report.

8. PROCESS EVALUATION FINDINGS AND INTERPRETATION



The following process-related questions, outputs and indicators are addressed in this section: demographics; length and intensity of programs; and baseline survey data.

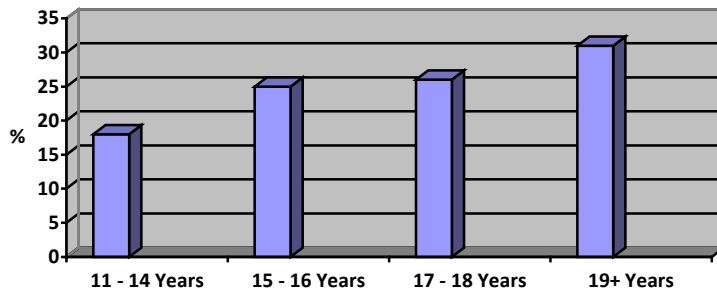
8.1 Demographics

A total of 147 primary participants¹⁷ were served for the period of March 2008 – January 2011. Forty-one percent were female (60 youth) and 59% were male youth (87 youth).

¹⁷ Including the 25 recently opened cases which met risk criteria but not program dosage criteria

Racial origins included Cree (58%); Métis (27%); Dene (5%); Dakota (2%); Caucasian (2%); Lakota (1%); Saulteaux (1%); Sioux (1%); Mohawk (1%); and mixed First Nations (2%). The average age for the 147 clients who completed baseline surveys was 17.8 years. The age distribution of participants is found in *Figure 3*.

Figure 3: Age Distribution (n=147)



Eighty-two percent of the participants (121 youth) reported English as the language most often used at home and most other youth said that they spoke Cree or a mix of English and Cree at home. Ninety-four percent (138 youth) were living in the city of Prince Albert. Five were living on Reserve, six were in a foster home, eight were in a correctional facility, and five youth said that they were homeless. Fifty-eight percent of these youth (85 youth) lived with their mothers, 48% (71 youth) lived with sisters or step-sisters and 45% (66 youth) lived with brothers or step-brothers. Only nineteen percent lived with their biological fathers. It is clear that these youth came from large families and most seemed to be situated around the mid-point in their line of siblings: 81% (119 youth) had siblings younger in age and 87% (128 youth) had siblings older in age.

8.2 Length and Intensity of Programs per Clients

The YAAGV project was able to meet demand for the project. There was not a need to implement a waiting list in any program. The primary reason for this was the fact that the YAAGV Project clients and staff were operating within a broader context of the PAOPI agency, which offered a range of services to complex-need youth. For example, YAAGV clients who participated in counselling were able to participate in the Won Ska cultural school, located at the same physical site. These same youth were also able to access cultural supports through the two full-time Elders, also located at the same site.

The monthly dosage of programming, in hours, is tracked for every PAOPI client in the YAAGV Excel Tracking Database. Tables 2 - 3 provide a comparison of the average hours of direct contact (face-to-face) per program for open primary cases (n=36) and closed primary cases (n=86). Data are not provided for the remaining 25 cases which qualify as primary cases but have not acquired sufficient program hours to be classified as active primary cases.

Table 2 reports on the average hours of direct contact (face-to-face contact) per program for 36 active primary youth. The average length of involvement for these cases

was 116.4 weeks. The total average hours of direct contact per youth for the 35 month period ranges from a low of 17.8 hours (Van Outreach) to a high of 678.3 average hours of service per youth at the Junior Won Ska School. This means that each of the 27 primary youth who participated in Van Outreach programming received on average 0.5 hours face-to-face contact per month, whereas each of the 11 primary youth who attended Junior Won Ska received on average 39.9 hours of face-to-face contact per month (the school opened in August 2009). Overall, each of these 36 youth received 1084.9 hours of programming. It is clear that the large majority of the active primary youth participated in at least four programs – YAC, Senior Won Ska, Van and Counselling.

Table 2: Average Hours of Direct Client Contact per Program for 36 Active Primary Youth March 2008 – January 2011

| Program | Total Youth Served* | Total Hours Per Program | Total Average Hours of Service Per Youth | Average Hours Service Per Youth by Month (35 months) |
|-------------------|---------------------|-------------------------|--|--|
| Van | 27 | 480 | 17.8 | 0.5 |
| YAC | 30 | 11510 | 383.7 | 11.0 |
| Senior Won Ska | 32 | 16261 | 508.2 | 14.5 |
| Justice | 23 | 479 | 20.8 | 0.6 |
| Counselling | 36 | 2618 | 72.7 | 2.1 |
| Presentation Team | 6 | 248 | 41.3 | 1.2 |
| Junior Won Ska | 11 | 7461 | 678.3 | 39.9 (17 months)*** |
| Totals | 142 | 39057 | 1084.9** | |

* Some youth participated in more than one program.

** Based on 36 unique cases

***Junior Won Ska opened in August 2009.

Table 3 summarizes the data for the 86 closed primary youth. The average length of involvement for these cases was 100.2 weeks. A total of 58,782 hours of face-to-face programming was received, with each of the 86 participants having 683.5 hours on average. Across programs, dosage ranged from a low of 13.8 hours (Van Outreach) to a high of 443.6 average hours of service per youth at the Junior Won Ska School. Again, it is clear that intensity of programming is very high. The large majority of the closed primary youth participated in at least four programs – Senior Won Ska, Counselling, Van and YAC. *Appendix E, Table 1* provides detailed data on the primary cases which were closed during the period of March 2008 – January 2011.

Table 3: Average Hours of Direct Client Contact per Program for 86 Closed Primary Youth March 2008 – January 2011

| Program | Total Youth Served* | Total Hours Per Program | Total Average Hours of Service Per Youth |
|-------------------|----------------------------|--------------------------------|---|
| Van | 68 | 938 | 13.8 |
| YAC | 69 | 23632 | 342.5 |
| Senior Won Ska | 72 | 25580 | 355.3 |
| Justice | 55 | 802 | 14.6 |
| Counselling | 86 | 3546 | 41.2 |
| Presentation Team | 18 | 1179 | 65.5 |
| Junior Won Ska | 7 | 3105 | 443.6 |
| Totals | 375 | 58782 | 683.5** |

* Some youth participated in more than one program

**Based on 86 unique cases

There were two psycho-educational group interventions for youth: the Young Women's Group (for women only) and the Life Skills/Employment group (for both males and females). The goals of the Young Women's group include to provide education and support around issues related to: child abuse and sexual exploitation; self-esteem and gender identity; self-destructive behaviours (such as self injury and substance abuse); positive parenting strategies; and healthy, non-violent relationships. The goals of the Life Skills/Employment group include to provide education and support around issues related to: job search and interviews; resume preparation; job retention; drug and alcohol use; cooking; personal hygiene; and first aid. Outcome data on the participants is reported in section 9.1.4.

Three young women's groups were facilitated, with each group involving weekly two-hour sessions for a total of 5 months on average. Thirty-three young women participated (three youth were in two groups). The average age was 18 years. The groups took place at the Snr. Won Ska school site. Attendance rates varied for each group. Four young women dropped out after the initial session, four attended for 25% of the sessions, 14 attended 50%, seven attended 75% and seven young women attended 100% of group sessions.

Eight life skills/employment groups were facilitated. Length of groups ranged from two – eight months. Six groups ran weekly for two hours and two groups ran daily full-time. Youth were paid stipends for participation in the two latter groups. Forty-three youth participated, including twelve females (four youth participated in more than one group). The average age was 18.5 years. Two groups were based out of area schools and the remainder took place at the Youth Activity Centre and the Snr. Won Ska school site. Attendance rates varied for each group. Two youth dropped out after the initial session, two attended for 25% of the sessions, six attended 50%, thirteen attended 75% and 24 youth attended 100% of group sessions.



8.3 Baseline Survey Data on 147 Youth

The experiences of thirteen year-old Susan are illustrative of those of many participants. She writes:

Im gonna talk a Little bit of My Life what I wen't though when i was yonger And when I was drinking And drug's Well this is my storey. When i was yonger My dad Raped me! i was Aboute six he told Me if i ever told Anyone he would Kill Me And my brother then it happen Again when i was Aboute 8 And i trid to tell my mom everytime she kicked Him out i always Asked her mom is He comin back evertime she said know but i nerverd belived what she said cuz evertime i said that! He Alway's came back then when i was About 10 she kicked him out then i said mom is he comin back and she said know! then i said mom i Need to talk to you Just me and you! What is it? Then i said dad Raped Me!!! Aboute 3-4 monts Later He came back i looked at My Mom And said you lied to Me! that morning A worker came to the school i wad goin to RiverSide At the time And this women Asked Me to much Questions then she talked to My brotherz And stisters that same day she toke Me out of class And said your comin with Me then she put Me in a froster home so About 1 year Later i Just found out What drugs and Alc Where i had this friend i was in a grop houme With this gril Me and this gril ran away from that Grophome thats when i Just found out About Alc/drug's/smoking i Got so drunk that i bet up this gril 4 lookin At Me in the wrong way i don't rember what i did All i rember is Lookin down At that Gril i thought to My My Self what did i do. i seen A cop car so i toke off Right then and there. So About 6 monts later We wen't back to My Mom i was mad at My Mom cuz al that time she always toke My dad back so i ran away from her wen't to go Live with one Of My friend's it was the same thing everday always drinkin smoking weed/smoking When i was always drinking its Like nothing matterd anymore but My Life One day i got so drunk that i Left that house i was Living there and i got picked up by the cops : was to yong to go to the drunk tank Well the sells so they

called My mom And they wen't to go drop Me off there! i don't rember going to bed but i woke up And i Asked my mom Why did she take Him back all those time's She said to Me i Never toke Him back He just come And go When ever He felt Like My mom told Me About How he Would brack in And weat 4 her 2 be Home.

Table 4 provides a summary of some of the key risk factors faced by participants at intake. It is clear that these youth faced many risks. Approximately 50% (72 youth) were gang-involved and a majority had best friends who were gang members, had been suspended from school, abused substances, and had been arrested during the past 6 months.

Table 4: Types of risk factors experienced by participants (n=147)

| Types of risk factors | Number of participants with these risk factors | Percentage of participants with these risk factors |
|---|---|---|
| Current or Former Gang Member | 72 | 49% |
| In Care of Child Welfare or Youth Justice Facilities | 66 | 45% |
| School Suspension | 111 | 77% |
| Substance Abuse Past 6 Months | 126 | 86% |
| Violent Crime Past 6 Months | 51 | 35% |
| Arrested Past 6 Months | 88 | 60% |
| Best Friends who are Gang Members | 93 | 63% |
| Never Employed | 49 | 33% |
| Suicide Ideation Past 6 Months | 39 | 26.5% |
| No Risk factors present | 0 | 0% |
| Total no. of participants | 147 | |

Forty-five percent (66 youth) reported having grown up in the care of child welfare and/or youth justice facilities (48 youth did not answer this question), with just under one-half of this group having spent over three years or more in care. On average, each of these young people had between three – six placements and thirteen had seven or more different placements. *Figure 4* and *Figure 5* summarize these data.

Figure 4: Growing up in Care (n=147)

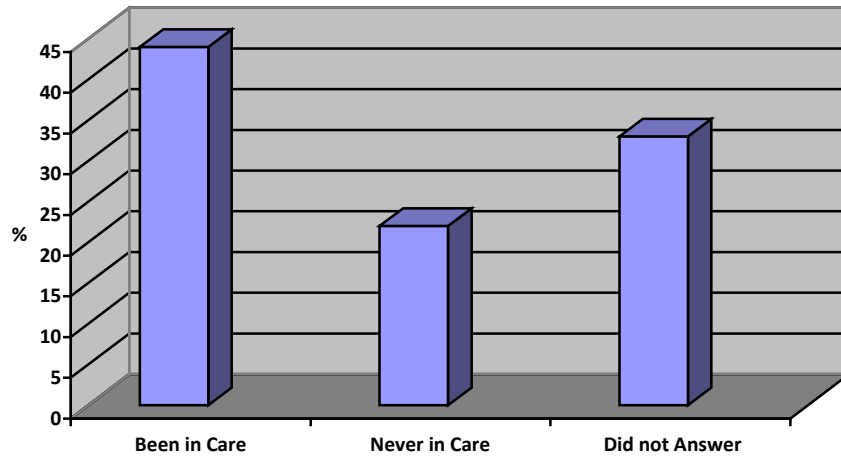
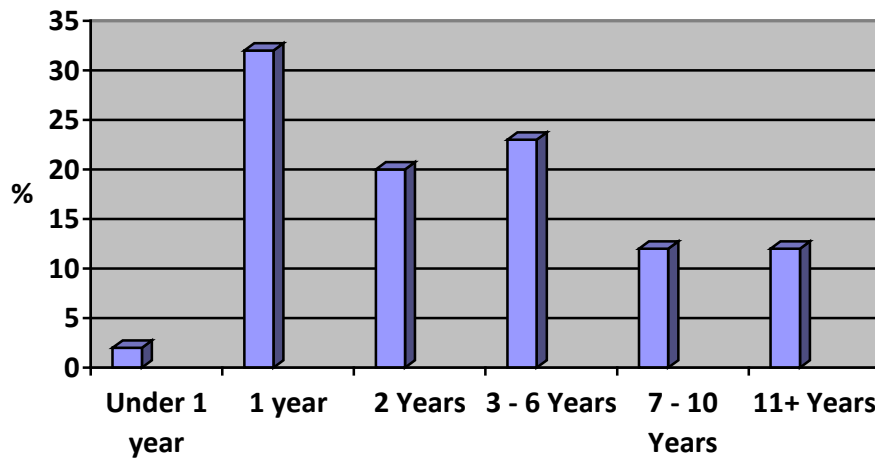


Figure 5: Years in Care (n=66)¹⁸



Twenty-one percent had children (31 youth) and 42% of these young parents had two or more children (only one-third were caring for their child - most were cared for by another family member, child welfare, or the other parent).

Most of the participants reported involvement with the criminal justice system. *Figure 6* and *Figure 7* summarize these data, along with data on other risky behaviours. Participants were involved in serious crimes, whether gang members or not, both for the six month period of time preceding survey completion as well as prior to this time window. Roughly two-thirds reported that they had been arrested by police during the previous six months; most had been arrested many times. Eighty-two percent (121 youth) were under the age of 17 when they were first arrested. Thirty-five percent (51 youth) said that they had sold drugs during the past six months and 39% (58 youth) reported

¹⁸ Only 66 youth reported having been in care, thereby accounting for the low sample size on this item.

having attacked someone with the idea of seriously hurting them during this same period of time. Of the 84 youth who had attacked other people, ten were under the age of ten years when they first engaged in this violence. Nine percent (14 youth) reported having carried a hand gun in the previous six months, and 23% (34 youth) said that they had carried a hand gun at least once prior to the past six months.

Figure 6: Risky Behavior Past 6 Months (n=147)

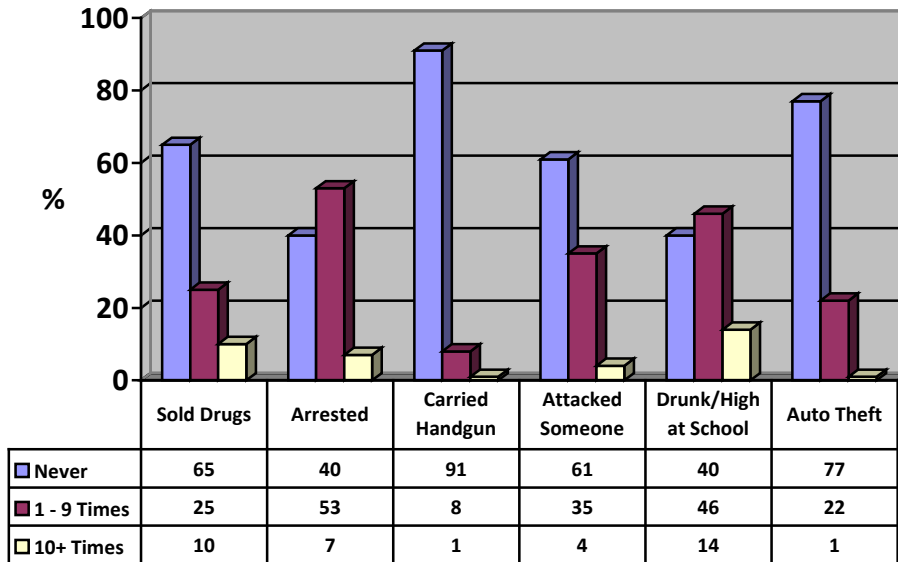


Figure 7: Age of Onset of Risky Behaviours (n=147)

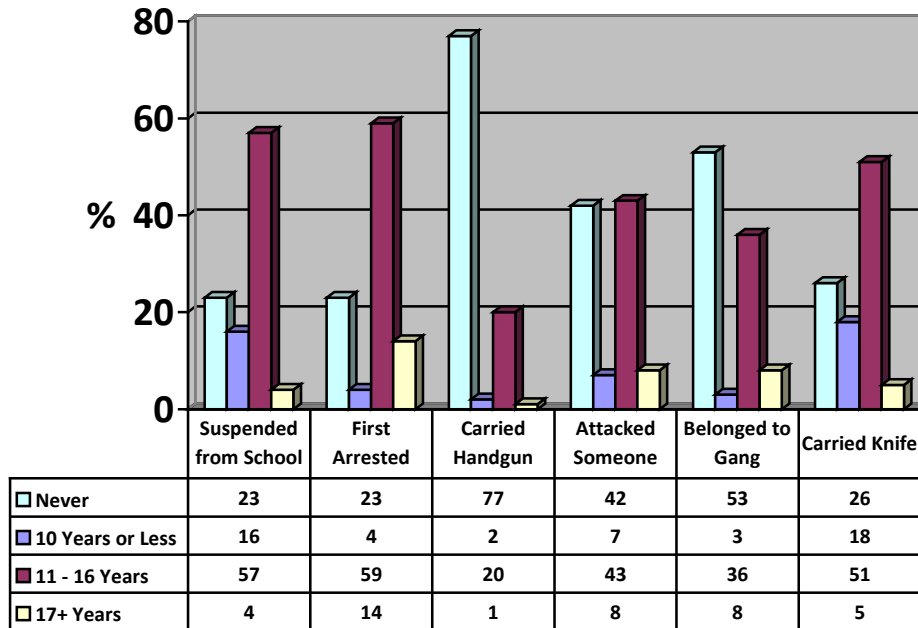


Figure 8 summarizes the gang involvement of participants. Forty-nine percent (72 youth) reported gang involvement at some point in their lives. Of these 72 youth, twenty-one were currently gang members and 51 reported that they were gang members within the past six months. Most of these youth reported having joined a gang at an early age: 3% (4 youth) were aged ten years or younger, 36% (52 youth) were between the ages of eleven – sixteen, and the remainder were seventeen years or older when they joined. Given the relatively young age that these youth joined gangs, it is not surprising that a great majority – 74% (109 youth) - reported that some people in their families belonged to a gang or used to belong to a gang. *Figure 9* provides data on self-reported reasons for joining gangs. *Figure 10* provides data on self-reported role in gangs of the 72 participants. When asked how far from the center of the gang they were, 18% (13 youth) reported that they were leaders.

Figure 8: Gang Involvement (n=147)

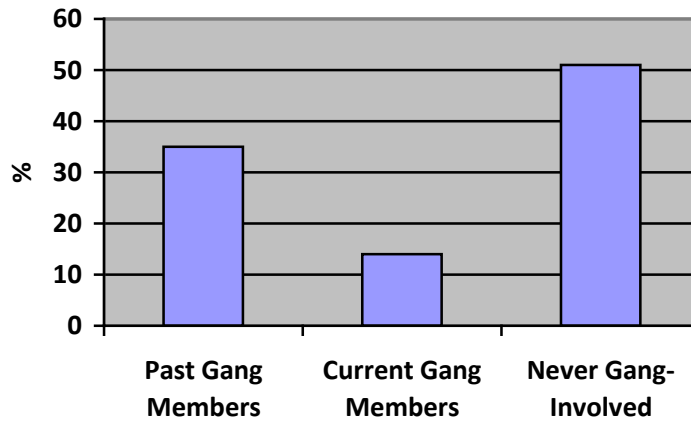
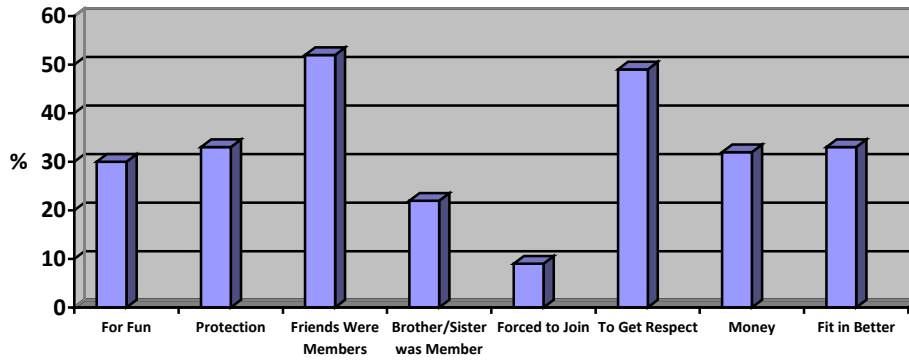


Figure 9: Reasons for Joining Gang (n=72)¹⁹



¹⁹ Only 72 youth reported having been gang-involved, thereby accounting for the low sample size on this item.

Figure 10: Self-Reported Role in Gang of 72 Participants

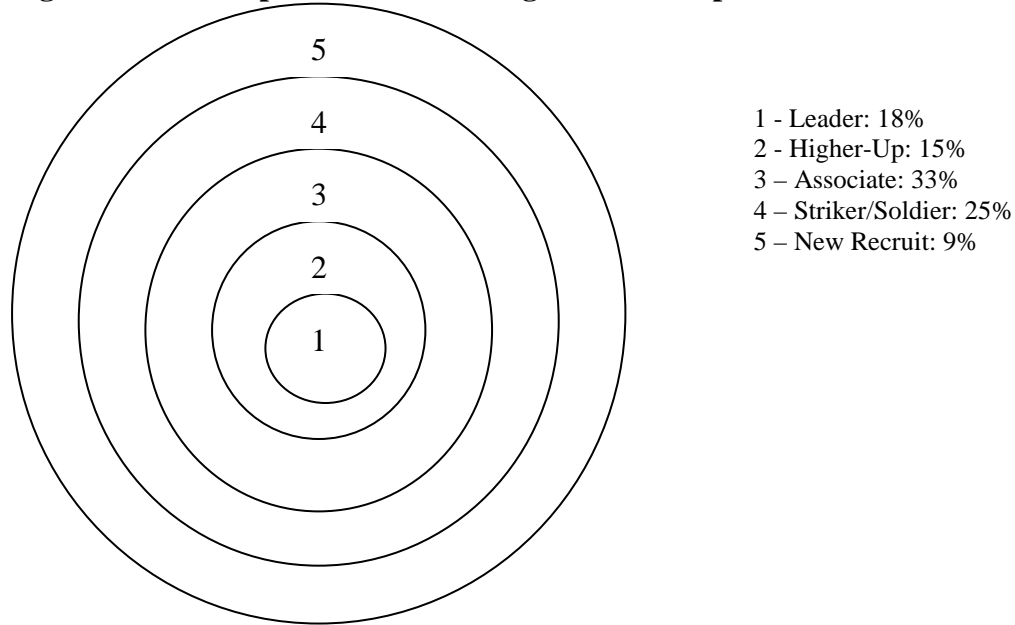


Table 5 summarizes the baseline scores on the Attitudes Towards Gangs Scale. Fifty-three percent (78 youth) held attitudes approving of gangs at intake, such as “I think it is cool to be in a gang” and “I think you are safer and have protection if you join a gang”.

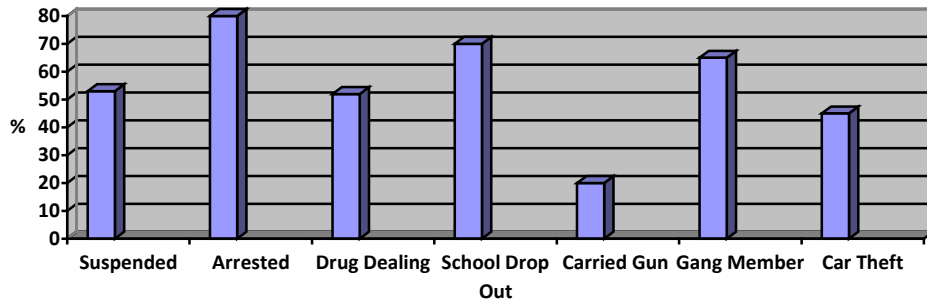
Table 5: Levels of knowledge about the consequences of joining gangs (n=147)

| Baseline Levels of knowledge | Number of participants | Percentage of Participants |
|------------------------------|------------------------|----------------------------|
| Low (range of 5 - 8) | 20 | 14% |
| Moderate (range of 3 - 4) | 49 | 33% |
| High (range of 0 - 2) | 78 | 53% |
| Total | | 100% |

Note: Higher scores indicate a greater approval of gangs

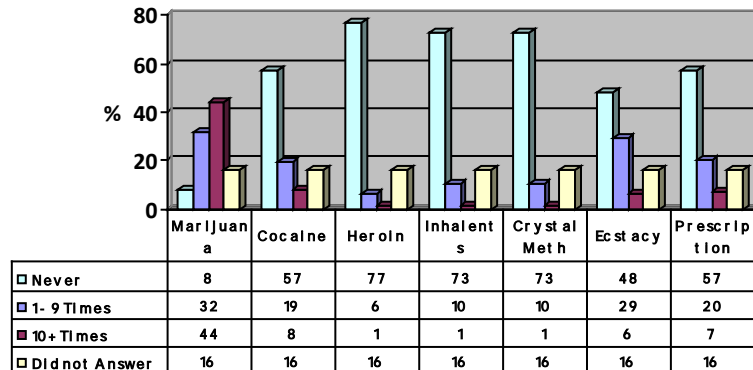
Peer relationships and bonding with adults can be key risk or protective factors related to gang involvement. Figure 11 presents data on the anti-social activities of the participants’ best friends over the six-month period prior to survey completion. It is clear that most of these close friends were not in school (70%, or 103 youth, had dropped out) and were involved in criminal activities (80%, or 118 youth, were arrested during the previous six months). Sixty-five percent (96 youth) reported that they had between one – four best friends who were gang members.

Figure 11: Best Friends Who Have Engaged in Anti-Social Activities Past Six Months (n=147)



Almost all YAAGV participants reported having both addiction problems themselves and having family members with serious addictions issues. Many of the participants in PAOPI programs had the visible facial features indicative of Fetal Alcohol Spectrum Disorder (FASD). Eighty-two percent (121 youth) reported having a close family member with a severe drug or alcohol problem. Almost all participants indicated that their levels of alcohol and marijuana usage were highly problematic, and 27% (40 youth) reported frequent use of cocaine and prescription drugs (such as morphine, Oxycontin, Tylenol 3s). Forty-two percent (62 youth) used ecstasy frequently. *Figure 12* summarizes the frequency of various types of drug abuse during the past six months.

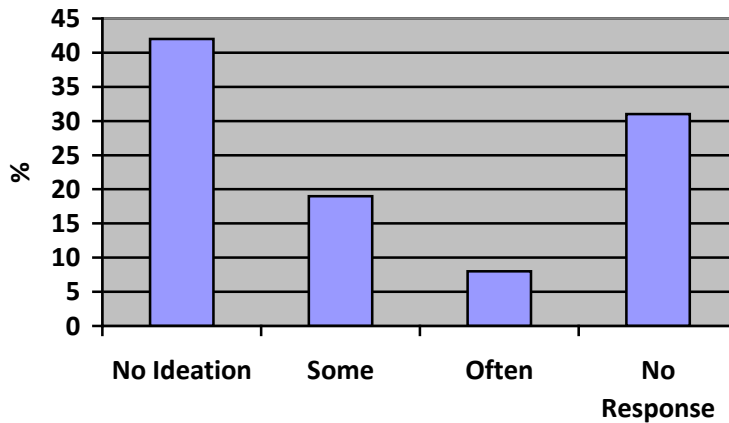
Figure 12: Abuse of Selected Drugs by Participants (n=147)



Sixty-two percent (91 youth) reported having suffered serious and persistent verbal abuse by a caregiver during the previous six months. Suffering severe abuse is directly related to experiencing mental health problems. The Rochester Youth Development Study Depression Scale (adapted by Rochester Youth Development Study

from Radloff 1977 and slightly revised by Totten 2008a)²⁰ elicits data on indicators of depression. 44.2% (65 youth) were scored as moderately depressed, 16.4% (24 youth) were rated as highly depressed, 24.4% (36 youth) were slightly depressed, and 4.8% (7 youth) were not depressed over the previous six months (10.2%, or 15 youth, did not answer). Twenty-seven percent (39 youth) reported having had suicidal ideation sometimes or often and 13% (nineteen youth) had attempted suicide during this same period of time (see *Figure 13*).

Figure 13: Suicide Ideation Past Six Months (n=147)



Employability and academic performance are both important risk factors for gang involvement and protective factors which can support gang exit. Sixty-six percent (97 youth) reported having had a job where they got paid at some point in their lives. Of this group, 29% (28 youth) had full-time employment, 43% (42 youth) had part-time jobs, and the remainder had odd jobs such as babysitting or yard cleaning. Most of the full-time and part-time jobs were at fast food outlets and at a variety of chain stores in sales. However, almost all of these jobs only lasted a brief period of time. Approximately 50% lasted two months or less and only seventeen percent lasted over six months. Fifteen percent (22 youth) were employed by the PAOPI doing community presentations and other leadership tasks.

One of the key benefits of housing the YAAGV project within the broader PAOPI agency was easy access to the Won Ska Cultural School. Ninety-one percent (134 youth) were enrolled in school at the time of the survey; most were attending Won Ska. Of these participants, most were taking grade ten or grade twelve courses (25% and 20% respectively). It is clear that the school experiences of participants at the time of survey completion were much more positive than their experiences prior to this period of time. This is not surprising given that the stated purpose of the Won Ska School is to provide a holistic, culturally competent academic alternative for high-risk students who have not had positive experiences in more traditional school settings. Whereas 77% (113 youth) participants said that they had been suspended at least once in their lives (most of this group were between the ages of eleven and sixteen years when they first got suspended),

²⁰ This scale was introduced in June 2008; thus, not all participants completed it during baseline surveys.

only 26% (38 youth) had been suspended during the past six months. When asked the question “Of all the teachers you have known, how many have you liked?”, 53% (78 youth) reported that they liked half of them or less and 47% (69 youth) reported that they liked most of them.

Participant bonding both to school and to the adults at school is apparent. Participants reported having good grades overall in school – 76% (112 youth) said that their grades were a mix of As, Bs and Cs. Ninety-one percent (134 youth) said that their teacher(s) noticed when they were doing a good job and let them know about it, and 86% (126 youth) reported that students at their school had lots of chances to help decide things like class activities and rules. Almost all youth said that they felt safe at school (92% or 135 youth) and 95% (140 youth) reported that there were lots of chances for students to talk with a teacher one-on-one. Eighty-seven percent (128 youth) said that the things they were learning in school were going to be important for them in later life. A similar number said that most of their courses were interesting, and that they had lots of respect for their teachers.



8.4 Control Group Survey Data

The treatment group (147 cases) and control group (48 cases) were matched on a variety of potentially important variables, including age, gang involvement, Aboriginal status, place of residence, offending history, employment and school status. Ideally, one would have also matched the treatment and control group on the various aspects of risk at

baseline (e.g., attachment to school, depressive symptoms, substance abuse, etc.), but this was not possible given the time and resource constraints.

Youth in the control group appeared to start off being more at risk than youth in the treatment group. For example, at baseline, youth in the control group display significantly lower levels of teacher attachment compared to youth in the treatment group. Youth in the control group also appeared to be more at risk (at baseline) for measures of school commitment, bonding with adult role models, depressive symptoms, acceptance of cultural identity, substance abuse, attachment to the labour force, approval of aggression and retaliation, conflict resolution skills, attitudes to gangs, and a range of parenting factors. As will be discussed in *Table 35* (see page 88), the level of total (overall) risk posed by youth in the control group was slightly higher than the level of total risk posed by youth in the treatment group, both at Time 1 and 2. However, none of the comparisons were statistically significant.

Some examples of control group baseline data are found below:

- Average Age: 16.9 years
- Gender: 43% male, 57% female
- Aboriginal Status: 91% Aboriginal
- Children: 19%
- Ever Employed Full Time: 12%
- Currently In School: 65%
- Current Gang Involvement: 13%
- Past Gang Involvement: 47%
- Rank in Gang: 11% Higher Up; 11% Associate; 78% Striker/Soldier
- Gang Crimes Past Six Months: 30% Auto Theft; 12% Carried Hand Gun; 43% Beaten Up/Battered Someone; 51% Drug Dealing; 67% Arrested
- Suicide Ideation Past Six Months: 79%
- Drug Abuse Past 6 Months: 85%
- Binge Drinking Past 6 Months: 93%



9. OUTCOME EVALUATION FINDINGS AND INTERPRETATION:



9.1 Outcome Evaluation Findings

9.1.1 Outcome Analyses Across Time

This section summarizes the data analysis performed to answer outcome-related questions for the Evaluation. There are twelve basic questions that inform the evaluation process (see *Appendix A, Table 4*). Each question asks whether or not the WSW program has changed the youth's attitudes and behaviours in a way that decreases their risk for, or involvement in, gang-related activities. To answer each evaluation question one or more indices that measure participants' attitudes and behaviours relevant to the evaluation area were created from sets of questions in the surveys. Youth's scores on each index at the initial entry-point into the program were then compared to their scores from the 6 month, 12 month, 18 month, 24 month, and 30 month follow-up surveys to determine whether or not there had been significant changes over time in their attitudes and behaviours. *Table 1* (page 31) shows the number of youths who completed surveys for each of the six time points.

The test procedure employed is a Matched Paired T-Test where each individual's score on an index at an earlier time is subtracted from their score on the index at the later time (as in Time 1 scores subtracted from Time 2 scores). This indicates whether or not their scores have changed between the two time points. The average of these differences is computed and the t-test is applied to determine if the change from one time to the next is statistically significant. In this case, statistical significance was determined using an alpha level of 0.05. In other words, the change between two time points is deemed significant if there is a 5% or lower probability that the change is equal to zero (the difference happened simply by chance). No adjustment to the standard 0.05 significance level (p-value) was made for the performance of multiple tests on the data. The number of data cases is low enough that such an adjustment would essentially guarantee that none of the comparisons would be large enough to qualify as statistically significant.

To facilitate the presentation of the test results, the changes in index scores are collapsed into three groups that indicate the percentage of respondents whose scores increased, decreased or stayed the same over the interval in question. Also presented are the number of cases on which the test is based, the change in the mean of the index scores, and the value of the T-statistic, its degrees of freedom (df) and the p-value of the test. The p-value indicates the probability that the change in the mean is actually zero.

In addition to the results of the Matched Pairs T-Test, effect sizes were calculated and are presented for each of the comparisons. In contrast to the measure of statistical significance discussed above, which determines the extent to which differences found between two time points could be due to chance, effect sizes estimate the magnitude of any differences that are found (independent of sample size). In this way, effect sizes complement measures of statistical significance and speak more directly to the practical or clinical significance of a set of findings (e.g., while a difference may not reach statistical significance, due to a small sample size, the result may still be large enough to represent a practically significant difference). The specific effect size used in this evaluation was Cohen's *d*. The absolute value of Cohen's *d* ranges from 0 to any positive number, with larger effect sizes indicating a greater change between two time points. While a determination of what constitutes a small, medium, or large effect is entirely context dependent, some rough guidelines have been proposed and are generally accepted – values below 0.20 indicate no real effect, values between 0.20 and 0.50 reflect “small” effects, values between 0.50 and 0.80 reflect “medium” effects, and values above 0.80 reflect “large” effects. Effect sizes in the medium range (0.50 to 0.80) are usually assumed to represent changes that are practically or clinically significant (these effect sizes are highlighted by an asterisk in the following tables and in *Appendix F, Table 5*).

Finally, estimates of power are also provided for each of the Matched Pairs T-Test. In contrast to the alpha level (i.e., 0.05), which indicates the likelihood of declaring that there is a difference on a risk index between two time points when such a difference doesn't actually exist, power refers to the probability that a statistical test will detect a statistically significant difference on a risk index between two time points when such a difference does actually exist. Although there are no hard and fast rules, 0.80 is usually considered to be a reasonable level of power. Power analysis is most often conducted before a study begins to determine what sample size is required to obtain a pre-determined degree of power. This was not done in the current evaluation. However, post-hoc power analyses can also be conducted. In this case, the analysis helps to determine the power of a particular test for detecting an effect size of a particular magnitude. For example, a comparison of two time points might indicate that a difference exists on a particular risk index (e.g., $d=0.25$, or a small effect). If the sample size under examination was 10, the alpha level 0.05, and the effect size 0.25, an analysis would indicate that the power of the test is 0.18. This is a very low level of power and is not sufficient to conclude, on the basis of this test, that there is not a small effect (i.e., an effect of time in treatment on the risk index). With a larger sample size, the power of the test would increase (e.g., to 0.80 if the sample size were 100). Under these circumstances we could be more confident in concluding, on the basis of the test, that there is indeed a small effect of time in treatment on the risk index in question.

For each of the evaluation questions, a detailed explanation of how the index was created, including the questions it is based on and how the responses are scored, can be found in *Appendix F*. The alpha levels associated with each index are presented in *Table*

6. These values reflect the degree of internal consistency associated with each scale (i.e., the extent to which items include in a scale are reliably measuring the same underlying construct; e.g., depression). Values of Cronbach's alpha typically range from 0 to 1, with higher scores indicating a greater degree of internal consistency/reliability. A value of .70 is often used as a cut-off in the social sciences to define when a scale is "reliable enough". However, more lenient thresholds have also been used (.60), as have more conservative cut-offs (.80). The appropriateness of the cut-off is ultimately determined by a number of factors, but primarily is based on the importance of the decisions that will be made based on the scale values (e.g., if potentially harmful treatment may be provided to an individual based on their scale score, higher internal consistency cut-offs should be adopted). In the current program, a minimum alpha level of .60 was adopted as a cut-off to indicate sufficient scale reliability. As can be seen from the values lists in *Table 6*, only 2 scales did not meet this cut-off (Attachment to Teachers and Violent Crime). It is unclear why this is the case for these scales, but the analysis indicates that the items used to measure these constructs are potentially inadequate for that purpose (more detailed discussion of this issue follows in the relevant sections).

The complete results of the testing procedures, including effect sizes and power estimates, can also be found in *Appendix F*, in *Tables 4* and *5*.

Table 6. Cronbach's Alpha Calculations for Scales Used in the Outcome Analyses

| Scale | Alpha* |
|--------------------------------|--------|
| Attachment to Teachers | 0.58 |
| Commitment to School | 0.86 |
| Suspensions from School | N/A |
| Adult Role Models | 0.80 |
| Depressive Symptoms | 0.86 |
| Cultural Identities | 0.73 |
| Substance Abuse | 0.69 |
| Attachment to Labour Force | N/A |
| Non-Violent Crime | 0.60 |
| Violent Crime | 0.47 |
| General Approval of Aggression | 0.88 |
| Approval of Retaliation | 0.88 |
| Total Approval of Aggression | 0.92 |
| Conflict Resolution | 0.83 |
| Exit From Gangs | N/A |
| Attitudes Towards Gangs | 0.76 |
| Attachment to Parents | 0.75 |
| Parental Supervision | 0.85 |
| Prosocial Parental Involvement | 0.86 |
| Antisocial Peers | N/A |
| Total Risk | 0.66 |

*: Note that these alpha scores are based on the responses provided by participants at Time 1.

Question 1. Did the project increase attachment to school in target youth?

There were three sets of questions in the survey that relate to the question of whether or not the PAOPI programs increased the youth's attachment to school. These were (1) attachment to teachers, (2) lack of commitment to school, and (3) the number of suspensions from school in the last 6 months.

1. Attachment to Teachers

Attachment to teachers was assessed with 5 questions that asked youth if they would go to a teacher for advice, felt close to a teacher, cared what teachers thought of them, respected their teachers or wanted to be like one of their teachers. Youth scored each question on a scale from 1 = strongly disagree, to 4 = strongly agree. These scores were summed to create an index of attachment to teachers, with higher scores representing greater attachment to teachers. As indicated in *Table 6*, the alpha level associated with this index is unacceptably low (0.58), suggesting that results based on this Attachment to Teachers scale should be viewed with caution. With this caution in mind, *Table 7* reports, in summary form, the changes that occurred between entry to the program and the 6, 12, 18, 24, and 30 month follow-ups.

Table 7: Change in Attachment to Teachers Scores Over Time: Matched Pairs

| | Time 1 to Time 2 Entry to 6 Month Follow-up % | Time 1 to Time 3 Entry to 12 Month Follow-up % | Time 1 to Time 4 Entry to 18 Month Follow-up % | Time 1 to Time 5 Entry to 24 Month Follow-up % | Time 1 to Time 6 Entry to 30 Month Follow-up % |
|-------------------|--|---|---|---|---|
| Increased | 47.2 | 47.4 | 50.0 | 62.5 | 75.0 |
| Same | 13.9 | 14.5 | 20.8 | 8.3 | 8.3 |
| Declined | 38.9 | 38.2 | 29.2 | 29.2 | 16.7 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| N of Cases | 108 | 76 | 48 | 24 | 12 |
| Change in Mean | 0.033 | 0.008 | 0.179 | 0.275 | 0.433 |
| Significance | Not significant | Not Significant | Not Significant | Significant increase t=2.22, df=23 p<.05 | Significant increase t=2.47, df=11, p<.05 |
| Effect size | 0.08 | 0.02 | 0.39 | 0.63* | 1.01* |
| Power | 0.21 | 0.07 | 0.84 | 0.91 | 0.94 |

*: As indicated above, effect sizes that are greater than 0.50 are highlighted with an asterisk in each of the tables within this section to indicate that they can be considered practically, or clinically significant.

The comparisons show that between entry to the program and the 6, 12, and 18 month follow-ups (Time 1 to Time 2, Time 1 to Time 3, and Time 1 to Time 4) the change in attachment scores were not significant, although the percentage of youth who increased their attachment was larger than those where attachment declined. The change between entry to the program and the 24 and 30 month follow-ups, however, was significant, though the analysis was based on a relatively small sample (24 cases and 12 cases, respectively). The mean scores for attachment to teachers rose 0.275 points and 0.433 points for those who had been in the program 24 months and 30 months, respectively. This represents a 9.2% and 14.4% increase in the level of attachment to teachers, respectively. Several other time comparisons also produced significant results (Time 2 to Time 6, Time 3 to Time 4, and Time 3 to Time 6; see *Appendix F, Table 5*).

Thus, the PAOPI program can significantly increase attachment to teachers, but most of the effects (see the effect sizes) appear to occur only after youth have been in the program for at least two years and even then, the increases are not consistent. In light of

these positive findings, we must reiterate that caution be used when interpreting these results given the relatively small sample sizes associated with the analyses of the longer follow-up periods and the relatively low alpha level associated with the Attachment to Teachers scale (0.58).

2. Lack of Commitment to School

Participants' lack of commitment to school was measured by questions about how meaningful or important was their school work, how interesting were the courses, how important school was for later in life, how much they enjoyed being in school, hated being in school, and tried to do their best in school. The scale ranges from 1 to 5, with high scores indicating a lack of commitment to school. The alpha level associated with this scale (0.86) was acceptable.

Table 8: Change in Lack of Commitment to School Scores Over Time: Matched Pairs

| | Time 1 to Time 2 Entry to 6 Month Follow-up % | Time 1 to Time 3 Entry to 12 Month Follow-up % | Time 1 to Time 4 Entry to 18 Month Follow-up % | Time 1 to Time 5 Entry to 24 Month Follow-up % | Time 1 to Time 6 Entry to 30 Month Follow-up % |
|-------------------|--|---|---|---|---|
| Increased | 46.3 | 35.4 | 46.2 | 42.1 | 40.0 |
| Same | 11.6 | 10.8 | 5.1 | 10.5 | 10.0 |
| Declined | 42.1 | 53.8 | 48.7 | 47.4 | 40.0 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| N of Cases | 97 | 67 | 40 | 19 | 10 |
| Change in Mean | 0.009 | -0.028 | -0.002 | 0.058 | 1.000 |
| Significance | Not significant | Not Significant | Not Significant | Not Significant | Not Significant |
| Effect Size | 0.02 | 0.07 | 0.00 | 0.11 | 0.21 |
| Power | 0.07 | 0.14 | 0.05 | 0.12 | 0.15 |

Despite the high level of reliability associated with the Commitment to School scale, *Table 8* shows that there were no significant increases in commitment to school (i.e., a decrease in lack of commitment to school) over the time periods examined (in addition, no significant effects were found for any other time comparison; see *Appendix F, Table 5*). That being said, over the five time intervals, the proportion of youth whose lack of commitment to school increased (i.e., indicating less commitment) is typically

lower than the proportion of youth whose lack of commitment to school decreased (i.e., indicating more commitment). Some of these differences may not be revealed by the statistical tests due to small sample sizes (especially for the longer follow-up periods).

3. Suspensions from School

The third indicator of the youth’s attachment to school is the number of suspensions they received over the prior 6 months (given the nature of this variable, calculating an alpha value was not applicable). As *Table 9* shows, there was a significant decrease in the number of suspensions between entry to the program and the 12 month follow-up (there was also a significant decrease between Time 2 and Time 3; see *Appendix F, Table 5*) However, across the other time intervals examined in *Table 9*, no other significant differences were observed. This suggests that the few significant reductions in suspensions that were identified may not be particularly meaningful. With that said, it is important to note that, for every time comparison, the proportion of participants whose suspensions decreased is consistently higher than the proportion of participants whose suspensions increased.

Table 9: Change in School Suspension Scores Over Time: Matched Pairs

| | Time 1 to Time 2 Entry to 6 Month Follow-up % | Time 1 to Time 3 Entry to 12 Month Follow-up % | Time 1 to Time 4 Entry to 18 Month Follow-up % | Time 1 to Time 5 Entry to 24 Month Follow-up % | Time 1 to Time 6 Entry to 30 Month Follow-up % |
|-------------------|--|---|---|---|---|
| Increased | 15.0 | 4.1 | 10.4 | 8.3 | 0.0 |
| Same | 68.2 | 82.4 | 72.9 | 75.0 | 83.3 |
| Declined | 16.8 | 13.5 | 16.7 | 16.7 | 16.7 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| N of Cases | 107 | 74 | 48 | 24 | 12 |
| Change in Mean | -0.084 | -0.311 | -0.271 | -0.375 | -0.500 |
| Significance | Not significant | Significant decrease t=-2.14, df=73, p<.05 | Not Significant | Not Significant | Not Significant |
| Effect Size | 0.08 | 0.39 | 0.27 | 0.28 | 0.81* |
| Power | 0.20 | 0.95 | 0.58 | 0.38 | 0.84 |

Question 2. Did the project increase bonding to adult role models?

Bonding with adults is assessed by counting the number of adult role models participants would go to for advice or simply to talk about their problems. The scale ranges from none to 20 adults and is associated with a high Cronbach’s alpha (0.80). The tests show that there was a significant increase in the availability of role models between entry to the program and the 30 month follow-up, with the average score over these time periods rising by 2.50 points, or 12.5%. Of course, this finding was based on only 12 cases, so an appropriate degree of caution is warranted when interpreting the importance of this result. Across the other time intervals included in *Table 10* (and in *Appendix F*) improvements in this index were also observed, as reflected in the increasingly larger effect sizes. However, these differences did not reach the point of being statistically significant. This suggests that the treatment program did not have an appreciable effect on increasing bonds to adult role models.

Table 10: Change in Adult Role Model Scores Over Time: Matched Pairs

| | Time 1 to Time 2 Entry to 6 Month Follow-up % | Time 1 to Time 3 Entry to 12 Month Follow-up % | Time 1 to Time 4 Entry to 18 Month Follow-up % | Time 1 to Time 5 Entry to 24 Month Follow-up % | Time 1 to Time 6 Entry to 30 Month Follow-up % |
|-------------------|--|---|---|---|---|
| Increased | 45.9 | 51.3 | 49.0 | 54.2 | 75.0 |
| Same | 7.3 | 14.5 | 26.5 | 20.8 | 8.3 |
| Declined | 46.8 | 34.2 | 24.5 | 25.0 | 16.7 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| N of Cases | 109 | 76 | 49 | 24 | 12 |
| Change in Mean | 0.339 | 0.934 | 1.041 | 1.583 | 2.500 |
| Significance | Not significant | Not Significant | Not Significant | Not Significant | Significant increase t=2.89, df=11, p<.05 |
| Effect Size | 0.09 | 0.26 | 0.32 | 0.35 | 1.24* |
| Power | 0.24 | 0.73 | 0.71 | 0.51 | 0.99 |

Question 3. Did the project reduce depressive symptoms in the target youth?

This index is based on 14 questions relating to the common symptoms of depression, including feeling anxious or sad, not eating or sleeping well, and having thoughts of suicide. The scale ranges from 14 to 56 with high scores indicating high levels of depression. The alpha level for the scale was 0.86, indicating adequate reliability. The index of depression among these youths showed a significant decrease between entry to the program and the 18 month follow-up. No other changes were significant, although it is notable that across all of the comparisons reported in *Table 11*, average depression scores decreased, sometimes dramatically so (e.g., the differences between Time 1 and Time 6, which does not reach significance due to a small sample size, but did reveal practically important differences).

Table 11: Change In Depression Scores Over Time: Matched Pairs

| | Time 1 to Time 2 Entry to 6 Month Follow-up % | Time 1 to Time 3 Entry to 12 Month Follow-up % | Time 1 to Time 4 Entry to 18 Month Follow-up % | Time 1 to Time 5 Entry to 24 Month Follow-up % | Time 1 to Time 6 Entry to 30 Month Follow-up % |
|-------------------|--|---|---|---|---|
| Increased | 20.8 | 38.4 | 35.6 | 36.4 | 36.4 |
| Same | 39.6 | 6.8 | 6.7 | 13.6 | 0.0 |
| Declined | 39.6 | 54.8 | 57.8 | 50.0 | 63.6 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| N of Cases | 101 | 73 | 45 | 22 | 11 |
| Change in Mean | -1.12 | -0.986 | -2.156 | -0.364 | -3.727 |
| Significance | Not significant | Not Significant | Significant decrease t=-1.99, df=44, p<.05 | Not Significant | Not Significant |
| Effect Size | 0.27 | 0.19 | 0.43 | 0.06 | 0.76* |
| Power | 0.85 | 0.49 | 0.88 | 0.08 | 0.76 |

Question 4. Did the project increase the cultural identities in target youth?

The ethnic identity index is based on four questions about how accepting the youth are about their own and others ethnic identities. The scale ranges from 4 to 20 with high scores indicating greater acceptance of ethnic diversity. The alpha for this scale was adequate, at a level of 0.73. As *Table 12* shows, there were no significant changes in cultural identity among the targeted youth. Across a number of comparisons, a greater proportion of youth exhibit increases in cultural identity compared to the proportion of youth who show decreases. However, the opposite was frequently true as well (see *Table 12* and *Appendix F, Table 5*).

Table 12: Change in Ethnic Identity Scores Over Time: Matched Pairs

| | Time 1 to Time 2 Entry to 6 Month Follow-up % | Time 1 to Time 3 Entry to 12 Month Follow-up % | Time 1 to Time 4 Entry to 18 Month Follow-up % | Time 1 to Time 5 Entry to 24 Month Follow-up % | Time 1 to Time 6 Entry to 30 Month Follow-up % |
|-------------------|--|---|---|---|---|
| Increased | 35.2 | 43.4 | 37.5 | 54.2 | 41.7 |
| Same | 27.8 | 25.0 | 25.0 | 4.2 | 8.3 |
| Declined | 37.0 | 31.6 | 37.5 | 41.7 | 50.0 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| N of Cases | 108 | 76 | 48 | 24 | 12 |
| Change in Mean | -0.083 | 0.224 | -0.042 | 0.417 | -0.833 |
| Significance | Not significant | Not Significant | Not Significant | Not Significant | Not Significant |
| Effect Size | 0.05 | 0.12 | 0.02 | 0.21 | 0.48 |
| Power | 0.13 | 0.27 | 0.07 | 0.26 | 0.47 |

Question 5. Did the project reduce levels of substance abuse in target youth?

The index of substance abuse indicates the number times over the previous six months a youth had used various types of drugs. The index ranges from a low of zero to a possible high of 360 instances of drug use. The alpha level for the substance abuse scale was 0.69, which is relatively, but still higher than the cut-off of .60. As seen in *Table 13*, a significant decrease in reported substance abuse was observed from Time 1 to Time 6, although caution is warranted when interpreting this result given that it was only based on 10 cases. No other comparisons resulted in significant findings suggesting that the

treatment program did not have a strong effect on reducing substance abuse among the targeted youth.

Table 13: Change in Substance Abuse Scores Over Time: Matched Pairs

| | Time 1 to Time 2 Entry to 6 Month Follow-up % | Time 1 to Time 3 Entry to 12 Month Follow-up % | Time 1 to Time 4 Entry to 18 Month Follow-up % | Time 1 to Time 5 Entry to 24 Month Follow-up % | Time 1 to Time 6 Entry to 30 Month Follow-up % |
|-------------------|--|---|---|---|---|
| Increased | 40.0 | 37.3 | 40.0 | 50.0 | 20.0 |
| Same | 12.9 | 11.9 | 12.5 | 5.0 | 20.0 |
| Declined | 47.1 | 50.8 | 47.5 | 45.0 | 60.0 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| N of Cases | 85 | 59 | 40 | 20 | 10 |
| Change in Mean | -0.659 | -0.407 | -2.700 | -6.450 | -15.600 |
| Significance | Not significant | Not Significant | Not Significant | Not Significant | Significant decrease t=-2.22, df=9, p<.05 |
| Effect Size | 0.04 | 0.02 | 0.24 | 0.42 | 1.05* |
| Power | 0.10 | 0.07 | 0.44 | 0.57 | 0.92 |

Question 6. Did the target youth increase attachment to the labour force?

This question was not represented by an index where average levels could be compared over time. Instead, simple cross-tabulations were examined for the numbers of youth who either became employed or became unemployed over specific time periods. No measures of association were calculated for these tables because the cell counts were too small to make use of a chi-square statistic. The data for this evaluation are presented in *Table 14* below, where employment status at entry to the program is compared to employment status at each of the follow-up time points. The data strongly suggest that the programs have improved the youth's attachment to the labour force. In every comparison, with the exception of the 24 month follow-up, approximately 50% or more of the youth who were not working when they entered the program were employed at each of the later time

points. As in the other analyses, the small sample sizes associated with the longer follow-up periods should be taken into account when considering those results.

Table 14: Were You Employed in the Past Six Months?

| | | Entry to 6 Month Follow-up | | |
|-------|--------------|------------------------------------|------|-------|
| N=109 | | 6 month follow-up | | |
| | | Yes | No | Total |
| | Entry | row % | | |
| | Yes | 80.6 | 19.4 | 100.0 |
| | No | 48.6 | 51.4 | 100.0 |
| | Total | 69.7 | 30.3 | 100.0 |
| | | Entry to 12 Month Follow-up | | |
| N=76 | | 12 month follow-up | | |
| | | Yes | No | Total |
| | Entry | row % | | |
| | Yes | 84.0 | 16.0 | 100.0 |
| | No | 53.8 | 46.2 | 100.0 |
| | Total | 73.7 | 26.3 | 100.0 |
| | | Entry to 18 Month Follow-up | | |
| N=49 | | 18 month follow-up | | |
| | | Yes | No | Total |
| | Entry | row % | | |
| | Yes | 78.4 | 21.6 | 100.0 |
| | No | 50.0 | 50.0 | 100.0 |
| | Total | 71.4 | 28.6 | 100.0 |
| | | Entry to 24 Month Follow-up | | |
| N=24 | | 24 month follow-up | | |
| | | Yes | No | Total |
| | Entry | row % | | |
| | Yes | 71.4 | 28.6 | 100.0 |
| | No | 33.3 | 66.7 | 100.0 |
| | Total | 66.7 | 33.3 | 100.0 |
| | | Entry to 30 Month Follow-up | | |
| N=12 | | 30 month follow-up | | |
| | | Yes | No | Total |
| | Entry | row % | | |
| | Yes | 70.0 | 30.0 | 100.0 |
| | No | 50.0 | 50.0 | 100.0 |
| | Total | 66.7 | 33.3 | 100.0 |

Question 7. Did the target youth reduce involvement in violence and crime?

Two indices assess the extent of involvement in illegal activities: the Non-Violent Crime and Violent Crime indices. Both count the number of illegal activities the respondents have participated in over the past 6 months. The Non-Violent Crime index counts the types of crimes that do not involve violence towards others and ranges from 0 to 120 crimes. The alpha for this scale was 0.60, which is relatively low. The Violent Crime index counts the number of crimes that do involve violence, or the threat of it, against others and ranges from 0 to 80 instances. The alpha for this scale was 0.47, which is unacceptably low and suggests that extreme caution should be used with interpreting this result. Presumably, the reason for the low alpha levels for both the Non-Violent and Violent Crime indices result from the fact that very few items are used to assess each of these constructs. This may be particularly problematic considering the vast range of activities that might need to be taken into account to fully capture the nature of one's involvement in non-violent and violent crime.

The rate of non-violent crime significantly decreased between entry to the program and the 12 and 18 month follow-ups, but no other comparisons resulted in significant findings. This suggests that any reductions in one's involvement with non-violent crime that might be caused by the treatment program are inconsistent and sporadic. That said, a general pattern of declining involvement in non-violent crime was observed across the comparisons, including all those in *Appendix F, Table 5*. In addition, it is important to note that, with one exception, effect sizes gradually increased in size, with several reaching the point of being practically significant.

Table 15: Change in Non-violent Crime Scores Over Time: Matched Pairs

| | Time 1 to Time 2 Entry to 6 Month Follow-up % | Time 1 to Time 3 Entry to 12 Month Follow-up % | Time 1 to Time 4 Entry to 18 Month Follow-up % | Time 1 to Time 5 Entry to 24 Month Follow-up % | Time 1 to Time 6 Entry to 30 Month Follow-up % |
|-------------------|--|---|---|---|---|
| Increased | 28.0 | 21.3 | 16.3 | 16.7 | 8.3 |
| Same | 32.7 | 32.0 | 32.7 | 33.3 | 25.0 |
| Declined | 39.3 | 46.7 | 51.0 | 50.0 | 66.7 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| N of Cases | 107 | 75 | 49 | 24 | 12 |
| Change in Mean | -0.243 | -2.693 | -4.755 | -5.042 | -6.750 |
| Significance | Not significant | Significant decrease $t=-1.98, df=74,$ $p<.05$ | Significant decrease $t=-2.88, df=48,$ $p<.05$ | Not Significant | Not Significant |
| Effect Size | 0.03 | 0.33 | 0.70* | 0.63* | 0.95* |
| Power | 0.09 | 0.88 | 0.99 | 0.91 | 0.92 |

With one exception (Time 1 to Time 4), none of the comparisons for the violent crime scale are significant (*Table 16*), which is perhaps unsurprising given the problems associated with the Violent Crime scale. Given the low alpha score associated with this scale caution should be used when interpreting these results. However, with that said, it is interesting to note that the majority of comparisons that were made between each of the time points indicated that a greater proportion of participants at each time point showed a decrease in their violent crime rate compared to the proportion of participants who showed an increase, and several of the effect sizes reached the point of being practically significant (see *Appendix F, Table 5*).

The two components of the Violent Crime index count the number of times a youth carried a handgun or attacked someone with the intention of doing harm. These are very serious behaviours and warrant closer examination. For carrying a hand gun, the average remained relatively stable across the six time points. On entry to the program, the number of times a youth carried a handgun was 1.17 ($N = 146, SD = .658$) and this decreased slightly at Time 6 to 1.08 ($N = 12, SD = .289$). For attack on others, the

average steadily fell from 1.69 times on entry to the program ($N = 147, SD = 1.097$) to 1.17 at Time 6 ($N = 12, SD = .389$). The small samples sizes associate with Time 6 obviously suggest that some degree of caution is warranted when interpreting these results.

Table 16: Change in Violent Crime Scores Over Time: Matched Pairs

| | Time 1 to Time 2 Entry to 6 Month Follow-up % | Time 1 to Time 3 Entry to 12 Month Follow-up % | Time 1 to Time 4 Entry to 18 Month Follow-up % | Time 1 to Time 5 Entry to 24 Month Follow-up % | Time 1 to Time 6 Entry to 30 Month Follow-up % |
|-------------------|--|---|---|---|---|
| Increased | 19.3 | 14.5 | 14.3 | 16.7 | 8.3 |
| Same | 49.5 | 57.9 | 53.1 | 54.2 | 66.7 |
| Declined | 31.2 | 27.6 | 32.7 | 29.2 | 25.0 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| N of Cases | 109 | 76 | 49 | 24 | 12 |
| Change in Mean | -0.440 | 0.671 | -1.327 | -1.208 | -1.667 |
| Significance | Not significant | Not Significant | Significant decrease $t=-2.24, df=48,$ $p<.05$ | Not Significant | Not Significant |
| Effect Size | 0.12 | 0.10 | 0.56* | 0.51 | 0.66* |
| Power | 0.34 | 0.22 | 0.97 | 0.78 | 0.69 |

Question 8. Did the project reduce pro-violence and aggression beliefs?

There are four indices that apply to this question. The first three indices deal with attitudes concerning approval of aggression, retaliation to aggression, and a combination of the two. Lower scores on these indices indicate reductions in pro-violent attitudes, and all three scales are characterized by high alpha scores (0.88, 0.88, and 0.92 respectively). The fourth index deals with conflict resolution skills. Higher scores on this index indicate positive conflict resolution skills. This scale was also characterized by the high alpha score (0.83). All four of these indices are available only for the first and second time points, so there is only one comparison to be made in each case. As seen in *Table 17*, there were no significant changes in the any of the aggression or retaliation indices

between Time 1 and Time 2. However, there was a significant improvement in conflict resolution skills over the same time period.

Table 17: Change In Normative Beliefs About Aggression Over Time: Matched Pairs

| | General Approval of Aggression Time 1 to Time 2 Entry to 6 Month Follow-up % | Approval of Retaliation Time 1 to Time 2 Entry to 6 Month Follow-up % | Total Approval of Aggression Time 1 to Time 2 Entry to 6 Month Follow-up % | Conflict Resolution Skills Time 1 to Time 2 Entry to 6 Month Follow-up % |
|----------------|---|--|---|---|
| Increased | 32.1 | 50.0 | 44.2 | 64.7 |
| Same | 22.6 | 5.8 | 7.7 | 9.8 |
| Declined | 45.3 | 44.2 | 48.1 | 26.4 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 |
| N of Cases | 53 | 52 | 52 | 51 |
| Change in Mean | -0.112 | -0.019 | -0.054 | 2.392 |
| Significance | Not Significant | Not Significant | Not Significant | Significant increase t-test=3.61, df=50 p<.05 |
| Effect Size | 0.28 | 0.05 | 0.15 | 0.72* |
| Power | 0.64 | 0.10 | 0.28 | 0.99 |

Question 9. Did the target youth exit from gangs?

The trend in gang membership was evaluated on the basis of simple cross-tabulations (Table 18). Among youth who were gang members at the start of the WSW program, the percentage of youth who ceased to be gang members slowly increased over the 6 follow-up periods. Approximately 67% of youth who were gang members on entry to the program had ceased being a gang member by the end of the first six months in the program and 100% of youth who were gang members on entry ceased being a gang member by the 24 month follow-up.

Table 18: Are You Currently A Gang Member?

| Entry to 6 Month Follow-up | | | | |
|------------------------------------|---------------------------|-------|-------|-------|
| N=108 | 6 month follow-up | | | |
| | | No | Yes | Total |
| | Entry | row % | | |
| | No | 93.5 | 6.5 | 100.0 |
| | Yes | 66.7 | 33.3 | 100.0 |
| %Total | 89.8 | 10.2 | 100.0 | |
| Entry to 12 Month Follow-up | | | | |
| N=74 | 12 month follow-up | | | |
| | | No | Yes | Total |
| | Entry | row % | | |
| | No | 98.4 | 1.6 | 100.0 |
| | Yes | 70.0 | 30.0 | 100.0 |
| %Total | 94.6 | 5.4 | 100.0 | |
| Entry to 18 Month Follow-up | | | | |
| N=48 | 18 month follow-up | | | |
| | | No | Yes | Total |
| | Entry | row % | | |
| | No | 100.0 | 0.0 | 100.0 |
| | Yes | 80.0 | 20.0 | 100.0 |
| %Total | 97.9 | 2.1 | 100.0 | |
| Entry to 24 Month Follow-up | | | | |
| N=24 | 24 month follow-up | | | |
| | | No | Yes | Total |
| | Entry | row % | | |
| | No | 100.0 | 0.0 | 100.0 |
| | Yes | 100.0 | 0.0 | 100.0 |
| %Total | 100.0 | 0.0 | 100.0 | |
| Entry to 30 Month Follow-up | | | | |
| N=12 | 30 month follow-up | | | |
| | | No | Yes | Total |
| | Entry | row % | | |
| | No | 100.0 | 0.0 | 100.0 |
| | Yes | 100.0 | 0.0 | 100.0 |
| %Total | 100.0 | 0.0 | 100.0 | |

Question 10. Did the target youth at risk of gang membership increase their knowledge about the consequences of joining gangs?

The index that measures this aspect of WSW programs is the Attitudes to Gangs scale. The index assesses the extent to which the youth think gangs are acceptable or even “cool” to be in. The index ranges from 0 to 9, with higher scores indicating the youths are more accepting of gang-life. This scale was associated with an acceptable alpha score of 0.76. Along with the decline in gang membership indicated in *Table 18*, the results in *Table 19* provide some evidence that acceptance of gangs also declines with time spent in the program. For example, in each time interval the proportion of youth whose acceptance declines (their scores decrease) is larger than those where acceptance increases. However, the formal statistical tests presented in *Table 19* indicated that significant reductions in acceptance of gang-life were observed across only a few follow-up periods, specifically from Time 1 to Time 5 and from Time 1 to Time 6 (there was also a significant decrease observed from Time 2 to Time 5; see *Appendix F, Table 5*). The small sample sizes associated with the longer follow-periods require that caution be used when interpreting these results.

Table 19: Change in Attitudes to Gangs Over Time: Matched Pairs

| | Time 1 to Time 2 Entry to 6 Month Follow-up % | Time 1 to Time 3 Entry to 12 Month Follow-up % | Time 1 to Time 4 Entry to 18 Month Follow-up % | Time 1 to Time 5 Entry to 24 Month Follow-up % | Time 1 to Time 6 Entry to 30 Month Follow-up % |
|-------------------|--|---|---|---|---|
| Increased | 26.0 | 22.2 | 18.8 | 8.3 | 0.0 |
| Same | 39.4 | 41.7 | 41.7 | 54.2 | 58.3 |
| Declined | 34.6 | 36.1 | 39.6 | 37.5 | 41.7 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| N of Cases | 104 | 72 | 48 | 24 | 12 |
| Change in Mean | -0.192 | -0.263 | -0.375 | -0.792 | -0.833 |
| Significance | Not significant | Not Significant | Not Significant | Significant decrease t=-2.74, df=23, p<.05 | Significant decrease t=2.42,df=11, p<.05 |
| Effect Size | 0.16 | 0.27 | 0.36 | 0.83* | 1.05* |
| Power | 0.49 | 0.73 | 0.79 | 0.99 | 0.96 |

Question 11. Did target youth increase attachment to parents?

There are three indices that address the issue of the youth’s attachment to their parents and parental figures. These are the Attachment to Parents scale, the Positive Parental Supervision scale, and the Pro-social Parental Involvement scale. Higher scores on these indices indicate positive change (i.e., increased attached, supervision, and involvement). Each of these scales is associated with acceptable alpha scores (0.75, 0.85, and 0.86, respectively). As evident in *Tables 20, 21* and *22*, none of the comparisons for these indices showed any significant change over any of the time periods examined (although the effect size between Time 1 and Time 6 does reveal a change in attachment to parents that may be practically important). Notwithstanding this one comparison, if changes have occurred, they are too small to vary significantly from zero.

Table 20: Change in Attachment to Parents Scores Over Time: Matched Pairs

| | Time 1 to Time 2 Entry to 6 Month Follow-up % | Time 1 to Time 3 Entry to 12 Month Follow-up % | Time 1 to Time 4 Entry to 18 Month Follow-up % | Time 1 to Time 5 Entry to 24 Month Follow-up % | Time 1 to Time 6 Entry to 30 Month Follow-up % |
|-------------------|--|---|---|---|---|
| Increased | 38.0 | 33.8 | 41.3 | 47.8 | 54.5 |
| Same | 25.0 | 26.8 | 21.7 | 8.7 | 27.3 |
| Declined | 37.0 | 39.4 | 37.0 | 43.5 | 18.2 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| N of Cases | 100 | 71 | 46 | 23 | 11 |
| Change in Mean | -0.070 | -0.225 | 0.000 | 0.087 | 1.091 |
| Significance | Not significant | Not Significant | Not Significant | Not Significant | Not Significant |
| Effect Size | 0.04 | 0.10 | 0.01 | 0.04 | 0.65* |
| Power | 0.11 | 0.21 | 0.05 | 0.07 | 0.64 |

Table 21: Change in Parental Supervision Over Time: Matched Pairs

| | Time 1 to Time 2 Entry to 6 Month Follow-up % | Time 1 to Time 3 Entry to 12 Month Follow-up % | Time 1 to Time 4 Entry to 18 Month Follow-up % | Time 1 to Time 5 Entry to 24 Month Follow-up % | Time 1 to Time 6 Entry to 30 Month Follow-up % |
|-------------------|--|---|---|---|---|
| Increased | 41.3 | 35.7 | 35.6 | 52.2 | 41.7 |
| Same | 8.7 | 10.0 | 11.1 | 0.0 | 0.0 |
| Declined | 50.0 | 54.3 | 53.3 | 47.8 | 58.3 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| N of Cases | 104 | 70 | 45 | 23 | 12 |
| Change in Mean | -0.779 | -0.629 | -0.867 | -1.130 | -1.167 |
| Significance | Not significant | Not Significant | Not Significant | Not Significant | Not Significant |
| Effect Size | 0.22 | 0.19 | 0.22 | 0.34 | 0.38 |
| Power | 0.72 | 0.47 | 0.42 | 0.47 | 0.34 |

Table 22: Change in Pro-social Parental Involvement Over Time: Matched Pairs

| | Time 1 to Time 2 Entry to 6 Month Follow-up % | Time 1 to Time 3 Entry to 12 Month Follow-up % | Time 1 to Time 4 Entry to 18 Month Follow-up % | Time 1 to Time 5 Entry to 24 Month Follow-up % | Time 1 to Time 6 Entry to 30 Month Follow-up % |
|-------------------|--|---|---|---|---|
| Increased | 39.8 | 37.1 | 28.3 | 26.1 | 36.4 |
| Same | 7.1 | 14.3 | 28.3 | 17.4 | 27.3 |
| Declined | 53.1 | 48.6 | 43.5 | 56.5 | 36.4 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| N of Cases | 98 | 70 | 46 | 23 | 11 |
| Change in Mean | -0.592 | -0.671 | -0.413 | -0.696 | 0.818 |
| Significance | Not significant | Not Significant | Not Significant | Not Significant | Not Significant |
| Effect Size | 0.18 | 0.22 | 0.15 | 0.24 | 0.21 |
| Power | 0.55 | 0.57 | 0.26 | 0.30 | 0.16 |

Question 12. Did target youth reduce their involvement with criminal and anti-social friends?

There is a single index for this question, the Anti-Social Peer Group scale. The index counts the number of friends the youth have who were involved in anti-social or criminal behaviour in the previous six months. None of the comparisons reported in *Table 23* reached statistical significance although the proportion of youth reporting decreased involvement with criminal or anti-social friends is consistently larger than those where involvement increased. The only comparisons over time that achieved statistical significance involved a change between the 6 month and 12 month follow-up surveys and between the 6 month and 30 month follow-ups (see *Appendix F, Table 5*). These inconsistent results suggest that the treatment program did not have an effect on reducing the involvement of the targets youth with criminal and anti-social friends.

Table 23: Change in Anti-social Peers Scores Over Time: Matched Pairs

| | Time 1 to Time 2 Entry to 6 Month Follow-up % | Time 1 to Time 3 Entry to 12 Month Follow-up % | Time 1 to Time 4 Entry to 18 Month Follow-up % | Time 1 to Time 5 Entry to 24 Month Follow-up % | Time 1 to Time 6 Entry to 30 Month Follow-up % |
|-------------------|--|---|---|---|---|
| Increased | 36.8 | 34.2 | 33.3 | 30.4 | 27.3 |
| Same | 20.8 | 23.3 | 20.0 | 8.7 | 9.1 |
| Declined | 42.5 | 42.5 | 46.7 | 60.9 | 63.6 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| N of Cases | 106 | 73 | 45 | 23 | 11 |
| Change in Mean | -0.057 | -0.192 | -0.200 | -0.348 | -0.364 |
| Significance | Not significant | Not Significant | Not Significant | Not Significant | Not Significant |
| Effect Size | 0.09 | 0.26 | 0.25 | 0.38 | 0.44 |
| Power | 0.23 | 0.71 | 0.50 | 0.55 | 0.39 |



9.1.2 Total Risk Analysis

To assess the overall level of risk we constructed an overall risk index that combines the most important component scales among those discussed above. The seven indices included in the Total Risk Scale are those that assess levels of non-violent crime, violent crime, present gang membership, school suspensions, anti-social peer behaviour, substance abuse, and lack of access to adult role models (a simple reverse scoring of the adult role model index). This index provides an overall assessment of the extent to which the WSW programs reduce the risky behaviours and attitudes that pre-dispose youths to involvement with gangs. The alpha level associated with the overall risk index was 0.66, which is relatively low, but still above the cut-off of 0.60.

The construction of this index is described in detail in *Appendix F*, but in brief, the scores for seven component indices are grouped into three categories representing low, medium and high scoring groups as outlined in *Appendix F, Table 2*. The grouped scores from the six component scales are then assigned to the Total Risk Index in the following manner:

0. Very Low Risk: Low scores on all seven component scales.
1. Low Risk: Any combination of Low or Medium scores but no High scores on all seven components.
2. Medium Risk: A High score on only 2 of the component scales and Low or Medium scores on the others.

3. High Risk: High scores on 2 or more of the component, and at least 3 medium scores on the others.

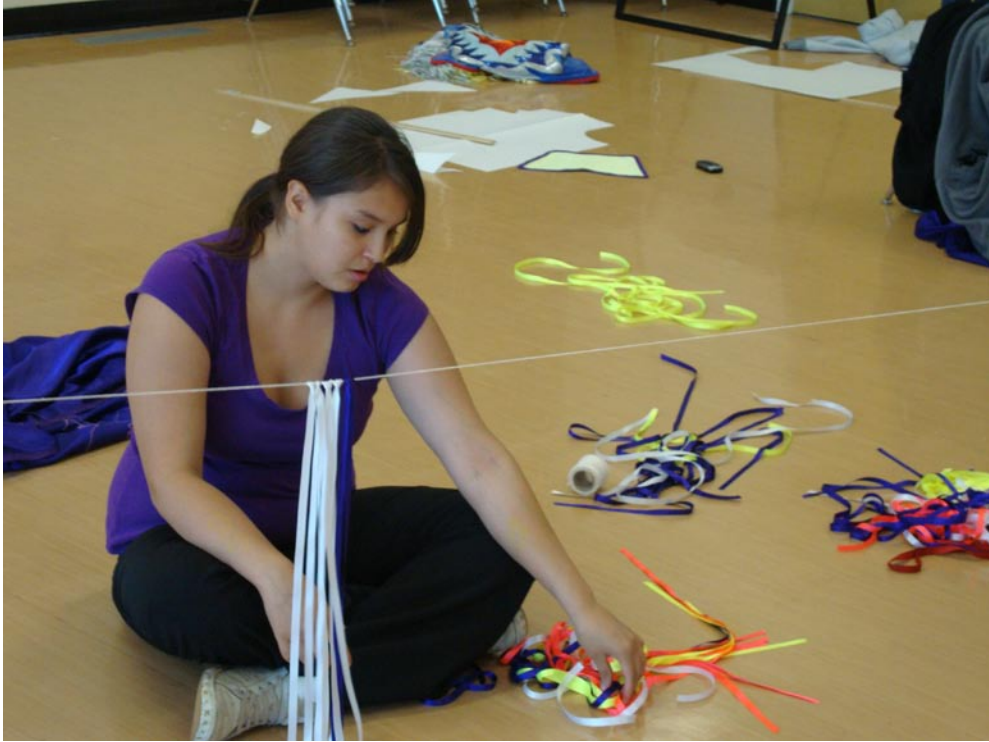
Table 24: Risk Index Distribution for Each Time Point

| | Time Point | Time Point | Time Point | Time Point | Time Point | Time Point |
|------------------|---------------|------------|------------|------------|------------|------------|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| | Entry | 6 month | 12 month | 18 month | 24 month | 30 month |
| | Questionnaire | follow-up | follow-up | follow-up | follow-up | follow-up |
| Very Low | 0.0 | 0.0 | 1.5 | 0.0 | 0.0 | 0.0 |
| Low | 6.9 | 3.2 | 21.2 | 12.2 | 18.2 | 27.3 |
| Medium | 36.2 | 53.2 | 40.9 | 51.2 | 59.1 | 72.7 |
| High | 56.9 | 43.6 | 36.4 | 36.6 | 22.7 | 0.0 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| N of Valid Cases | 116 | 94 | 66 | 41 | 22 | 11 |
| Missing Cases | 31 | 53 | 81 | 106 | 125 | 136 |

Table 24 presents the levels of risk for all participants at entry to the WSW program and at each of the follow-up time points. The extent of risk among these youths is notable: 57% of these young people qualify as being at high risk at entry. However, the statistical tests in *Table 25* show that a significant reduction in risk was observed among the targeted youth between entry to the program and the 12 month, 18 month, and 24 month follow-ups. Numerous other time comparisons also produced significant decreases in risk (*Appendix F, Table 5*). Over all, the analysis shows that the WSW programs can produce important reductions in the levels of risk these youths encounter, but the reductions that are observed are sporadic in nature (i.e., not observed across all follow-up periods). The fact that the reliability of the total risk scale is relatively low may account for some of the inconsistency in the findings, as might the relatively small sample sizes associated with some of the time comparisons (especially those comparisons involving the longer follow-up periods).

Table 25: Change in Total Risk Scores Over Time: Matched Pairs

| | Time 1 to Time 2 Entry to 6 Month Follow-up % | Time 1 to Time 3 Entry to 12 Month Follow-up % | Time 1 to Time 4 Entry to 18 Month Follow-up % | Time 1 to Time 5 Entry to 24 Month Follow-up % | Time 1 to Time 6 Entry to 30 Month Follow-up % |
|-------------------|--|---|---|---|---|
| Increased | 21.5 | 13.0 | 8.6 | 10.5 | 0.0 |
| Same | 53.2 | 53.7 | 65.7 | 47.4 | 33.3 |
| Declined | 25.3 | 33.3 | 25.7 | 42.1 | 66.7 |
| Total | 100.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| N of Cases | 109 | 76 | 49 | 24 | 12 |
| Change in Mean | -0.060 | -0.223 | -0.218 | -0.430 | -0.587 |
| Significance | Not significant | Significant decrease t=-2.28, df=75, p<.05 | Significant decrease t=-2.00,df=48, p<.05 | Significant decrease t=-2.16, df=23,p<.05 | Not Significant |
| Effect Size | 0.11 | 0.37 | 0.45 | 0.65* | 0.89* |
| Power | 0.31 | 0.94 | 0.93 | 0.93 | 0.89 |



9.1.3 Treatment Group Versus Control Group

This section summarizes the data analysis performed to address whether differences exist over time between the youth involved in the WSW program and a control group of high risk youth not participating in the program. The same issues examined in the Matched Pairs analysis were examined (see *Appendix A, Table 4*). To address each issue, the same indices used for the Matched Pairs analysis were used. For each index, the scores of youth involved in the WSW program were statistically compared to scores calculated for youth in the control group. This was done for only two of the time points - at baseline and at 6 months after the treatment group entered the WSW program – because there were too few cases in the 12 month follow-up period (consistently <10).

The test procedure employed is an Independent Samples T-Test. For each index, scores for youth involved in the WSW program were calculated for each of the three time points and the average scores were compared to the average scores calculated for the control group at the same time points. The t-test is applied to determine if the difference between the two groups at a particular point in time is statistically significant. The change is significant if there is a 5% or lower probability that the change is equal to zero (the difference happened simply by chance). As with the Matched Pairs analysis, no adjustment to the standard 0.05 significance level (p-value) was made for the performance of multiple tests on the data. The number of data cases is low enough that such an adjustment would essentially guarantee that none of the comparisons would be large enough to qualify as statistically significant.

To facilitate the presentation of the test results, the mean scores for each group are presented for each of the three time points examined. Also presented are the number of cases on which the test is based, the mean difference between the two groups, the value

of the T-statistic, its degrees of freedom (df) and the p-value of the test. The p-value indicates the probability that the change in the mean is actually zero. In addition to the results of the Independent Samples T-Tests, effect sizes were also calculated and are presented for each of the comparisons between the treatment and control group. As was the case for the Matched Pairs T-Tests, the effect size employed was Cohen's d. Recall that values below 0.20 are usually thought to reflect no real effect, values between 0.20 and 0.50 reflect "small" effects, values between 0.50 and 0.80 reflect "medium" effects, and values above 0.80 reflect "large" effects (values above 0.50 are highlighted with an asterisk in the following tables and in *Appendix F, Table 5*). Finally, post-hoc power estimates are also provided for each Independent Samples T-Test. In this case, power refers to the probability that the statistical test will find a statistically significant difference on a risk index between the treatment and control group when such a difference does actually exist. Again, 0.80 is usually considered to be a reasonable level of power.

For each of the evaluation questions, a detailed explanation of how the index was created, including the questions it is based on and how the responses are scored, can be found in *Appendix F*. The alpha levels described in *Table 6* are obviously equally relevant to the analyses presented in this section and thus, so is the concern surrounding the Attachment to Teachers scale and the Violent Crime scale (both of which were associated with unacceptably low alpha scores).

Question 1. Do differences exist between the treatment and control group with respect to attachment to school?

To examine differences in attachment to school, three questions from the survey were examined (1) attachment to teachers, (2) lack of commitment to school, and (3) the number of suspensions from school in the last 6 months (recall that the Attachment to Teachers scale was associated with an alpha level of 0.58 and thus, the results reported for this scale should be interpreted with caution).

As indicated in *Table 26*, with the exception of school suspensions, youth involved in the WSW program often showed more attachment to school than youth in the control group. More specifically, youth in the treatment group were more attached to their teachers across the first two time points. In addition, the youth in the treatment group scored significantly lower on the lack of commitment to school index (i.e., showed more commitment to school) across the first two time points. As indicated above, the third time point (the 12 month follow-up) was not examined due to the fact that the control group consisted of too few cases (<10).

Table 26: Difference Between the Treatment and Control Group in Attachment to School: Independent Samples

| | | Treatment | | Control | | Mean Diff. | Significance |
|------------------------------|--------|-----------|------|---------|------|------------|--|
| | | Cases | Mean | Cases | Mean | | |
| Attachment to Teachers | Time 1 | 147 | 2.62 | 48 | 2.33 | 0.286 | Sig. (t=3.51, df=193, p<.05, d=0.60*, power=0.97) |
| | Time 2 | 108 | 2.66 | 48 | 2.33 | 0.326 | Sig. (t=3.78, df=154, p<.05, d=0.65*, power=0.98) |
| Lack of Commitment to School | Time 1 | 140 | 2.32 | 45 | 3.41 | -1.092 | Sig. (t=-8.00, df=183, p<.05, d=1.38*, power=1.00) |
| | Time 2 | 98 | 2.31 | 29 | 3.17 | -0.853 | Sig. (t=-5.53, df=125, p<.05, d=1.18*, power=0.99) |
| School Suspensions | Time 1 | 145 | 1.42 | 47 | 0.96 | 0.463 | Not Sig. (d=0.10, power=0.15) |
| | Time 2 | 109 | 0.60 | 47 | 0.04 | 0.554 | Sig. (t=2.95, df=154, p<.05, d=0.52*, power=0.91) |

***: As in the previous section, effect sizes that are greater than 0.50 are highlighted with an asterisk in each of the tables within this section to indicate that they can be considered practically, or clinically significant.**

Question 2. Do differences exist between the treatment and control group with respect to bonding with adult role models?

Recall that bonding with adults is assessed by counting the number of adult role models participants would go to for advice or simply to talk about their problems. The results in *Table 27* indicate that, for the first two time points, youth in the treatment group were significantly more bonded to adult role models compared to youth in the control group. In addition, the differences between the two groups got larger across the first two time points, as indicated by the effect sizes, going from a mean difference of 1.433 to a mean difference of 2.758. Again, no comparisons were made at the 12 month follow-up due to the control group consisting of too few cases.

Table 27: Difference Between the Treatment and Control Group in Bonding with Adult Role Models: Independent Samples

| | | Treatment | | Control | | Mean | Significance |
|-------------------|--------|-----------|------|---------|------|-------|---|
| | | Cases | Mean | Cases | Mean | Diff. | |
| Adult Role Models | Time 1 | 147 | 5.54 | 48 | 4.10 | 1.433 | Sig. (t=2.04, df=193, p<.05, d=0.34, power=0.05) |
| | Time 2 | 109 | 6.09 | 48 | 3.33 | 2.758 | Sig. (t=3.51, df=155, p<.05, d=0.61*, power=0.97) |

Question 3. Do differences exist between the treatment and control group with respect to depressive symptoms?

This index is based on 14 questions relating to the common symptoms of depression, including feeling anxious or sad, not eating or sleeping well, and having thoughts of suicide. The results in *Table 28* indicate that youth in the control group consistently exhibited more depressive symptoms than youth in the treatment group, but the only difference that was statistically significant was the comparison at the 6 month follow-up (Time 2). Importantly, the differences between the two groups got larger across the two time points, going from a mean difference of -1.749 to a mean difference of -5.262 (this is also indicated by the effect sizes). No comparison was made at the 12 month follow-up due to sample size issues.

Table 28: Difference Between the Treatment and Control Group in Depressive Symptoms: Independent Samples

| | | Treatment | | Control | | Mean | Significance |
|------------|--------|-----------|-------|---------|-------|--------|---|
| | | Cases | Mean | Cases | Mean | Diff. | |
| Depression | Time 1 | 132 | 33.93 | 47 | 35.68 | -1.749 | Not Sig. (d=0.22, power=0.36) |
| | Time 2 | 101 | 33.09 | 47 | 38.36 | -5.262 | Sig. (t=-3.75, df=146 p<.05, d=0.67*, power=0.98) |

Question 4. Do differences exist between the treatment and control group with respect to cultural identities?

The ethnic identity index is based on questions about how accepting the youth are about their own and others ethnic identities. As *Table 29* illustrates, the youth in the treatment group showed a significantly greater acceptance of cultural identity across the first two time points compared to youth in the control group and the differences between the two

groups over the first two follow-ups increased, as indicated by effect sizes and the mean differences (going from 2.688 to 3.513). No comparison was made at the 12 month follow-up due to sample size issues.

Table 29: Difference Between the Treatment and Control Group in Ethnic Identities: Independent Samples

| | | Treatment | | Control | | Mean | Significance |
|-----------------|--------|-----------|-------|---------|-------|-------|---|
| | | Cases | Mean | Cases | Mean | Diff. | |
| Ethnic Identity | Time 1 | 147 | 17.29 | 48 | 14.60 | 2.688 | Sig. (t=5.72, df=193, p<.05, d=0.96*, power=0.99) |
| | Time 2 | 108 | 17.28 | 48 | 13.87 | 3.513 | |

Question 5. Do differences exist between the treatment and control group with respect to levels of substance abuse?

The index of substance abuse indicates the number times over the previous six months a youth had used various types of drugs. The results in *Table 30* indicate that youth in the control group abuse substances significantly more often than youth in the treatment group. In addition, the differences between the two groups get noticeably larger from Time 1 to Time 2 (going from a mean difference of -17.464 to a mean difference of -21.461) as do the effect sizes. No comparison was made at the 12 month follow-up due to sample size issues.

Table 30: Difference Between the Treatment and Control Group in Substance Abuse: Independent Samples

| | | Treatment | | Control | | Mean | Significance |
|-----------------|--------|-----------|-------|---------|-------|---------|---|
| | | Cases | Mean | Cases | Mean | Diff. | |
| Substance Abuse | Time 1 | 124 | 31.21 | 46 | 48.67 | -17.464 | Sig. (t=-2.61, df=168, p<.05, d=0.45, power=0.83) |
| | Time 2 | 95 | 27.51 | 44 | 48.97 | -21.461 | |

Question 6. Do differences exist between the treatment and control group with respect to attachment to the labour force?

This question was not represented by an index where average levels could be compared over time. Instead, simple cross-tabulations were examined for the percentage of youth in the treatment and control groups that were employed at Time 1 and Time 2. The data for this evaluation indicate that there was more attachment to the labour force for youth in the treatment group and that attachment increased over time. More specifically, at Time 1, 66.4% of youth in the treatment group were employed, compared to 45.8% of youth in the control group. At Time 2, the number of youth in treatment who were employed rose to 69.7%, but the number of employed youth in the control group actually decreased to 37.5%.

Question 7. Do differences exist between the treatment and control group with respect to non-violent and violent crime?

Two indices assess the extent of involvement in illegal activities: the Non-Violent Crime and Violent Crime indices. Both count the number of illegal activities the respondents have participated in over the past 6 months. Although youth in the treatment group tended to be involved in less non-violent crime than youth in the control group at both Time 1 and Time 2, the only significant difference in the number of non-violent crimes committed was observed at Time 2 (see *Table 31*). No comparison was made at the 12 month follow-up due to sample size issues.

As seen in *Table 31*, the opposite trend was observed for violent crime, though these results may not be particularly meaningful given the low alpha score (0.47) associated with the Violent Crime scale. In this case, youth in the treatment group committing slightly more violent crime at both Time 1 and Time 2 compared to youth in the control group (no comparison was made at the 12 month follow-up due to sample size issues). That being said, none of the comparisons for violent crimes were statistically significant at either time point.

Table 31: Difference Between the Treatment and Control Group in Non-Violent and Violent Crime: Independent Samples

| | | Treatment | | Control | | Mean | Significance |
|-------------------|--------|-----------|------|---------|-------|--------|---|
| | | Cases | Mean | Cases | Mean | Diff. | |
| Non-Violent Crime | Time 1 | 146 | 8.10 | 48 | 10.75 | -2.640 | Not Sig. (d=0.19, power=0.31) |
| | Time 2 | 108 | 6.28 | 47 | 11.48 | -5.202 | Sig. (t=-2.20, df=153, p<.05, d=0.39, power=0.72) |
| Violent Crime | Time 1 | 147 | 2.23 | 48 | 1.25 | 0.988 | Not Sig. (d=0.24, power=0.42) |
| | Time 2 | 109 | 1.62 | 48 | 1.45 | 0.165 | Not Sig. (d=0.05, power=0.09) |

Question 8. Do differences exist between the treatment and control group with respect to pro-violence and aggression beliefs?

There are four indices that apply to this question. The first three indices deal with attitudes concerning approval of aggression, retaliation to aggression, and a combination of the two. The fourth index deals with conflict resolution skills. All four of these indices were available only for the first and second time points, although the number of cases included in the control group was too small to conduct any analyses of the second time point. As seen in *Table 32*, youth in the control group consistently show significantly more approval of pro-violence and aggression beliefs than youth in the treatment group at Time 1. In addition, youth in the control group demonstrate significantly fewer conflict resolution skills than youth in the treatment group at Time 1.

Table 32: Difference Between the Treatment and Control Group in Pro-Violence and Aggression Beliefs: Independent Samples

| | | Treatment | | Control | | Mean | Significance |
|--------------------------------|--------|-----------|-------|---------|-------|--------|--|
| | | Cases | Mean | Cases | Mean | Diff. | |
| General Approval of Aggression | Time 1 | 145 | 1.58 | 48 | 1.80 | -0.226 | Sig. (t=-2.32, df=191, p<.05, d=0.38, power=0.74) |
| Approval of Retaliation | Time 1 | 143 | 1.95 | 48 | 2.26 | -0.315 | Sig. (t=-3.27, df=189, p<.05, d=0.54*, power=0.94) |
| Total Approval of Aggression | Time 1 | 143 | 1.79 | 48 | 2.08 | -0.287 | Sig. (t=-3.29, df=189, p<.05, d=0.56*, power=0.96) |
| Conflict Resolution Skills | Time 1 | 142 | 35.48 | 47 | 31.93 | 3.549 | Sig. (t=3.88, df=187, p<.05, d=0.66*, power=0.99) |

Question 9. Do differences exist between the treatment and control group with respect to leaving gangs?

This question was not represented by an index where average levels could be compared over time. Instead, simple cross-tabulations were examined for the percentage of youth in the treatment and control groups that belonged to gangs at Time 1 and Time 2. The data for this evaluation indicate that there was less involvement in gangs for youth in the treatment group and that involvement decreased over time. More specifically, at Time 1, 15.1% of youth in the treatment group indicated that they belonged to gangs, compared to 34.0% of youth in the control group. At Time 2, the number of youth in treatment who belonged to gangs decreased to 10.1%, but the number of youth in the control group who belonged to gangs actually increased to 41.7%.

Question 10. Do differences exist between the treatment and control group with respect to knowledge about the consequences of joining gangs?

The index that measures this aspect is the Attitudes to Gangs scale. The index assesses the extent to which the youth think gangs are acceptable or even “cool” to be in. As can be seen in *Table 33*, the data indicate that youth in the control group were significantly more accepting of gang-life than youth in the treatment group. Importantly, the differences between these two groups got larger across Time 1 and 2, going from a mean difference of -0.808 to a mean difference of -1.285. This increase in the differences

between the groups is also reflected by the magnitude of the effect sizes. No comparison was made at the 12 month follow-up due to sample size issues

Table 33: Difference Between the Treatment and Control Group in Attitudes to Gangs: Independent Samples

| | | Treatment | | Control | | Mean | Significance |
|--------------------|--------|-----------|------|---------|------|--------|--|
| | | Cases | Mean | Cases | Mean | Diff. | |
| Attitudes to Gangs | Time 1 | 141 | 2.63 | 47 | 3.44 | -0.808 | Sig. (t=-2.32, df=186, p<.05, d=0.40, power=0.76) |
| | Time 2 | 108 | 2.41 | 47 | 3.70 | -1.285 | Sig. (t=-3.53, df=153, p<.05, d=0.62*, power=0.97) |

Question 11. Do differences exist between the treatment and control group with respect to attachment to parents?

There are three indices that address the issue of the youth’s attachment to their parents and parental figures. These are the Attachment to Parents scale, the Positive Parental Supervision scale, and the Pro-social Parental Involvement scale. As indicated in *Table 34*, all of the differences at Time 1 and 2 were significant indicating that youth in the treatment group exhibit a greater degree of attachment to parents as measured by the three different indices. Again, no comparison was made at the 12 month follow-up due to sample size issues.

Table 34: Difference Between the Treatment and Control Group in Attachment to Parents: Independent Samples

| | | Treatment | | Control | | Mean Diff. | Significance |
|---------------------------------|--------|-----------|-------|---------|-------|------------|---|
| | | Cases | Mean | Cases | Mean | | |
| Attachment to Parents | Time 1 | 138 | 10.42 | 43 | 7.88 | 2.536 | Sig. (t=4.60, df=179, p<.05, d=0.81*, power=0.99) |
| | Time 2 | 102 | 10.52 | 43 | 8.09 | 2.436 | Sig. (t=4.49, f=143, p<.05, d=0.82*, power=0.99) |
| Parental Supervision | Time 1 | 139 | 21.48 | 48 | 17.64 | 3.836 | Sig. (t=4.02, df=185, p<.05, d=0.68*, power=0.99) |
| | Time 2 | 108 | 20.94 | 44 | 16.95 | 3.989 | Sig. (t=4.56, df=150, p<.05, d=0.82*, power=0.99) |
| Pro-Social Parental Involvement | Time 1 | 136 | 19.41 | 43 | 14.51 | 4.900 | Sig. (t=5.75, df=177, p<.05, d=1.01*, power=0.99) |
| | Time 2 | 102 | 18.85 | 45 | 14.46 | 4.386 | Sig. (t=4.99, df=145, p<.05, d=0.90*, power=0.99) |

Question 12. Do differences exist between the treatment and control group with respect to involvement with criminal and anti-social friends?

There is a single index for this question, the Anti-Social Peer Group scale. The index counts the number of friends the youth have who were involved in anti-social or criminal behaviour in the previous six months. As can be seen in *Table 35*, although youth in the control group indicated that they were slightly more involved with anti-social friends at Time 1 and 2, none of the comparisons between the treatment group and the control group revealed any significant differences in involvement. No comparison was made at the 12 month follow-up due to sample size issues

Table 35: Difference Between the Treatment and Control Group in Involvement with Criminal and Anti-Social Friends: Independent Samples

| | | Treatment | | Control | | Mean | Significance |
|-------------------|--------|-----------|------|---------|------|--------|-------------------------------|
| | | Cases | Mean | Cases | Mean | Diff. | |
| Anti-Social Peers | Time 1 | 141 | 8.14 | 48 | 8.85 | -0.705 | Not Sig. (d=0.11, power=0.16) |
| | Time 2 | 109 | 7.45 | 48 | 8.12 | -0.666 | Not Sig. (d=0.11, power=0.16) |

Question 13. Do differences exist between the treatment and control group with respect to total risk?

Recall that to assess the overall level of risk we constructed an overall risk index that combines the most important component scales among those discussed above. The seven indices included in the Total Risk Scale are those that assess levels of non-violent crime, violent crime, present gang membership, school suspensions, anti-social peer behaviour, substance abuse, and lack of access to adult role models.

As can be seen in *Table 36*, the level of risk posed by youth in the control group was slightly higher than the level of risk posed by youth in the treatment group, both at Time 1 and 2 (no comparison was made at the 12 month follow-up due to sample size issues). However, these comparisons were not significant.

Table 36: Difference Between the Treatment and Control Group in Total Risk: Independent Samples

| | | Treatment | | Control | | Mean | Significance |
|------------|--------|-----------|------|---------|------|--------|-------------------------------|
| | | Cases | Mean | Cases | Mean | Diff. | |
| Total Risk | Time 1 | 116 | 2.50 | 45 | 2.55 | -0.055 | Not Sig. (d=0.08, power=0.12) |
| | Time 2 | 94 | 2.40 | 42 | 2.57 | -0.167 | Not Sig. (d=0.30, power=0.49) |

Because the groups were not matched on risk at baseline, the between-group differences (across the risk outcomes) cannot be attributed solely to a treatment effect - to some extent they may reflect initial differences with respect to risk. The gradual increase in differences between the treatment and control group over time for most of the outcome measures, which is also reflected in increasingly larger effect sizes, indicates that the WSW project has been successful to an extent. In some

cases, treatment appears to be having a positive impact on the treatment group, in other cases not being involved in treatment appears to be having a negative impact on the control group, and in still other cases, both of these things appear to be occurring simultaneously. The increasingly larger differences between the treatment and control groups over time suggests that treatment either results in positive change, or it protects youth from any negative change that they would have experienced if not involved in treatment.

9.1.4 Outcomes for Closed Cases

Cases can be closed for one of nine reasons: 1. Contact is lost with participant; 2. participant is incarcerated or institutionalized long-term and out of Saskatchewan; 3. Participant moves away, outside of the province; 4. youth successfully completes the service (by completing core program components [such as counseling goals, life skills group, exiting from gang]); 5. Participant is referred to specialized service (i.e., programs for FASD, mental health, developmental disabilities); 6. Participant ages out of program (25 years and older); 7. Participant dies; 8. Participant drops out (someone who, after being admitted to the program, decides to no longer participate and, at the time, has not completed enough of the program requirements to be considered a graduate); 9. Participant does not meet risk criteria (case is closed at intake). *Figure 14* reports on outcomes of the 86 cases (49 male, 37 female) which were closed during the period of March 2008 – January 2011.

Of these cases, 86% (74 cases) had successful completions. All completed counselling (all participated in individual counselling and almost all participated in group counselling)²¹ and were gang free at case closure:

- 60 participants successfully completed the service and were living in the community
 - 34 had addressed legal issues, such as completing probation orders and reintegrating back into the community after being incarcerated;
 - 24 were in school, college or a training program full time;
 - 22 had significantly reduced or stopped drug and alcohol use;
 - 15 were working full time and 22 were working part-time;
 - 12 completed the Presentation Team program;
 - 43 completed the Life Skills/Employment Group program;
 - 33 completed the Young Women's Group;
 - 11 graduated from high school; and
 - 13 worked on serious mental health problems.²²
- 2 were successfully referred to other services and completed specialized programs (one was referred to another gang project and placed in the witness protection program; the second was referred to a specialized addiction program). Both are gang free;
- 1 moved back to his reserve after having successfully completed counseling. He is gang-free;

²¹ All but 7 participated in the Young Women's Group and/or the Life Skills/Employment Group.

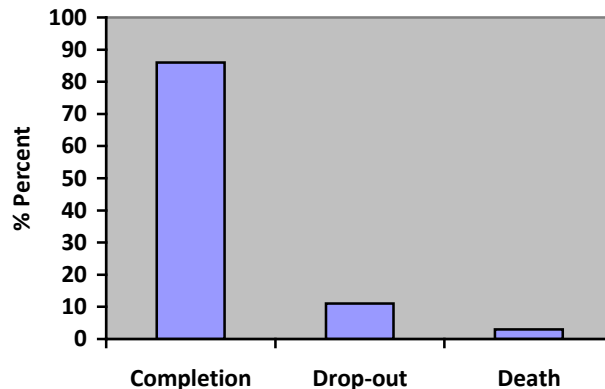
²² Some participants had more than one positive outcome.

- 5 completed the service but were then incarcerated in prisons or institutionalized in mental health and child welfare facilities outside of the region (including one young man attempted suicide at the Won Ska school and on another occasion he was apprehended by the police at the program because he was found with a list of staff and youth he intended on killing). All five are gang free. It is important to understand that outcomes can be successful (i.e., exiting or resisting gang involvement) despite incarceration, institutionalization or attempting suicide. In all of the five cases in this category, criminal involvement had substantially reduced, both in terms of levels of violence and frequency;
- 6 completed counseling but then lost contact with the program. All were gang free prior to losing contact.

Of the remaining twelve participants who did not complete the program:

- nine dropped out part way through the intervention (contact was lost with one case who was an active gang member and addict; five, all of whom were gang members and addicts, were incarcerated for serious crimes of violence; and three had serious mental health and developmental impairments, along with addictions, which were related to not completing the service), and
- three died (two committed suicide and the other was murdered).

Figure 14: Outcomes on 86 Closed Cases



Of the 91% of participants who had successful outcomes in the Life Skills/Employment Groups (participants had to attend a minimum of 50% of group sessions and complete work on goal areas), 22 either graduated from school or re-engaged in school, 30 completed work placements and gained full-time or part-time employment, and 15 reduced or stopped their drug and alcohol use. Of the 78% of young women who had successful outcomes in the Female Support Group (participants had to attend a minimum of 50% of group sessions and complete work on goal areas), thirteen either graduated from school or re-engaged in school, eight gained full-time or part-time employment, and seven reduced or stopped their drug and alcohol use.

It is apparent that the youth who received high levels of programming did far better than those who received comparatively fewer hours of programming. The cases with successful outcomes received on average 749 hours of programming whereas the cases with unsuccessful outcomes received on average only 290 hours of programming.



9.1.5 Qualitative Findings



I Just turned 14 Still healthy not into drugs oralcohol iam literally Scared to death Bye drugs and alcohol when i was in My MoMs stoMache She did realy hard drinking My dad wanted nothing to do whith me he told My MoM to get an abortion She Just about did but She change her mind and was going to give Me up For adoption by My SiSSter (name) cried for My MoM to keep Me My SiSSter lived whith My grandparents My MoM told her to Keep me then that She has to take care of Me She was only 12 or 13 She would have to get up early changemy diapers Feed My My granpa would Beet my grandma evary time they drank iw as about 5 when i Moved back with My MoM She loved drinking at the time it Felt like she never cared For Me My SiSSter put a big impacted on My life whats right or wrong i Look up to her i am in this program because all the drinking has caused Me trouble in School

(Fourteen year-old Chrystal, writing about the impact of addictions on her life)

Field Observations:

The Evaluation Team conducted detailed field observations for the Life Skills Group, Intensive Counselling and Outreach programs during six site visits. This entailed observing programming delivered by staff, listening to interactions between staff and clients, and conversing with staff and clients. A field journal was maintained, consisting of recorded notes, ideas, and interpretation of the above. Of course this field work was personal and reflective of the unique ways in which the Evaluation Team conducted the field work. The main purpose of this work was to provide context and in-depth meaning for the quantitative data gathered in the Evaluation.

Data from field observations consist of detailed note taking by the Evaluator during and immediately after observing program activities. The focus was on the process and quality of staff interventions (i.e. how were the programs being delivered; were the interventions being delivered as they were intended [i.e., did they follow the basic foundations of positive youth development and the Circle of Courage approaches?]). The Evaluator conducted detailed field observations for each YAAGV service on eight occasions: February 2008, June 2008, October 2008, February 2009, June 2009, October 2009, February 2010 and June 2010. This entailed observing programming delivered by staff in the Youth Activity Centre, the Won Ska Cultural School, Van Outreach, Presentation Team, and Counseling Programs.

Detailed notes were taken during and immediately after each activity. Feedback was then provided to the Executive Director and staff. The observation process followed accepted guidelines in the literature.²³

In general, observations conducted on each service revealed that staff members employed appropriate methods of intervention, adhering to the basic ingredients of the evidence-based models of intervention articulated in the PAOPI proposal for the WSW project and the Evaluation Plan. For example, it was clearly evident that the principles of gender-responsiveness and cultural competency have permeated WSW interventions, as well as the Circle of Courage approach.

Female staff delivered almost all counseling interventions with young women. These interventions, both group and individual counseling, addressed the unique needs of females. The primary issues addressed were related to child abuse, sexual exploitation, health relationships, parenting, self esteem, and mental health. Observations suggested that staff were respectful of participants and delivered client-centered interventions based on the strengths of each young woman. Staff developed individualized goal plans with clients, based upon areas they wished to address in counseling.

Field observations also suggested that interventions with youth were founded on cultural practices and teachings. There were male and female elders actively involved in all aspects of programming. A majority of staff members were Aboriginal. There were daily opportunities for clients to drum, sing, and speak with elders. Clients also had opportunities to attend sweat lodges, sun dance, and participate in culture camps.

It was also apparent that there was consistently high demand for each service during the site visits – most programs were operating at full capacity. There were two notable exceptions in this area. Field observations conducted in October 2008 identified low client participation rates in the Van Outreach and Youth Activity Centre programs. Findings from these observations were presented to the Executive Director, who immediately convened a general staff meeting to discuss options for increasing participation levels. She also set up a series of individual meetings with staff members who worked in these programs. As a result, significant changes were made to the hours of operation of the YAC and Van Outreach. Hours of operation for both programs were shifted to more relevant periods of time (for example, both programs operated later in the evenings and the YAC was opened during weekends). Feedback from staff on changes to client participation levels in these programs indicated that there were large increases in Van Outreach contacts and in attendance at the YAC.

²³ For example, see Emerson, Fretz and Shaw, 1995; Lofland and Lofland, 1995.

Focus Groups: A total of four gender-specific focus groups were held with participants. Two groups (#1 and #2) were facilitated in June 2009 and the other two groups were facilitated in October 2009 (#3 and #4). All four groups took place at the Won Ska School program site and took roughly 45 minutes each. Group #1 involved eleven male youth aged 16 – 21 and was co-facilitated with a male Elder. Group #2 involved six female youth aged 14 – 19 and was co-facilitated with a female Elder. Group #3 had twelve male youth aged 16 – 22 and was facilitated by the Lead Evaluator. Group #4 had nine female youth aged 15 – 19 and was facilitated by the Evaluator.

A systematic search for themes was conducted and organized around two questions posed to the group by the Evaluator. The questions were: 1. What do you like about the programs? and 2. What suggestions do you have to make things better? The dialogue in each group was free-flowing and little probing was required by the facilitators to generate discussion. Participants were hesitant to identify concerns but felt more at ease once they were reassured about confidentiality. There were general themes which were generated by the discussion. They are: school and employment success; staffing; hours of operation; gang involvement; and cultural programming.

1. **School and employment success:** Almost all participants in the four groups spoke very highly about the Won Ska Cultural School. Typical comments included: “the teachers are great,” “we can trust them,” “we can come and go as we want,” “we can work or take it easy,” “it’s a fun place to be.” Almost all participants reported having very negative experiences at school before coming to Won Ska – most had been permanently expelled and/or had been “suspended too many times to count.” When asked what was different at Won Ska, youth reported that individualized attention from teachers, learning at your own pace, and completing credits were key differences. Many of the male participants stated that they would like more of a vocational focus to the program and reported that the program should pay students stipends for attendance. Some were aware of Band or municipal programs where this was the norm.
2. **Staffing:** The majority of youth in the four groups stated that they were respected by the staff and felt that the staff listened to them. Most indicated that they looked up to the staff and viewed them as role models. Many youth reported that they would like to work at the PAOPI agency. PAOPI has a history of offering mature ex-clients leadership positions and then hiring those who successfully complete their ‘apprenticeship.’ Two groups identified two staff persons as being problematic. These concerns were brought to the Executive Director and were dealt with immediately.
3. **Hours of operation:** Some participants expressed concern with the hours of operation of the Van Outreach and YAC programs in the February 2009 groups. These youth recommended that both the Van and the YAC be open later at night and also operate on the weekends. Apart from these concerns, youth were happy with the programs at PAOPI. The concerns were raised with the Executive Director and she immediately convened a staff meeting, after which the hours at both programs were lengthened and weekend shifts were also implemented.
4. **Gang involvement:** In general, the boys were much more reluctant to talk about gang involvement compared to the young women. In one male group, a number of youth stated that it was not “cool” to talk about “dropping colours” in front of other guys. In the second group, a couple of youth said that although gang-

- involved youth came to programs, staff for the most part ensured that they were not recruiting other youth or engaging in crime. A few examples were given where gang members had to be removed from the program to protect other participants. The young women, on the other hand, talked freely about their struggles to exit gangs and resist gang recruitment. They identified the same examples as did the boys wherein a handful of youth had to be removed from the program due to active recruitment and criminal behaviour. The young women reported that the WSW program had been very helpful in supporting them to get out of gangs.
5. Cultural programming: Almost all participants spoke favourably about the opportunities to sing, drum, attend sweat lodges and round dances, and be involved in other traditional activities. Four youth reported having mixed feelings about these activities. When probed, they spoke about having suffered abuse at the hands of adults who engaged in traditional teachings.

In addition to focus group feedback on programming, five clients submitted written stories describing their childhood, involvement in gangs, and participation in the WSW project. All were very positive on the impact of WSW on their lives. Five brief narratives are found below:

*I started Goin to school At Won – Ska Jr. that’s when i starid to see some cainsler/and even A elder that elder toke Me to swats round’s dance’s i Asked Him one day i said u won’t to powwow dance so He Helped Me out i stoped with the drug’s And drinking And wen’t to Won – Ska Sr. thats when i Start this grop W-S-W Helped Me talk about My Story My passt And Share with other people
(13 year-old female)*

*Wonska helped me because I got kicked out of my another school I use to attend and I was behide alot of work because I never really went. The teacher never really helped or tell you what you need to work on or they never really pay attention to the kids in the back rows. So being a tennager and getting kicked out of school and behide alot of work and bad attantence I’m sure another regular school would want that so I decided to come to Wonska. At wonska the teachers are nice and friendly and very supporting and flexable so you can come when ever and bring work home to catch up. So far I am liking this program.
(13 year-old female)*

*i am in this program because all the drinking has caused Me trouble in School i Realy like this school it helps My work better and When your here they help you throue everything and My MoM stoped drinking 4 mothns ago and i seen My dad a year ago but still not apart of My life i am happy My lifes better My grandparents still drink but barly see them My SiSSter is like aMoM i Miss my dad i don t love him but miss him i always wanted a dad but 2 MoMs are awesome
(14 year-old female)*

iv been going too school every day so ni don’t get breached n go to jail for couple months but now that im 15 im am going too try find a job so i can help out my

mom i never really had a dad he left my mom when i was like 8 months old but know hes around but things changed in my life. When i was 12 i got kicked outta river side school but before then i used to go to a program called warrior spirit walking they used too take us to go bowling n lot of things talk about wonska i was thinkin of going there for a long time now im schooling here at wonska cultar school they have been helping me out for along time with my probation so that pretty cool of them n the staff is fun we always go on trips getting my education here n they give us five dollers if we help around here five times so thats good n they drive me to go report so i don't get breached n go to jail n help out people who are in gangs

(15 year-old male)

so I stared back at school at king George and I got kicked out of there so I came to wonska culture school and they help a lot I got to be a jr youth worker there and started in a group called warrior spirt walkling with I am still in I am the sound man for then he they also helped me changed big time I give a BIG thanks to that school for sure I quit the bad drugs quit stealing but I still have a really really bad temper and some night I get so upset and feel like dieing but its not worth it life has more to it then drugs and gangs soi stared writeing music and recording that and my family it that right there without my music and family I don't kno well the hell I would be...?

(19 year-old male)

Client File Reviews: Audits were conducted in February 2008 on 40 primary counselling files and problems were identified in most files regarding documentation related to goal plans, assessments, case note recording, and summaries of involvement for case closure. It is standard practice in counselling programs for client files to contain up-to-date documents such as these. These documents are important for a number of reasons: quality case management practices are dependent on coordinated planning; legislation requires that client files be maintained; collateral agencies often request client documentation from other agencies involved in servicing shared clients; youth have the right to regularly review their file; court subpoenas can require release of certain documents. As a result of the problems identified during this audit, the Evaluators provided immediate feedback to the Executive Director and her staff team. As a result, the Evaluators provided training for the whole staff team and individual coaching to certain staff to address these issues. Major improvements in this area were apparent during a second file audit in October 2008. Subsequent audits on Warrior Spirit Walking primary cases were conducted in February 2009, June 2009 and October 2009, February 2010 and June 2010. Approximately 40 files were reviewed in each audit. Overall, staff was doing a much better job maintaining files.



9.2 Cost Analysis Findings

The data sources and data collection methods for the descriptive cost analysis include the PAOPI quarterly financial statements submitted to NCPC; in-kind cost information; a review of relevant project documents and files; interviews with relevant project personnel and partner organizations. *Figure 15* provides a method of identifying and quantifying the WSW program inputs, activities and outputs. The cost base of the WSW includes direct project activity costs; project support overheads; agency overheads; in-kind contributions; costs of capital; and sales taxes and GST. The annual cost for the Evaluation is included in this analysis.

Figure 15: YAAGV BUDGET

| | Aug 2007 – March 2008 | April 2008 – March 2009 | April 2009 – March 2010 | April 2010- March 2011 | TOTALS |
|--|--------------------------|----------------------------|----------------------------|---------------------------|----------------|
| INCOME/GRANTS | | | | | |
| National Partner | \$337,082 | \$455,052.21 | \$467,253.34 | \$479,488.96 | \$1,738,876.51 |
| Local Partners (if applicable) | \$505,470 | \$198,290 | \$198,290 | \$198,290 | \$1,100,340 |
| Total Income/Grants | \$842,552 | \$653,342.21 | \$665,543.34 | \$677,778.96 | \$2,839,216.51 |
| HARD EXPENSES | | | | | |
| Administration: | \$55,968 | \$61,078 | \$63,608 | \$64,218 | \$244,872 |
| Audit | \$4,000 | \$4,000 | \$4,000 | \$4,000 | \$16,000 |
| Program: | | | | | |
| Salary, Wages, & Benefits | \$551,074 | \$407,198.21 | \$414,869.34 | \$428,494.96 | \$1,801,636.51 |
| Program materials, supplies, program delivery | \$94,120 | \$59,184 | \$61,184 | \$59,184 | \$273,672 |
| Transportation | \$23,520 | \$26,880 | \$26,880 | \$26,880 | \$104,160 |
| Rent/Utilities | \$30,180 | \$18,880 | \$18,880 | \$18,880 | \$86,820 |
| Equipment | \$21,502 | \$11,520 | \$11,520 | \$11,520 | \$56,062 |
| HR Training and development | \$10,000 | \$10,000 | \$10,000 | \$10,000 | \$40,000 |
| Evaluation | \$52,188 | \$54,602 | \$54,602 | \$54,602 | \$215,994 |
| TOTAL REVENUES | \$842,552 | \$653,342.21 | \$665,543.34 | \$677,778.96 | \$2,839,216.51 |

The overall cost per primary participant (n=147) over the 44-month period (\$2,839,216.51 August 2007 – March 2011) is \$19,314.40. Although these figures may seem high, when the number of weeks of programming per case is added to the formula, the costing per case is appropriate.

10. LESSONS LEARNED



Lessons learned are categorized into two broad areas: 1) those related to the evaluation of the WSW Project; and 2) those related to the WSW intervention.

Evaluation-related Lessons Learned:

- *Creating an Evaluation Culture:*

Prior to the start of the WSW Project, the PAOPI agency did not have evaluation practices nor policies for any of its programs. Reporting protocols for funders consisted of simple head counts for each program, including the Youth Activity Centre, Van Outreach, and Won Ska Cultural School. There was not a database into which program activity levels were entered, nor were outcomes for individual cases recorded. It was not surprising then when the staff team was taken aback when presented with the requirement of a formalized and comprehensive evaluation for the WSW Project. Due to these issues, the Evaluation Team felt it important to develop an evaluation culture in which the staff team was fully engaged as partners every step of the way. In addition, given the PAOPI agency's record of positive youth development, it was important that youth likewise be consulted and treated as partners in the evaluation.

- *Engagement and Collaboration with Agency Staff Every Step of the Way:*

Staff of the WSW Project and from other programs at the PAOPI was actively involved in developing and implementing the evaluation in the following areas:

- Development of methods and tools: In November and December 2007, the Evaluation Team worked with the staff team to develop the evaluation framework and design the survey tools. This began with consultation around quantitative and qualitative methodology, the use of a control group, description of existing survey tools, risk assessment, and outcome measurement over time. By January 2008, the evaluation methods and tools had been selected, a process for recruiting a control group had been developed, databases were designed, and an agreement regarding

specific roles in the evaluation was finalized. The staff team was trained and the tools were piloted.

-Feeding back results: During the first two years of the Project, the Evaluation Team visited the program site three – four times yearly. This permitted the Evaluators to build relationships and consult with staff and youth, meet with the Evaluation Advisory Committee, observe program activities, conduct file reviews and focus groups, and participate in cultural activities.

-Using results to inform interventions and human resource (HR) practices: As a result of evaluation findings, the Executive Director of the PAOPI, along with her program managers, were able to enhance existing programming and develop new programs. This resulted in training for the staff team on issues related to mental health, addictions and loss; changing the hours of operation for the Youth Activity Centre and Van Outreach, and enhancing individual counseling practices. The process of using data to inform programming was critical, in that it demonstrated to staff that the evaluation data identified new trends in risk and protective factors, as well as informed ongoing services.

- *Cultural Competency:*

From the start, cultural competency was a foundation of the evaluation. This resulted in the selection of tools responsive to Aboriginal culture, frequent consultation with Elders, participation in cultural activities (sweats, drumming and feasts), and the careful measurement of cultural identity.

- *Gender Responsiveness:*

The PAOPI application for NCPC funding identified that programming would address the unique needs of gang-involved young women, including a young women's group, parenting classes, and intensive individual counseling. Evaluation tools were designed in a way that permitted gender sensitive assessment and follow-up surveys. For example, survey questions addressed issues related to care of children, involvement in the sex trade, and depression.

- *Youth Friendly Processes, Tools and Feedback:*

From the start of the evaluation, youth were engaged through four main methods. These included piloting of tools, consultations with the youth Chiefs of the Won Ska Cultural School and the Youth Activity Centre, focus groups, and feeding back results from each annual report. Youth participated in the following areas:

-Development of tools: a small group of youth participated in the piloting of baseline and follow up surveys.

-Use of honorariums: All participants were provided with \$20 honorariums each time they completed a survey with staff. This resulted in a high degree of motivation on the part of youth and also provided them with money to meet basic needs. Given the fact that the participants were very marginalized and often homeless and/or unable to provide for basic needs, the honorariums were critical. As well, it also provided youth with an opportunity to reflect on their lives and address important risk factors which surfaced in the interviews.

-Administration of surveys: During the piloting of the surveys, it became apparent that the best way to ensure accurate responses was to have the staff person who

knew the youth best interview the participant, and record their responses. Youth literacy levels were low and some of the standardized scales used confusing answer categories. The Evaluation Team reviewed each completed survey and contacted the relevant staff person if there were inaccuracies or missing data.

This staff person then contacted the young person and corrected any errors.

-Feeding back results: In order for youth to be included in meaningful ways in the evaluation, it was decided to regularly feed back results in focus groups, circles and during other group activities. Youth had the opportunity to ask questions and ask for clarification. A number of revisions were made to the survey as a result of the observations by participants.

- *Use of Mixed Methods and Triangulation of Data:*

From the outset, the evaluation made use of both quantitative and qualitative methods and triangulated data collection to the greatest extent possible. Baseline and follow-up survey data were collected at regular time intervals and entered into the SPSS database. These quantitative data were supplemented with a series of in-depth interview data with youth. Triangulation of data was obtained through client file reviews three times yearly. Gender-specific focus groups were held on four occasions. Questions probed for satisfaction with services and perceptions related to outcomes of programs. Finally, youth reports on offending were triangulated with police reports, ensuring accuracy of data. In addition, tracking data related to intensity of service (i.e., dosage of programming) were recorded in an Excel database.

- *Control Group:*

Development of control group options at the start of an evaluation project is critical. Use of control groups is the only real way to rule out alternative explanations of changes in behavior and attitudes over time. The Evaluation Team set up what they believed to be the 'gold star' control group in February 2008. Approval was given by a youth court judge and the Ministry of Corrections, Public Safety and Policing. A series of meetings with the Ministry was held over the following two years and progress was made on the selection of a matched group of high risk Aboriginal offenders residing in northern Saskatchewan. However, by June 2010, it became evident that this option was encountering serious challenges. As a result, it was decided that this plan would be shelved. Instead, a matched control group of 48 high risk Aboriginal offenders who had minimal involvement in PAOPI services was selected. These youth were selected from those involved in the court outreach service and also those residing at a local shelter for the homeless. In hindsight, both options for a control group should have been explored at the start of this project. This would have allowed for a more comprehensive measurement of change over time for those youth not involved in PAOPI intensive services.

Intervention-related Lessons Learned:

- *Building Long-term Relationships with Participants:*

Baseline surveys have demonstrated that participants in the WSW project are extremely high risk and have many complex needs. Many have not had the opportunity to bond to healthy adult role models and as a result were initially wary of members of the PAOPI staff team. Some were marginally involved in programming for many months, carefully checking out the staff prior to gaining their trust. For this reason, it is imperative that any intervention for this population, no matter what the model, be long-term and permit young people to bond to staff in appropriate ways. It is not surprising therefore that outcome data indicate that the duration of exposure to PAOPI programs (dosage) increases the likelihood of significant positive changes.

- *Cultural Competency:*

Data clearly show that cultural programming is very important with Aboriginal youth. The involvement of Elders in meaningful ways is central to quality interventions. Many programs which use Elders provide honorariums and do not involve these role models in a comprehensive manner. This was not the case for the WSW Project. Instead, a male Elder who had been working with the agency for many years was paid a salary equivalent to that of other full time counselling staff. He was involved in daily interventions with youth and staff, resulting in a high quality and consistent framework for programming. Although female Elders were involved in the WSW project, for a number of reasons there was high turnover. However, it was clear that female participants bonded with these female Elders, who were able to address their unique needs in a way not possible by the male Elder.

- *Gender Responsiveness:*

To the greatest extent possible, intensive individual and group counseling matched female staff with female participants. This is an important ingredient of any model of intervention, particularly given the high rates of sexual violence experienced by many female youth at the hands of men. Although the male staff at the WSW Project were competent and skilled, this could not erase the fact that for many young women, they potentially represented sources of harm.

- *Opportunities for Meaningful Youth Engagement:*

The PAOPI is a leader in the field of positive youth development. Young people are provided with opportunities to sit on Advisory Committees, become peer mentors, and acquire employment skills every step of the way of their involvement of programming. Youth are paid honorariums for their participation in these activities. This gives participants the clear message that their input and work is valued and appreciated.

Youth are given ample opportunities to participate in the design of programs and development of governing policies and procedures. This encourages ownership over services and results in participants who are dedicated consumers of service.

- *Recruitment and Maintenance of Quality Program Staff:*

Intervention and outreach positions are often difficult to staff because of the diversity of skills and experience required to work successfully with high risk youth who are gang-

involved. Additionally, because of the nature of the programming schedule and the need to disperse staff, regular communication amongst staff is often difficult.

- *Engagement of High Risk Families:*

Most participants report serious problems in their families, including violence, verbal abuse, addictions, poor supervision, a lack of bonding to parents, and having family members who are gang-affiliated. These issues point to the importance of enhancing interventions with the family members of participants, including family therapy and parent coaching. YAAGV staff have found engaging families challenging and some families have been reluctant to get involved in the program because of an unfamiliarity with the role of program staff. Yet, there have been successes in this area. For example, staff at the Junior Won Ska school make a home visit at the start of the school year to the parents/guardians of each student. The purpose is to engage the parents/guardians in school life as well as to open the door for regular communication. As well, the Project has regular family activities, such as holiday feasts. This also provides staff with the opportunity of engaging with caregivers and siblings of clients.

- *Partnerships with Police and Corrections have been Challenging:*

For a variety of reasons, developing a solid working relationship with the local police was difficult. A number of meetings were held and attempts made to have officers participate in WSW programs. Given the serious nature of criminal activity engaged in by many gang-involved youth, partnerships with this sector are critical for the success of gang projects.

- *Partnerships with Schools:*

The Project has enjoyed excellent working relationships with area schools. School principals regularly provided project staff with referrals of students who were experiencing difficulties and would benefit from intervention. This process allowed project staff to prioritize their work and ensured they knew which youth needed immediate assistance. Principals and teachers are knowledgeable about youth gang issues and were able to collaborate with WSW staff on assessment and ongoing therapeutic work with participants.

- *Hands-on Life Skills Training:*

Life skills training sessions, such as teaching youth to cook, sew or plan their day, provided opportunities for YAAGV staff to initiate in-depth discussions with youth who were reluctant to share personal information in more traditional counselling settings. This in turn allowed for a better understanding of the complexity of needs presented by individual youth. Program staff also reported that learning life skills creates resiliency in youth, particularly when they are able to put into action newly learned skills when faced with difficult situations.

- *Creating a Learning Environment and Providing Training Opportunities for Staff:*

Findings from the evaluation identified a number of therapeutic areas upon which staff focused their learning. These areas included mental health, family counseling, and parenting issues.



11. CONCLUSIONS

The Warrior Spirit Walking Project is an innovative gang intervention and prevention project which has demonstrated some success over three years. Overall, the results of the analysis in this report indicate that the program *can* initiate some positive change in targeted youth. However the nature of that change varies depending upon the outcome considered. For example, in some areas (e.g., attachment to the labour force, exit from gangs) consistent positive change was observed over the follow-up periods. In other areas (e.g., cultural identity, attachment to parents) no positive change was observed across any of the follow-up periods. In still other areas (e.g., depression, attitudes towards gang-life), the positive change that occurred was sporadic in that it was limited to only certain follow-up periods. Of course any positive changes are quite remarkable with these participants given the extremely high levels of risk they presented with at project intake. With that said, there is still a lot of room for improvement if the WSW Project is going to consistently meet its stated objectives with at risk youths.

There was sound management of the project, which was nested in a broader continuum of youth services delivered by the Prince Albert Outreach Program Inc. The Executive Director of this agency is to be commended on her excellent leadership and the Coordinator of the WSW Project has likewise worked very hard to ensure that administrative tasks are completed. The staff team is skilled, hard working and conscientious in their work with youth. The resiliency of the team has been tested with the loss of two young people to suicide and a young woman to homicide. In addition, some of the male participants were involved in very serious crimes of violence, including homicide. The team also experienced the death of a highly respected volunteer.

Key conclusions focus on participant change in overall risk levels over time, participant change in individual risk domains over time, and treatment group versus control group findings.

- Participant Change in Overall Risk Levels Over Time:* Overall, the analyses show that the PAOPI programs produce some important reduction in overall risk levels of participants, though the positive change in overall risk that was identified was limited to certain follow-up periods. The Total Risk Scale is an index which provides an overall assessment of the extent to which the PAOPI programs reduce the risky behaviours and attitudes that pre-dispose youths to become involved with gangs. Levels of non-violent crime, violent crime, present or past gang membership, school exclusions (suspensions), criminal and anti-social peer behaviour, substance abuse, and lack of access to adult role models were assessed over time. The extent of risk among these youths is notable: over 55% of these young people qualified as being at high risk at entry. Analyses show that a statistically significant reduction in risk was observed among the targeted youth between entry into the program and the 12, 18, and 24 month follow-ups (in addition to several other time comparisons included in *Appendix F, Table 5*). Overall then, the analysis shows that the WSW programs produced important reductions in the levels of risk over time. However, these reductions can best be described as inconsistent and restricted to certain follow-up periods.
- Participant Change in Individual Risk Domains Over Time:* For the vast majority of outcome areas where statistical tests of changes in the index values over time could

be assessed, some limited evidence of positive change over time was observed, though again the change was sporadic and highly unpredictable (occurring across different time points depending on the outcome being considered). Areas where *some* positive change over time was observed include: attachment to teachers, school suspensions, availability of adult role models, reported symptoms of depression, substance abuse, involvement in non-violent and violent crime, conflict resolution skills, exiting gangs over time, and attitudes towards gang-life. In the single area where an index was not constructed, employment, simple tabular analysis indicates a very positive trend among participants in acquiring jobs. Areas where little or no improvement was seen over any of the time periods include: commitment to school, acceptance of ethnic identity, parenting variables, and interactions with anti-social peers.

- *Treatment Group Versus Control Group*: Some time comparisons between the treatment and control group could not be conducted due to the small size of the control group in the longer follow-up periods. However, for the vast majority of comparisons that were made between the treatment group and the control group, significant differences existed indicating that youth in the treatment group were exhibiting more positive outcomes than youth in the control group. Areas where more positive outcomes were observed (sometimes only sporadically) for youth in the treatment group included: attachment to teachers, commitment to school, school suspensions (sporadically), availability of adult role models, presence of depressive symptoms (sporadically), acceptance of ethnic identity, substance abuse, involvement in non-violent crime (sporadically), acceptance of pro-aggression attitudes, conflict resolution skills, attitudes towards gangs, attachment to parents, parental supervision, and pro-social parental involvement. There also appeared to be more attachment to the labour force among youth in the treatment group compared to youth in the control group. Importantly, in the majority of cases where significant differences were found between the treatment and control group (i.e., youth in the treatment group showed significantly more positive outcomes than youth in the control group) these differences got larger over time. Areas where no significant differences existed between youth in the treatment and control groups included: involvement in violent crime, involvement with anti-social friends, and overall levels of risk.

12.RECOMMENDATIONS



The outcome data indicate that the WSW Project reached its intended target population and achieved some limited success in both preventing high risk youth from joining gangs and supporting the exit from gangs for those youth who were gang members at the start of the intervention. This Project should be replicated. Notwithstanding this, there were challenges related to both implementing the evaluation and the intervention. Recommendations related to these challenges are categorized into two broad areas: 1) best practices for evaluations of similar type projects; and 2) best practices for the administration of similar type prevention and intervention programs.

Evaluation-related recommendations are focused on conducting future projects of a similar nature on high risk Aboriginal youth. They include:

- *Create an Evaluation Culture which Engages and Collaborates with Agency Staff from the Start:*

It is often the case that not-for-profit youth serving agencies have little exposure to outcome evaluation. Some have negative impressions of evaluation, assuming that 'Ottawa' will descend upon their agency and dictate the terms of the evaluation. In order to address these challenges, Evaluation Team members should spend lots of time with agency staff demystifying the concept of evaluation and addressing their concerns. The Team should develop practices which will feed back to staff the results of the evaluation and provide opportunities to reflect on how the data can be used to enhance programs. It is also helpful if Evaluators spend time with youth, listening to their concerns and suggestions.

- *Engage youth as Partners from the Start:*

Young people need to know that their voices are important and that their ideas and concerns will be recorded and addressed. When youth are meaningfully engaged in the evaluation from day one, they develop a sense of ownership over the tools and the methodology. Paying youth honorariums for survey completion is an excellent way to motivate participation and also give youth the clear message that their voices are important.

- *Ensure Cultural Competency:*

This means that the evaluation methodology and tools should be reflective of First Nations and Métis culture, including language and cultural traditions. Include measures of cultural attachment and identity. Describe the activities involved in cultural programming. Spend time with Elders and listen to their concerns and observations. Participate in cultural activities with youth, including feasts, ceremonies, sweats and circles. This gives the clear message to Elders and youth that the evaluation is paying special attention to culture.

- *Ensure Gender Responsiveness:*

Methods and tools need to reflect the unique risks and protective factors of young women. Use qualitative interviews to supplement quantitative data. Baseline risk assessment and follow-up surveys need to address issues such as parenting, sexual health, involvement in the sex trade, and depression. When assessing gang membership and affiliation, ensure that questions are sensitive to the gendered experiences of gang involvement.

- *Use Quantitative and Qualitative Methods and Triangulate Data Sources:*

Often, evaluations of gang prevention and intervention projects rely solely on quantitative methods. Although important, these tools cannot identify on their own the dynamics and fine details of complex issues such as mental health, gang involvement, gang exit, the sex trade, and cultural attachment or identity. In-depth interviewing, observation of program activities, client file reviews and focus groups are methods well-suited to complement quantitative measures.

- *Develop Control Group Options at the Start:*

Recruiting a control or comparison group sample is challenging even under the best of circumstances. Yet, matching the treatment group to a comparison group is essential to rule out alternative explanations of behavioral and attitudinal change. It is best to pursue at least two options at the beginning of the evaluation. When working with government to gain access to a sample of high risk youthful offenders, keep in mind that working within the bureaucracy is painstakingly slow. A youth court judge's order, pursuant to the Youth Criminal Justice Act, is required in order to have access to young offender files. Conducting follow-up surveys with high risk youth who are not involved in daily programs is very hard given the transient nature of their lives.

- *Maintain Contact with Participants Over Time, Particularly Once They Have Completed the Program:*

Although it is difficult to maintain contact with high risk youth over time, this is essential to conduct follow-up testing and increase the power of statistical analyses. In particular, it is critical to maintain contact with cases which have been closed. This is the only way to ascertain if any changes made by the time of program completion are maintained over time. As the sample sizes of youth completing follow-up surveys decline, the power of the statistical tests declines as well. This means that a larger change is necessary in order to achieve statistical significance at latter intervals when compared to the first interval.

- *Investigate Issues Identified by Statistical Analyses as Potentially Problematic:*

There were a number of areas of potential concern identified through tests of significance. For the comparisons made over time for youth in treatment a lack of serious change was observed in their commitment to school, acceptance of ethnic identity, parenting variables, and interactions with anti-social peers. For the comparisons made between the treatment group and the control group, no significant differences were observed in the youth's violent crime activity, their involvement with anti-social friends, and their overall level of risk.

There are likely a number of simple explanations for lack of positive change in these areas. For example, it would be surprising if statistically significant positive changes were found in the area of interactions with anti-social peers. By their very nature, gang programs bring high-risk and gang involved young people in contact with each other. Friendships between program participants develop over time. In the absence of highly structured programming and/or effective adult supervision, there is the chance that youth at risk for gang involvement will become actual gang members for no other reason than they are exposed to these new friends by virtue of being involved in the intervention. There is no evidence that these friendships with anti-social peers resulted in increases in gang-related activities. On another note, lack of positive change on parenting variables is not surprising, given the fact that very few counseling interventions addressed parenting issues. Many participants were not living with parents due to the dysfunction and violence in these families

Administration-related recommendations are focussed on the implementation and delivery of similar gang prevention and intervention projects on high risk Aboriginal youth. They include:

- *Assess the Quality of Leadership and Management of the Host Agency:*

Solid evaluations and therapeutic programs depend on sound leadership, quality human resource practices and good financial management. Evidence-based models of prevention and intervention cannot be implemented properly without high quality administration.

- *Implement Multi-year Programs Instead of Short-term Projects:*

Long-term interventions are best suited to meet the needs of gang-affiliated high risk youth. Short-term projects over one or two years in duration cannot address the

complex needs of this population. Many have grown up in the care of child welfare and justice facilities, often experiencing a high number of different placements. Almost all have suffered severe maltreatment by adults known to them. It is very hard for these young people to trust adults, particularly those in positions of authority. For this reason, it takes time for participants to engage in programs.

- *Situate the Project within a Broader Continuum of Holistic Youth Services:*
Gang projects that are nested within a larger youth-serving organization and/or within a community-based spectrum of services have a greater chance of success. Given the complexity of their needs, youth require interventions which address basic needs (food, clothing, shelter, medical), schooling, employability, use of leisure time (such as recreation and arts activities), and specialized health problems (such as mental health services and FASD programs).

- *Expect that the Processes of Youth Recruitment into Gangs and Exiting from Gangs will be Uneven and Difficult:*
Often, it seems that high risk young people take one or two steps backward for every two steps forward. This is normal and should be expected. For young people who have grown up in gang families, not joining or getting out of the gang is incredibly difficult. In many cases it means disowning biological family members. The same holds true for those youth who have been recruited into gang life by violence. Leaving, or refusing to join in the first place, can be life-threatening and extremely risky.

- *Permeate All Aspects of Programming with Traditional Teachings and Practices:*
The assumption here is that gang identity will decrease with increased attachment to Aboriginal culture. This involves ongoing use of talking circles, sweats, ceremonies, drumming and singing, dancing, restorative justice, and other cultural teachings. The staff team should be diverse, reflecting the Aboriginal status of participants. Male and female Elders should be consistent and paid at the same rate as other staff.

- *Develop Gender-responsive Programs for Girls which Address their Unique Risk and Protective Factors:*
Such interventions should not simply replicate male-oriented programs. Therapeutic programs for girls and young women should be separate and distinct from those programs geared to boys and young men. Female staff and Elders should be engaged in such programs. Although there may be skilled male staff and Elders who can deliver these programs, it is not safe for many high risk young women. In the eyes of traumatized young women, any male can potentially be an abuser.

- *Provide Multiple Opportunities for High Risk Youth to Meaningfully Engage in Programs and in the Broader Community:*
This includes participation in peer-to-peer mentoring programs. Many gang involved youth 'age out' of programs by their early twenties but need ongoing support and will not be ready for independent living. They should be given opportunities to become mentors and youth leaders. This must involve careful supervision by adult staff and life skills training.

- *Ensure that Case Management is a Key Ingredient of Programming:*

Recreational, artistic and mentoring programs, if the only interventions used, cannot address the complexity of needs of this population. Intensive counselling is needed. Staff members should be trained and carefully supervised. Clinical supervision should be regular (for example, bi-weekly) and should include both individual and group supervision. The primary function of the case manager is to coordinate the case plan, ensure that the needs of their client are addressed, provide regular counselling interventions, and maintain the case file.

- *Train Staff Members on Maintaining Appropriate Boundaries with Youth:*

This is particularly important for paraprofessional staff, who rely on their life experiences as past gang members, sex trade workers or addicts as the backbone of their interventions. Although there is nothing inherently wrong with using this type of staff, there are common ethical dilemmas which arise. Staff should be effectively supervised and trained. Typical boundary problems include: associating with gang-involved family or friends outside of work hours; having knowledge of serious criminal activities of family or friends and withholding such information from the police; having siblings, nieces or nephews involved as participants in programming; or frequenting bars and clubs at the same time as clients.

- *Implement Family-based Interventions for Young People who are Living with Parents:*

Providing family counselling requires specialized training and prior experience in the field. It is more complex than individual counselling and should only be undertaken with the required skills. However, it is a critical area of intervention and often is an oversight in gang programs. Given the fact that many Aboriginal parents have suffered greatly from Residential Schools and in general from forced assimilation, there is an identifiable need for parenting classes and coaching. Many participants who live with parents report that they are gang-involved or are active in the sex trade, have addictions, are violent, or have other serious problems such as poor mental health. In order to interrupt cycles of ill-health, violence and gang involvement, it is often helpful to speak with parents on their own or together with their child. The goals of this type of intervention include having parents listen to their child and understand the nature of their issues; having the child understand, from the parent's perspective, the root causes of parental problems; and developing an action plan to address communication and behavioural issues.

- *Develop a Collaborative Partnership with Local Police and/or the RCMP:*

A key dilemma in almost all gang prevention and intervention programs concerns how to involve the police in positive ways in the lives of participants, especially those who are involved in serious criminal activities. Those projects which are able to develop close working relationships with the police typically have participants who look upon the police as mentors and counsellors. In such projects, officers spend time, often when they are not working, with participants. Often, officers engage in recreational, artistic or employment-related activities with youth. Examples include playing sports or cards, and constructing music studios and sweat lodges. Their

primary concern is to develop trusting relationships with young people. As the participants develop trusting relationships with the police, they are likely to ask for support exiting gangs and for help dealing with serious crimes. It is imperative that police not engage in intelligence gathering when spending time with participants. A written protocol outlining the terms of the partnership is often helpful. The partnership between the Regina Anti-Gang Services Project (RAGS) and the Regina Police Gang Unit is a good example of an effective partnership.

- *Develop Collaborative Partnerships with other Service Providers and Schools:* Gang intervention and prevention projects can't do it all on their own. The needs of gang-involved Aboriginal youth are so complex that no one organization can address all of these areas on their own. Partnerships should be developed with local health, counselling, shelter, recreational, artistic, employment and school programs. It is important that case-related information be shared as much as possible between the Project and relevant professionals in these organizations. This can only be done with the written consent of the young person.



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14. APPENDICES

A: EVALUATION MATRICES

B: RISK ASSESSMENT TOOL

C: RISK CRITERIA SCORING TOOL

D: FOLLOW-UP EVALUATION SURVEY INSTRUMENT

E: CLOSED CASES

**F: INDEX CONSTRUCTION AND METHODOLOGICAL
PROCEDURES**

G: PERFORMANCE MONITORING INFORMATION

APPENDIX A: EVALUATION MATRICES FROM ORIGINAL EVALUATION PLAN

TABLE 1 Input Analysis: Program Description, Research Questions, and Data Sources - Clientele

| <i>Program Description</i> | <i>Research Questions</i> | DATA SOURCE | | | | |
|--|---|---|---|-----------------------|--|--|
| | | Comprehensive Gang Model Student Survey | CDC tools Measuring Violence-related Attitudes, Behaviors, Influences | School records review | Teacher/Staff/Community Stakeholder Interviews | Prince Albert Police Aggregate youth crime data pre, mid, post |
| The program is aimed at gang-involved youth/young adults aged 12 - 24 (and their parents/ guardians where appropriate) | <ul style="list-style-type: none"> • Are the youth who participate in the program gang-involved? • Are the youth who participate in the program at high risk of becoming gang-involved? • Are the young women who participate in the program involved in the sex trade or gang-related sex? • Are the participants aged 12 – 24 years? • Are the participants Aboriginal? | X | | | X | |
| | | X | | | X | |
| | | X | | | X | |
| | | X | | X | X | |
| | | X | | | X | |
| The program addresses multiple risk factors that are known to contribute to gang-related behaviour. | <ul style="list-style-type: none"> • Does the program address: <ul style="list-style-type: none"> ○ Prior Delinquency ○ Anti-social Attitudes ○ Aggression and Violence ○ Friends who are gang members ○ Interaction with delinquent peers ○ Poor school performance/learning difficulties ○ Low attachment to school ○ Family disorganization ○ Family violence ○ Family members in gang ○ Extreme economic deprivation ○ Social disorganization ○ Presence of gangs in neighbourhood ○ Cultural norms supporting gang/criminal behaviour ○ Unemployment ○ Substance Abuse | X | | | X | X |
| | | X | X | | | |
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TABLE 2: Input Analysis: Program Description, Research Questions and Data Sources – Resources

| <i>Program Description</i> | <i>Research Questions</i> | <i>Data sources</i> | | | | |
|---|---|--------------------------------------|--------------|------------------------------|-------------------------|--------------------------------|
| | | Financial data collection instrument | Observations | Interviews with stakeholders | Client /contact Records | Participation in team meetings |
| Each of the 5 WSW program teams consists of a supervisor, trained staff and Elders. | • Who are the community partners collaborating on the program? | X | X | X | | X |
| | • Did the expected partnerships materialize and work as expected? | X | X | X | X | X |
| | • Were the roles and responsibilities clear? | | X | X | | X |
| | • What financial and in-kind resources support the delivery of the program? | X | | | | |
| | • What are the sources of financial and in-kind support for the program? | X | | | | |
| | • What are the qualifications of WSW staff? | | | X | | X |
| | • What staff training occurred? | | | X | | X |
| | • What was the staff turnover? | X | | | | |
| • What was the staff satisfaction with the program and their jobs? | | X | X | | X | |

TABLE 3: Process Analysis: Program Description, Research Questions and Data Sources

| <i>Program Description</i> | <i>Research Questions</i> | <i>Data sources</i> | | | | |
|---|---|--|---|-------------------|-------------------------------|--|
| | | Historical Program records and current documentation | Youth focus groups at YAC, Won Ska, Presentation Team | Site Observations | Client Files and Contact Logs | Participation in team debriefings & key meetings of PAOPI. |
| The WSW Project includes 5 programs offered daily. All intensive programs have continuous intakes (Won Ska, Presentation Team) and the Contact programs have informal drop-in or outreach activities (Youth Activity Centre, Court Outreach, Van Outreach). | • How was the WSW project implemented? | X | X | X | | X |
| | • How were the youth recruited for the program? | X | | | X | X |
| | • Were the programs delivered as described at all sites? | X | X | X | X | X |
| | • What are the barriers to delivery? | X | X | X | | |
| | • How often did the youth attend? | | | | X | X |
| | • What parts of the program were most and least well received? | | X | | | X |
| | • What will facilitate the replication of the WSW project? | | X | | | X |
| | • What are the recommendations for implementation of a project such as the WSW in order to increase the likelihood of achieving desired outcomes? | | | | | X |
| | • What were the drop-out rates of participants? | | | X | X | |
| • What was the extent of participation in each of the five WSW programs? | | | | X | | |

TABLE 4: Outcome Analysis: Research Questions, Data Sources and Administration

| Program Goal | Data Sources and Instruments | Administration |
|--|--|--|
| Did the project increase attachment to school in target youth? | 1. Attachment to Teacher-Rochester Youth Development Study – Baseline and follow-up. 2. Commitment to School Scale (questions 22 – 27) Baseline and Follow-up 3. Attendance records. | 1. Self-administered or read to the student by PAOPI staff (depending upon literacy level of youth). 2. Self-administered or read to the student by PAOPI staff (depending upon literacy level of youth). 3. Teacher-recorded. |
| Did the project reduce depressive symptoms in target youth? | 4. Depression Rochester Youth Development Study - Baseline and Follow-up. | 4. Self-administered or read to the student by PAOPI staff. |
| Did the project increase the cultural/spiritual identities in target youth? | 5. Ethnic Identity-Teen Conflict Survey – Baseline and Follow-up. 6. Elder focus group interviews 7. Observations by team members. | 5. Self-administered or read to the student by PAOPI staff. 6. Facilitated and recorded by Evaluator. 7. Recorded by Evaluator at team debriefings. |
| Did the project reduce levels of substance abuse in target youth? | 8. Substance Abuse Index - Baseline and Follow-up | 8. Self-administered or read to the student by PAOPI staff; file reviews by Evaluator. |
| Did the project increase the access of target youth who are street-involved and/or in the sex trade to PAOPI intensive services? | 9. Contact Log tracking. 10. # contacts referred to and engaged in WSW intensive services. | 9. Maintained by PAOPI staff nightly. 10. Tracked in WSW Excel database. |
| Did the project increase the access of target youth to PAOPI intensive services? | 11. Contact Log tracking. 12. # contacts referred to and engaged in WSW intensive services. | 11. Maintained by PAOPI staff daily. 12. Tracked in WSW Excel database. |
| Did the target youth increase attachment to the labour force? | 13. Questions #191 – 193 - Baseline and Follow-up | 13. Self-administered or read to the student by PAOPI staff. |
| Did the target youth reduce involvement in violence and crime? | 14. Non-violent Crime Index – Baseline and follow-up; Violent Crime Index – Baseline and Follow-up | 14. Self-administered or read to the student by PAOPI staff. |
| Did the target youth exit from gangs? | 15. Gang Affiliation Index – Baseline and Follow-up. | 15. Self-administered or read to the student by PAOPI staff. |
| Did target youth (those involved in family counseling) increase attachment to parents? | 16. Attachment to Parents Scale Baseline and Follow-up; Pro-social Parental Involvement – Baseline and Follow-up (Seattle Social Development Project) | 16. Self-administered or read to the student by PAOPI staff. |
| Did target youth at risk of gang membership stay 'gang-free'? | 17. Attitudes Towards Gangs Scale – Baseline and Follow-up. | 17. Self-administered or read to the student by PAOPI staff. |
| Did target youth reduce their involvement with gang-involved friends? | 18. Criminal/Anti-social Peer Group Index – Baseline and Follow-up | 18. Self-administered or read to the student by PAOPI staff (depending upon literacy level of youth). |

APPENDIX B: RISK ASSESSMENT TOOL

PAOPI RISK ASSESSMENT SURVEYS Feb. 21, 2008 Mark Totten **Rutgers Teenage Risk and Prevention Questionnaire**

YOUTH I.D. # _____

TODAY'S DATE: _____ (MM/DD/YY)

STAFF NAME _____

PROGRAM: WONSKA YAC PRESENTATION TEAM COURT VAN FAP

These items measure the extent to which there are adults in the home of community that the youth admires and goes to for Guidance. Youths are asked to check the response that corresponds to their clients.

1a. Are there any adults who you admire and would want to be like:

- Yes No

1b. If yes please check any of the following categories that include adults you admire.

- Mother or stepmother
 Father or stepfather
 Older sister
 Older Brother
 Other female relative
 Other male relative
 Other female adult in community
 Other male adult in community
 Sports or entertainment star
 Other _____

2a. If you needed some information or advice about something, is there someone you could talk with?

- Yes No

2b. If yes, please check any of the categories that include persons you could go to for advice.

- Mother or stepmother
 Father or stepfather
 Older sister
 Older Brother
 Other female relative
 Other male relative
 Other female adult in community
 Other male adult in community
 Sports or entertainment star
 Other _____

TURN OVER:

3a. If you were having trouble at home, is there someone you could talk to?

- Yes No

3b. If yes, Please check any of the categories that include persons you could talk to.

- Mother or stepmother
- Father or stepfather
- Older sister
- Older Brother
- Other female relative
- Other male relative
- Other female adult in community
- Other male adult in community
- Sports or entertainment star
- Other _____

4a. If you got an award or did something well, is there someone you would tell?

- Yes No

4b. If yes, please check any of the categories that include persons you would tell.

- Mother or stepmother
- Father or stepfather
- Older sister
- Older Brother
- Other female relative
- Other male relative
- Other female adult in community
- Other male adult in community
- Sports or entertainment star
- Other _____

5. Of all the teachers you have known how many have you liked?

- a. None of them
- b. A few
- c. Half of them
- d. Most of them
- e. All of them

Attachment To Teacher Rochester Youth Development Study

YOUTH I.D. # _____

TODAY'S DATE: _____ (MM/DD/YY)

STAFF NAME _____ PROGRAM: WONSKA YAC PRESENTATION TEAM COURT VAN

These items measure youth's agreement about how much they like and respect their teachers. Respondents are asked to indicate to what extent they agree or disagree with several statements.

| | Strongly agree | Agree | Strongly disagree | Disagree |
|---|---------------------------------------|-------------------------------------|-------------------|----------|
| 1. If you needed advice on something other than school work, you would go to one of your teachers | 4 | 3 | 2 | 1 |
| 2. You feel very close to at least one of your teachers. | 4 | 3 | 2 | 1 |
| 3. You don't care what your teachers think of you. | 4 | 3 | 2 | 1 |
| 4. You have lots of respect for your teachers. | 4 | 3 | 2 | 1 |
| 5. Thinking of the teacher you like the most, would you like to be like him or her | | | | |
| <input type="checkbox"/> In some ways | <input type="checkbox"/> In most ways | <input type="checkbox"/> Not at all | | |

Ethnic Identity - Teen Conflict Survey

YOUTH I.D. #. _____ TODAY'S DATE: _____ (MM/DD/YY) STAFF
NAME _____

PROGRAM (CIRCLE ONE): WONSKA YAC PRESENTATION TEAM COURT VAN

These Items measure ethnic pride and respect for differences.
Respondents are asked to indicate how often they would make each
statement.

How often would you make the following statements?

Never Seldom Sometimes Often Always

1. I am proud to be a member of my racial/cultural group.

a b c d e

2. I am accepting of others regardless of their race.

a b c d e

3. I would help someone regardless of their race.

a b c d e

4. I can get along well with most people.

a b c d e

Conflict Resolution - Individual Protective Factors Index

YOUTH I.D. # _____ TODAY'S DATE: _____ (MM/DD/YY)
STAFF NAME _____ PROGRAM: WONSKA YAC PRESENTATION TEAM COURT VAN

These items measure two conflict resolution skills: self-control and cooperation (6 items each). Respondents are asked to indicate how closely several statements match their feelings. A "YES!" is checked if the statement is very true for them; "yes" if it is somewhat true; "no" if it is somewhat false; and "NO!" if it is very false

Self-Control

1. Sometimes you have to physically fight to get what you want.

YES! yes no NO!

2. I get mad easily.

YES! yes no NO!

3. I do whatever I feel like doing.

YES! yes no NO!

4. When I am mad, I yell at people.

YES! yes no NO!

5. Sometimes I break things on purpose

YES! yes no NO!

6. If I fell like it, I hit people.

YES! yes no NO!

Cooperation

1. I like to help around the house

YES! yes no NO!

2. Being part of a team is fun.

YES! yes no NO!

3. Helping others makes me feel good.

YES! yes no NO!

4. I always like to do my part.

YES! yes no NO!

5. It is important to do your part in helping at home.

YES! yes no NO!

6. Helping others is very satisfying.

YES! yes no NO!

Normative Beliefs about Aggression

YOUTH I.D. #. _____ TODAY'S DATE: _____ (MM/DD/YY)

STAFF NAME _____ PROGRAM: WONSKA YAC PRESENTATION TEAM COURT VAN

This scale measures a child, adolescent, or young adult's perception of how acceptable it is to behave aggressively, both under varying conditions of provocation and when no conditions re specified. It can be administered individually or in groups. Respondents are asked to select the one choice that the best describes their own ideas or experience.

Retaliation Belief Questions

Suppose a boy says something bad to another boy, John.

1. Do you think it's OK for John to scream at him?

It's perfectly OK It's sort of OK It's sort of wrong It's really wrong

2. Do you think it's OK for John to hit him?

It's perfectly OK It's sort of OK It's sort of wrong It's really wrong

Suppose a boy says something bad to a girl.

3. Do you think it's wrong for the girl to scream at him?

It's really wrong It's sort of wrong It's sort of OK It's perfectly OK

4. Do you think it's wrong for the girl to hit him?

It's really wrong It's sort of wrong It's sort of OK It's perfectly OK

Suppose a girl says something bad to another girl, Mary.

5. Do you think it's OK for Mary to scream at her?

It's perfectly OK It's sort of OK It's sort of wrong It's really wrong

6. Do you think it's OK for Mary to hit her?

It's perfectly OK It's sort of OK It's sort of wrong It's really wrong

Suppose a girl says something bad to a boy.

7. Do you think it's wrong for the boy to scream at her?

It's really wrong It's sort of wrong It's sort of OK It's perfectly OK

TURN OVER:



8. Do you think it's wrong for the boy to hit her?

It's really wrong It's sort of wrong It's sort of OK It's perfectly OK

Suppose a boy hits another boy, John.

9. Do you think it's wrong for John to hit him back?

It's really wrong It's sort of wrong It's sort of OK It's perfectly OK

Suppose a boy hits a girl.

10. Do you think it's OK for the girl to hit him back?

It's perfectly OK It's sort of OK It's sort of wrong It's really wrong

Suppose a girl hits another girl, Mary.

11. Do you think it's wrong for Mary to hit her back?

It's really wrong It's sort of wrong It's sort of OK It's perfectly OK

Suppose a girl hits a boy.

12. Do you think it's OK for the boy to hit her back?

It's perfectly OK It's sort of OK It's sort of wrong It's really wrong

General Belief Questions

13. In general, it is wrong to hit other people.

It's really wrong It's sort of wrong It's sort of OK It's perfectly OK

14. If you're angry, it is OK to say mean things to other people.

It's perfectly OK It's sort of OK It's sort of wrong It's really wrong

15. In general, it is OK to yell at others and say bad things.

It's perfectly OK It's sort of OK It's sort of wrong It's really wrong

16. It is usually OK to push or shove other people around if you're mad.

It's perfectly OK It's sort of OK It's sort of wrong It's really wrong

17. It is wrong to insult other people.

It's really wrong It's sort of wrong It's sort of OK It's perfectly OK

18. It is wrong to take it out on others by saying mean things when you're mad.

It's really wrong It's sort of wrong It's sort of OK It's perfectly OK

19. It is generally wrong to get into physical fights with others.

It's really wrong It's sort of wrong It's sort of OK It's perfectly OK

20. In general, it is OK to take your anger out on others by using physical force.

It's perfectly OK It's sort of OK It's sort of wrong It's really wrong

Attitudes Towards Gangs

YOUTH I.D. #. _____ TODAY'S DATE: _____ (MM/DD/YY)

STAFF NAME _____ PROGRAM: WONSKA YAC PRESENTATION TEAM COURT VAN

These items measure attitudes toward gangs. Respondents are asked to indicate how true certain statements about gangs are for them.

| | Not true for me | True for me |
|---|--------------------|----------------|
| 1. I think you are safer, and have protection, if you join a gang | 0 | 1 |
| 2. I will probably join a gang. | 0 | 1 |
| 3. Some of my friends at school belong to gangs. | 0 | 1 |
| 4. I think it's cool to be in a gang. | 0 | 1 |
| 5. My friends would think less of me if I joined a gang. | 0 | 1 |
| 6. I believe it is dangerous to join a gang; you will probably end up getting hurt or killed if you belong to a gang. | 0 | 1 |
| 7. I think being in a gang makes it more likely that you will get into trouble. | 0 | 1 |
| 8. Some people in my family belong to a gang, or used to belong to a gang. | 0 | 1 |
| 9. I belong to a gang. | 0 | 1 |

**PRINCE ALBERT OUTREACH PROGRAM INC.
WARRIOR SPIRIT WALKING YOUTH SURVEY**

YOUTH I.D # _____ TODAY'S DATE (DD/MM/YY) _____

STAFF NAME: _____

PROGRAM (CIRCLE ONE): WONSKA YAC PRESENTATION TEAM VAN COURT FAP

MONTH/YEAR YOU FIRST HAD CONTACT WITH P.A OUTREACH PROGRAM: _____

These questions ask for some general information about the people completing the survey. Please mark the response that best describes you.

1) How old are you? Please circle the correct answer.

10 11 12 13 14 15 16 17 18 19 or older

2) What grade are you in? Please circle the correct answer.

6TH 7TH 8TH 9TH 10TH 11TH 12TH Upgrading Literacy I am not
in school (*if not in school, go to questions 2a and 2b*)

If you are not in school:

2(a) When were you last in school?

less than 4 months ago 4 – 7 months ago 8 – 11 months ago 12 – 23 months ago
24 months or more

2(b) What grade were you in then?

6TH 7TH 8TH 9TH 10TH 11TH 12TH Upgrading Literacy

3) Are you:

Female Male

4) Are you Aboriginal?

No (Go to next question)
 Yes, Metis
 Yes, Dene
 Yes, Cree
 Yes, Dakota
 Other _____

5) If you are not Aboriginal, please mark what race you are.

White
 Black, African-Canadian
 Some other race _____

CONTINUE TO NEXT PAGE



6) Think of where you live most of the time. Which of the following people live there with you? (Choose all that apply.)

- Mother
- Stepmother
- Foster mother
- Grandmother
- Aunt
- Father
- Stepfather
- Foster father
- Grandfather
- Uncle
- Other adults
- Brother(s)
- Stepbrother(s)
- Other children
- Boyfriend
- Girlfriend
- Stepsister(s)
- Sister(s)

7) How many brothers and sisters, including stepbrothers and stepsisters, do you have that are older than you? Please circle the correct answer.

- 0 1 2 3 4 5 6 or more

8) How many brothers or sisters, including stepbrothers and stepsisters, do you have that are younger than you? Please circle the correct answer.

- 0 1 2 3 4 5 6 or more

9) What is the language you use most often at home?

- English
- Cree
- Dene
- Another language: _____

10) What is the highest level of schooling your father completed?

- Completed grade school or less
- Some high school
- Completed high school
- Some college
- Completed college
- Graduate or professional school after college
- Don't know
- Does not apply

11) What is the highest level of schooling your mother completed?

- Completed grade school or less
- Some high school
- Completed high school
- Some college
- Completed college
- Graduate or professional school after college
- Don't know
- Does not apply

CONTINUE TO NEXT PAGE



12) Where are you living now (read all options out loud for young person)?

- In Prince Albert no yes
On Reserve no yes
Foster Home no yes
In a Correctional Facility no yes
Homeless (Couch Surfing, on the Street) no yes

12a) Have you ever been in care (foster home, group home, justice facility, jail, etc)?

- no (if no go to #13) yes

12b) How many different places (group/foster homes, jail, etc.) have you been in care?

- 1 2 3-6 7-10 11 or more

12c) About how many years in total have you been in care?

- 1 year 2 years 3-6 years 7-10 years 11 years or more

THIS SECTION ASKS ABOUT YOUR EXPERIENCES IN SCHOOL – NOW OR LAST TIME YOU WERE IN SCHOOL.

13) Putting them all together, what were your grades like?

- Mostly Fs
 Mostly Ds
 Mostly Cs
 Mostly Bs
 Mostly As

14) In my school, students have lots of chances to help decide things like class activities and rules.

- NO! no yes YES!

15) Teachers ask me to work on special classroom projects.

- NO! no yes YES!

16) My teacher(s) notices when I am doing a good job and lets me know about it.

- NO! no yes YES!

17) There are lots of chances for students in my school to talk with a teacher one-on-one.

- NO! no yes YES!

18) I feel safe at my school.

- NO! no yes YES!

19) The school lets my parents know when I have done something well.

- NO! no yes YES!

20) My teacher(s) praise me when I work hard in school.

- NO! no yes YES!

21) Are your school grades better than the grades of most students in your class?

- NO! no yes YES! I don't know

22) How often do you feel that the school work you are assigned is meaningful and important?

- Almost always Often Sometimes Seldom Never

CONTINUE TO NEXT PAGE



23) How interesting are most of your courses to you?

- Very interesting Quite interesting Fairly interesting Slightly dull
 Very dull

24) How important do you think the things you are learning in school are going to be for your later life?

- Very important Quite important Fairly important Slightly important
 Not at all important

Now, thinking back over the past 6 months in school, how often did you...

25) Enjoy being in school?

- Almost always Often Sometimes Seldom Never

26) Hate being in school?

- Almost always Often Sometimes Seldom Never

27) Try to do your best work in school?

- Almost always Often Sometimes Seldom Never

THESE QUESTIONS ASK ABOUT YOUR FEELINGS AND EXPERIENCES IN OTHER PARTS OF YOUR LIFE.

Think of your four best friends (the friends you feel closest to.) In the past 6 months, how many of your best friends have:

28) Been suspended from school?

- None 1 2 3 4

29) Carried a handgun?

- None 1 2 3 4

30) Sold illegal drugs?

- None 1 2 3 4

31) Stolen or tried to steal a car or motorcycle?

- None 1 2 3 4

32) Been arrested?

- None 1 2 3 4

33) Dropped out of school?

- None 1 2 3 4

34) Been members of a gang?

- None 1 2 3 4

CONTINUE TO NEXT PAGE



How old were you when you first:

35) Smoked marijuana?

Never have 10 or younger 11 12 13 14 15 16 17 or older

36) Smoked a cigarette, even just a puff?

Never have 10 or younger 11 12 13 14 15 16 17 or older

37) Had more than a sip or two of beer, wine, or hard liquor (for example, vodka, whiskey, or gin?)

Never have 10 or younger 11 12 13 14 15 16 17 or older

38) Began drinking alcoholic beverages regularly, that is, at least once or twice a month?

Never have 10 or younger 11 12 13 14 15 16 17 or older

39) Got suspended from school?

Never have 10 or younger 11 12 13 14 15 16 17 or older

40) Got arrested?

Never have 10 or younger 11 12 13 14 15 16 17 or older

41) Carried a handgun?

Never have 10 or younger 11 12 13 14 15 16 17 or older

42) Attacked someone with the idea of seriously hurting them?

Never have 10 or younger 11 12 13 14 15 16 17 or older

43) Belonged to a gang?

Never have 10 or younger 11 12 13 14 15 16 17 or older

How wrong do you think it is for someone your age to:

44) Take a handgun to school?

Very wrong Wrong A little bit wrong Not wrong at all

45) Steal anything worth more than \$5?

Very wrong Wrong A little bit wrong Not wrong at all

46) Pick a fight with someone?

Very wrong Wrong A little bit wrong Not wrong at all

47) Attack someone with the idea of seriously hurting them?

Very wrong Wrong A little bit wrong Not wrong at all

48) Stay away from school all day when their parents think they are at school?

Very wrong Wrong A little bit wrong Not wrong at all

CONTINUE TO NEXT PAGE



49) It is all right to beat up people if they start the fight.

- NO! no yes YES!

50) It is important to be honest with your parents, even if they become upset or you get punished.

- NO! no yes YES!

51) I think it is okay to take something without asking if you can get away with it.

- NO! no yes YES!

How many times have you done the following things in the past 6 months?

52) Done what feels good no matter what.

- Never I've done it, but not in the past year Less than once a month
 About once a month 2 to 3 times a month Once a week or more

53) Done something dangerous because someone dared you to do it.

- Never I've done it, but not in the past year Less than once a month
 About once a month 2 to 3 times a month Once a week or more

54) Done crazy things even if they are a little dangerous.

- Never I've done it, but not in the past year Less than once a month
 About once a month 2 to 3 times a month Once a week or more

How many times in the past 6 months have you:

55) Been suspended from school?

- Never 1 or 2 times 3 to 5 times 6 to 9 times
 10 to 19 times 20 to 29 times 30 to 39 times 40 + times

56) Carried a handgun?

- Never 1 or 2 times 3 to 5 times 6 to 9 times
 10 to 19 times 20 to 29 times 30 to 39 times 40 + times

57) Sold illegal drugs?

- Never 1 or 2 times 3 to 5 times 6 to 9 times
 10 to 19 times 20 to 29 times 30 to 39 times 40 + times

58) Stolen or tried to steal a motor vehicle such as a car or motorcycle?

- Never 1 or 2 times 3 to 5 times 6 to 9 times
 10 to 19 times 20 to 29 times 30 to 39 times 40 + times

59) Been arrested?

- Never 1 or 2 times 3 to 5 times 6 to 9 times
 10 to 19 times 20 to 29 times 30 to 39 times 40 + times

CONTINUE TO NEXT PAGE



60) Attacked someone with the idea of seriously hurting them?

- Never 1 or 2 times 3 to 5 times 6 to 9 times
 10 to 19 times 20 to 29 times 30 to 39 times 40 + times

61) Been drunk or high at school?

- Never 1 or 2 times 3 to 5 times 6 to 9 times
 10 to 19 times 20 to 29 times 30 to 39 times 40 + times

62) Taken a handgun to school?

- Never 1 or 2 times 3 to 5 times 6 to 9 times
 10 to 19 times 20 to 29 times 30 to 39 times 40 + times

63) I like to test myself every now and then by doing something a little risky.

- NO! no yes YES!

64) Sometimes I will take a risk just for the fun of it.

- NO! no yes YES!

65) I sometimes find it exciting to do things for which I might get in trouble.

- NO! no yes YES!

66) Excitement and adventure are more important to me than security.

- NO! no yes YES!

67) I think sometimes it's okay to cheat at school.

- NO! no yes YES!

68) Are there any gangs at your school?

- No Yes I don't know

69) Do any of the students at your school belong to a gang?

- No Yes I don't know

70) What about gangs that don't have members attending your school...have any of those gangs come around your school in the past six months?

- No Yes I don't know

If you answered YES to any of the three previous questions, please answer these questions, otherwise continue on to the next section (starting at question #83).

CONTINUE TO NEXT PAGE



71) How often have gangs been involved in fights, attacks, or violence at your school in the past six months?

- Never Almost every day Once or twice a month Don't know
 Once or twice a week

72) Have gangs been involved in the sale of drugs at your school in the past six months?

- No Yes I don't know

73) Have any gang members brought guns to your school in the past six months?

- No Yes I don't know

Do the gangs around your school do the following things?

74) Help out in the community: No Yes

75) Get in fights with other gangs : No Yes

76) Provide protection for each other: No Yes

77) Steal things: No Yes

78) Rob other people: No Yes

79) Steal cars: No Yes

80) Sell marijuana: No Yes

81) Sell other illegal drugs: No Yes

82) Damage or destroy property : No Yes

The next section asks about your experiences with gangs. (A “crew” or a “posse” is considered a gang.) If you have NEVER been in a gang, go to question #109.

83) Have you ever belonged to a gang?

- No Yes

84) If you have ever belonged to a gang, did that gang have a name?

- No Yes

85) Are you a gang member now?

- No Yes

86) How many members are/were there in your gang?

- Not in a gang 1 to 5 6 to 10 11 to 20 21 to 30 More than 30

CONTINUE TO NEXT PAGE



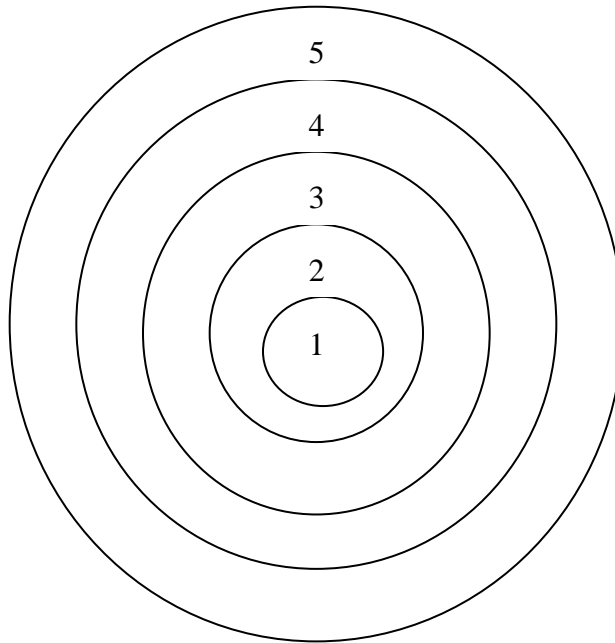
87) How many boys belong/belonged to your gang?

- No boys 1 to 5 6 to 10 11 to 20 21 to 30 More than 30

88) How many girls belong/belonged to your gang?

- No girls 1 to 5 6 to 10 11 to 20 21 to 30 More than 30

89) If you belong/belonged to a gang, suppose the circle below represents your gang. How far from the center of the gang are/were you? (circle the number that best describes your place in the gang)



If you are/were in a gang, do the following describe your gang?

- 90) You can join before age 13 No Yes
- 91) There are initiation rites No Yes
- 92) The gang has established leaders No Yes
- 93) The gang has regular meetings No Yes
- 94) The gang has specific rules or codes No Yes
- 95) Gang members have specific roles No Yes
- 96) There are roles for each age group No Yes
- 97) The gang has symbols or colors No Yes
- 98) There are specific roles for girls No Yes

CONTINUE TO NEXT PAGE



99) Why did you join the gang? Mark all that apply.

- For fun
- For protection
- A friend was in the gang
- A brother or sister was in the gang
- I was forced to join
- To get respect
- For money
- To fit in better
- Other (specify) _____
- Not in a gang

If you are/were in a gang, does/did your gang do the following things?

- 100) Help out in the community:** No Yes
- 101) Get in fights with other gangs :** No Yes
- 102) Provide protection for each other:** No Yes
- 103) Steal things:** No Yes
- 104) Rob other people:** No Yes
- 105) Steal cars:** No Yes
- 106) Sell marijuana:** No Yes
- 107) Sell other illegal drugs:** No Yes
- 108) Damage or destroy property :** No Yes

109) You're looking at CD's in a music store with a friend. You look up and see your friend slip a CD under her coat. She smiles and says, "Which one do you want? Go ahead, take it while nobody's around." There is nobody in sight, no employees and no other customers. What would you do now?

- Ignore her
- Grab a CD and leave the store
- Tell her to put the CD back
- Act like it's a joke, and ask her to put the CD back

110) It's 8:00 p.m. on a weeknight and you are about to go over to a friend's house when your mother asks you where you are going. You say, "Oh, just going to go hang out with some friends." She says, "No, you'll just get into trouble if you go out. Stay home tonight." What would you do now?

- Leave the house anyway
- Explain what you are going to do with your friends, tell her when you'd get home, and ask if you can go out
- Not say anything and start watching TV
- Get into an argument with her

CONTINUE TO NEXT PAGE



111) You are visiting another part of town, and you don't know any of the people your age there. You are walking down the street, and some teenager you don't know is walking toward you. He is about your size, and he is about to pass you, he deliberately bumps into you and you almost lose your balance. What would you say or do?

- Push the person back
- Say, "Excuse me" and keep on walking
- Say, "Watch where you're going" and keep on walking
- Swear at the person and walk away

112) You are at a party at someone's house, and one of your friends offers you a drink containing alcohol. What would you say or do?

- Drink it
- Tell your friend, "No thanks, I don't drink" and suggest that you and your friend go and do something else
- Just say, "No thanks" and walk away
- Make up a good excuse, tell your friend you had something else to do, and leave

THE NEXT QUESTIONS ASK ABOUT THE NEIGHBORHOOD AND COMMUNITY WHERE YOU LIVE.

113) If you wanted to get some beer, wine, or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?

- Very Hard
- Sort of Hard
- Sort of Easy
- Very Easy

114) If you wanted to get some cigarettes, how easy would it be for you to get some?

- Very Hard
- Sort of Hard
- Sort of Easy
- Very Easy

115) If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?

- Very Hard
- Sort of Hard
- Sort of Easy
- Very Easy

116) If you wanted to get a handgun, how easy would it be for you to get one?

- Very Hard
- Sort of Hard
- Sort of Easy
- Very Easy

117) If you wanted to get some marijuana, how easy would it be for you to get some?

- Very Hard
- Sort of Hard
- Sort of Easy
- Very Easy

118) If a kid smoked marijuana in your neighborhood, would he or she be caught by the police?

- NO!
- no
- yes
- YES!

119) If a kid drank some beer, wine, or hard liquor (for example, vodka, whiskey, or gin) in your neighborhood, would he or she be caught by the police?

- NO!
- no
- yes
- YES!

CONTINUE TO NEXT PAGE



120) If a kid carried a handgun in your neighborhood, would he or she be caught by the police?

- NO! no yes YES!

How wrong would most adults in your neighborhood think it was for kids your age to:

121) Use marijuana

- Very Wrong Wrong A Little Wrong Not wrong at All

122) Drink alcohol

- Very Wrong Wrong A Little Wrong Not wrong at All

123) Smoke cigarettes

- Very Wrong Wrong A Little Wrong Not wrong at All

About how many adults (over 21) have you known personally who in the past 6 months have:

124) Used marijuana, crack, cocaine, or other drugs?

- None 1 adult 2 adults 3 or 4 adults 5 or more adults

125) Sold or dealt drugs?

- None 1 adult 2 adults 3 or 4 adults 5 or more adults

126) Done other things that could get them in trouble with the police like stealing, selling stolen goods, mugging, or assaulting others, etc.

- None 1 adult 2 adults 3 or 4 adults 5 or more adults

127) Gotten drunk or high?

- None 1 adult 2 adults 3 or 4 adults 5 or more adults

128) If I had to move, I would miss the neighborhood where I now live.

- NO! no yes YES!

129) My neighbors notice when I am doing a good job and let me know.

- NO! no yes YES!

130) I like my neighborhood.

- NO! no yes YES!

131) There are lots of adults in my neighborhood I could talk to about something important.

- NO! no yes YES!

CONTINUE TO NEXT PAGE



How much do each of the following statements describe your neighborhood.

132) Crime and/or drug selling

NO! no yes YES!

133) Fights

NO! no yes YES!

134) Lots of empty or abandoned buildings

NO! no yes YES!

135) Lots of graffiti

NO! no yes YES!

136) How many times have you changed homes since kindergarten?

Never 1 or 2 times 3 or 4 times 5 or 6 times 7 or more times

137) There are people in my neighborhood who are proud of me when I do something well.

NO! no yes YES!

Which of the following activities for people your age are available in your community?

138) Sports teams No Yes

139) Scouts No Yes

140) Community Centre No Yes

141) 4-H clubs No Yes

142) Recreation No Yes

143) Have you changed schools (including changing from elementary to middle and middle to high school) in the past 6 months?

No Yes

144) How many times have you changed schools (including changing from elementary to middle and middle to high school) since kindergarten?

Never 1 or 2 times 3 or 4 times 5 or 6 times 7 or more times

145) Have you changed homes in the past 6 months?

No Yes

146) I feel safe in my neighborhood.

No Yes

CONTINUE TO NEXT PAGE



147) I'd like to get out of my neighborhood.

- No Yes

148) There are people in my neighborhood who encourage me to do my best.

- NO! no yes YES!

THE NEXT FEW QUESTIONS ASK ABOUT YOUR FAMILY.

How wrong do your parents feel it would be for you to:

149) Steal anything worth more than \$5?

- Very wrong all Wrong A little bit wrong Not wrong at all

150) Draw graffiti, or write things or draw pictures on buildings or other property (without the owner's permission?)

- Very wrong all Wrong A little bit wrong Not wrong at all

151) Pick a fight with someone?

- Very wrong all Wrong A little bit wrong Not wrong at all

Have any of your brothers or sisters done these things in the past 6 months?:

152) Drunk beer, wine, or hard liquor (for example, vodka, whiskey or gin?)

- No Yes I don't have any brothers or sisters

153) Smoked marijuana?

- No Yes I don't have any brothers or sisters

154) Smoked cigarettes?

- No Yes I don't have any brothers or sisters

155) Taken a handgun to school?

- No Yes I don't have any brothers or sisters

156) Been suspended or expelled from school?

- No Yes I don't have any brothers or sisters

157) The rules in my family are clear.

- NO! no yes YES!

CONTINUE TO NEXT PAGE



158) Has anyone in your family ever had a severe alcohol or drug problem?

- No Yes

159) People in my family often insult or yell at each other.

- NO! no yes YES!

160) When I am not at home, one of my parents knows where I am and who I am with.

- NO! no yes YES!

161) We argue about the same things in my family over and over.

- NO! no yes YES!

162) If you drank some beer, wine, or liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?

- NO! no yes YES!

163) My family has clear rules about alcohol and drug use.

- NO! no yes YES!

164) If you carried a handgun without your parents' permission, would you be caught by your parents?

- NO! no yes YES!

165) If you skipped school, would you be caught by your parents?

- NO! no yes YES!

166) My parents notice when I am doing a good job and let me know about it.

- Never or almost never
 Sometimes
 Often
 All the time

167) Do you feel very close to your mother?

- NO! no yes YES!

168) Do you share your thoughts and feelings with your mother?

- NO! no yes YES!

169) My parents ask me what I think before most family decisions affecting me are made.

- NO! no yes YES!

170) How often do your parents tell you they're proud of you for something you've done?

- Never or almost never
 Sometimes
 Often
 All the time

CONTINUE TO NEXT PAGE



171) Do you share your thoughts and feelings with your father?

NO! no yes YES!

172) Do you enjoy spending time with your mother?

NO! no yes YES!

173) Do you enjoy spending time with your father?

NO! no yes YES!

174) If I had a personal problem, I could ask my mom or dad for help.

NO! no yes YES!

175) Do you feel very close to your father?

NO! no yes YES!

176) My parents give me lots of chances to do fun things with them.

NO! no yes YES!

177) My parents ask if I've gotten my homework done.

NO! no yes YES!

178) People in my family have serious arguments.

NO! no yes YES!

179) Would your parents know if you did not come home on time?

NO! no yes YES!

180) How old were you when you first carried a knife?

Never have 10 or younger 11 12 13 14 15 16
 17 or older

181) How old were you when you first carried an object that could be used as a weapon?

Never have 10 or younger 11 12 13 14 15 16
 17 or older

CONTINUE TO NEXT PAGE 

THE NEXT SECTION ASKS ABOUT YOUR CHILDREN:

182) Do you have any children?

- Yes No (if No, go to question 186)

183) How many children do you have?

- 1 2 3 4 or more

184) How old were you when you first had a child?

- 11 12 13 14 15 16 17 18 19 20 or older

185) Who looks after your child (ren)?

- I do Family member the other Parent Child Protection

THE NEXT SECTION ASKS ABOUT SURVIVAL SEX IN THE PAST 6 MONTHS:

186) Have you traded sex to get something you wanted (money, drugs, place to stay)?

- Yes (if yes go to 186a) No (if No, go to question 189a)

186(a) If yes, how often did you trade sex in the past 6 months?

- 1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times 20 to 29 times 30 to 39 times 40 + times

187) What have you traded sex for?

- money drugs food a place to stay to be part of a gang

188) How old were you when you first traded sex?

- 10 11 12 13 14 15 16 17
 18 or older

189) Has anyone made you trade sex for something in the past 6 months?

- Yes No

189a) Have you ever made anyone trade sex for something in the past 6 months?

- Yes No (if No, go to question 191)

190) Who made you trade sex for something? (Circle all that apply)

- parent/other family member male friend female friend gang member other

190a) Who did you make trade sex for something?

- parent/other family member male friend female friend gang member other

THE NEXT SECTION ASKS ABOUT EMPLOYMENT IN THE PAST 6 MONTHS

191) Have you had a job where you got paid for work?

- Yes No (if No, go to question 195)

192) What kind of job did you have (if more than one job, use job held for longest period of time)?

- full-time (35 hours/week or more) part-time (less than 35 hours/week) odd jobs
(occasional work [not a regular number of hours/week] like babysitting, yard work, cleaning)

193) How many months did the job(s) last (total of time worked for all jobs combined)?

- less than 1 month 1 – 2 months 3 – 4 months 5 – 6 months
 over 6 months

194) Where did you work (if more than one job, use job held for longest period of time)?

- Fast food /Restaurant moving/landscaping Family/friends place P. A. Outreach Inc.
 other: _____

CONTINUE TO NEXT PAGE



THE NEXT SECTION ASKS ABOUT DRUG AND ALCOHOL USE

195) Have you ever used drugs, alcohol, inhalants, prescription or non-prescription drugs to get drunk or high?

- Yes No (if No, go to question #205)

How many times in the past 6 months have you...

196) Had 5 or more alcoholic drinks at one time (in a row, within a couple of hours)?

- 1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times 20 to 29 times
 30 to 39 times 40 + times

197) Used marijuana (also called pot, hash, weed, reefer) to get high?

- 1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times 20 to 29 times
 30 to 39 times 40 + times

198) Used any form of cocaine (including crack, powder, freebase)?

- 1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times 20 to 29 times
 30 to 39 times 40 + times

199) Used heroin (also called smack, junk, China White)?

- 1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times 20 to 29 times
 30 to 39 times 40 + times

200) Sniffed glue, breathed the contents of aerosol spray cans, inhaled any paints/sprays/gas?

- 1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times 20 to 29 times
 30 to 39 times 40 + times

201) Used methamphetamines (also called speed, crystal meth, crank, ice)?

- 1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times 20 to 29 times
 30 to 39 times 40 + times

202) Used ecstasy (also called MDMA)?

- 1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times 20 to 29 times
 30 to 39 times 40 + times

202) Used a needle to inject any illegal drug into your body?

- 1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times 20 to 29 times
 30 to 39 times 40 + times

203) Used prescription drugs to get high (such as morphine, anti-depressants, Oxycontin, Ritalin, painkillers, etc.)?

- 1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times 20 to 29 times
 30 to 39 times 40 + times

203) Used over-the-counter drugs to get high (such as Gravol, Tylenol, cold medication, etc)?

- 1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times 20 to 29 times
 30 to 39 times 40 + times

204) Used any other drug to get high (please state which drugs)? _____

- 1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times 20 to 29 times
 30 to 39 times 40 + times

THE LAST SECTION ASKS ABOUT FEELING DOWN

In the past 6 months, how often did you ...

| | <i>Often</i> | <i>Sometimes</i> | <i>Seldom</i> | <i>Never</i> |
|---|--------------|------------------|---------------|--------------|
| 205) Feel you had trouble keeping your mind on what you were doing? | 4 | 3 | 2 | 1 |
| 206). Feel depressed or very sad? | 4 | 3 | 2 | 1 |
| 207) Feel hopeful about the future? | 4 | 3 | 2 | 1 |
| 208) Feel bothered by things that don't usually bother you? | 4 | 3 | 2 | 1 |
| 209) Not feel like eating because you felt upset about something? | 4 | 3 | 2 | 1 |
| 210) Feel that everything you did was an effort? | 4 | 3 | 2 | 1 |
| 211) Think seriously about suicide?* | 4 | 3 | 2 | 1 |
| 212) Feel scared or afraid? | 4 | 3 | 2 | 1 |
| 213) Toss and turn when you slept? | 4 | 3 | 2 | 1 |
| 214) Feel that you talked less than usual? | 4 | 3 | 2 | 1 |
| 215) Feel nervous or stressed? | 4 | 3 | 2 | 1 |
| 216) Feel lonely? | 4 | 3 | 2 | 1 |
| 217) Feel people disliked you? 1 | 4 | | 3 | 2 |
| 218) Feel you enjoyed life? 1 | 4 | | 3 | 2 |

After question #211:

* If participant indicated in #211 that they had thought seriously about suicide (seldom, sometimes, often), ask:

211a) Did you try to kill yourself? No (if no you are done survey)
 Yes

211b) Do you have a specific plan to kill yourself now? No (if no you are done survey)
 Yes

If participant indicates that has a specific plan, conduct suicide risk assessment. If assessed to be at high risk (realist plan and the means to carry plan out; s/he believes that has no supports/ people can depend on; recent loss of loved one or friend; recent suicide attempt) get medical attention immediately.

THANK YOU. YOU ARE DONE THE SURVEY

APPENDIX C: RISK CRITERIA SCORING TOOL

The Risk Criteria Scoring Tool merely assigns values to items, thereby producing a score. It is not a separate instrument. There are five categories (domains) of risk: individual, school, family, peer and community. A minimal score is required – this involves a simple scoring for each domain (0 = does not meet criteria; 1 = meets criteria). In order to be included in the YAAGV project, youth must be assessed to have at least one risk factor in each of the family, school, peer and community domains. In addition, the youth must be assessed to have a minimum of three out of four key risk factors in the Individual Domain (alcohol and drug abuse past six months; serious delinquent behaviour past six months; violent behaviour past six months; gang involvement).

1. INDIVIDUAL DOMAIN (maximum score = 5; at least three areas must achieve minimum risk score)

a) Alcohol and drug abuse - incidence past 6 months

Risk Assessment Question #195

Minimum score in determining risk is 1 out of 1:

b) Delinquent behaviour (gun possession, drug dealing, motor vehicle theft, arrest) – one or more incidents past 6 months

Risk Assessment Questions # 56, 57, 58, 59

Minimum score in determining risk is 1 out of 4:

c) Violent behaviour (self-reported violent attacks) – one incident past 6 months

Risk Assessment Questions # 60

Minimum score in determining risk is 1 out of 1:

d) Gang involvement

Risk Assessment Questions #43, 83

Minimum score in determining risk is 2 out of 2:

e) Depression

Depression – Rochester Youth Development Study: Point values are assigned as indicated. Point values for all responses are summed, with a possible range of 14 to 56. Since questions 3 and 14 reflect positive experiences rather than negative ones, they are reverse-scored. Higher scores indicate more depressive symptoms.

Minimum score in determining risk is 20 or greater

2. SCHOOL DOMAIN (maximum score = 3; one area must achieve minimum risk score)

a) Poor school performance – incidence mostly Ds and/or mostly Fs past 6 months

Risk Assessment Question # 13

Minimum score in determining risk is 1 out of 1

b) Suspensions – one or more incidents past 6 months

Risk Assessment Questions #55

Minimum score in determining risk is 1 out of 1:

c) Few teacher role models - Limited bonding to teachers

Attachment to Teacher Scale: Point values for items 1 – 4 are assigned as following: strongly agree = 4; agree = 3; disagree = 2; strongly disagree = 4. For item 5, point values are assigned as follows: In some ways = 2; In most ways = 3; Not at all = 1. Question 3 is reverse-scored (strongly agree = 1; agree = 2; disagree = 3; strongly disagree = 4. Point values are summed for each respondent, producing a range of 5 - 19. Higher scores indicate a greater attachment to the teacher.

Maximum score in determining risk is 10 or lower:

3. FAMILY DOMAIN (maximum score = 4; one area must achieve minimum risk score)

a) Family Violence

Risk Assessment Question #12a

Minimum score in determining risk is 1 out of 1:

b) Poor parental supervision

Risk Assessment Questions #160, 162, 164, 165, 179

Minimum score in determining risk is 1 out of 5:

c) Verbal abuse and poor communication

Risk Assessment Questions #159, 161, 178

Minimum score in determining risk is 1 out of 3:

d) Family member who has severe drug or alcohol problem

Risk Assessment Question #158

Minimum score in determining risk is 1 out of 1:

4. PEER DOMAIN (maximum score = 2; one area must achieve minimum risk score).

a) Best friends who are gang members

Risk Assessment Question #34

Minimum score in determining risk is 1 out of 1:

b) Best friends who are involved in serious crime (handgun possession, drug dealing, auto theft, arrests)

Risk Assessment Question #29, 30, 31, 32

Minimum score in determining risk is 1 out of 1:

5. COMMUNITY DOMAIN (maximum score = 2; one area must achieve minimum risk score)

a) Presence of gangs and/or drugs and/or guns in school or neighbourhood

Risk Assessment Questions #115, 116, 120, 132, 133

Minimum score in determining risk is 1 out of 5:

b) Has limited attachment to positive adults in the community

Rutgers Teenage Risk and Prevention Questionnaire: Questions #1a, 2a, 3a

Minimum score in determining risk is 2 out of 3:

OVERALL RISK SCORE (OUT OF 16):

High Risk: 14 – 16 (qualifies for primary programming)

Medium Risk: 10 - 13(qualifies for primary programming)

Low Risk: 7 - 9 (qualifies for primary programming)

Very Low/No Risk: 0 – 6 (does not qualify for primary programming)

APPENDIX D: FOLLOW-UP EVALUATION SURVEY INSTRUMENT

August 6, 2009

Totten and Associates

Rutgers Teenage Risk and Prevention Questionnaire

YOUTH I.D. #. _____ TODAY'S DATE: _____ (MM/DD/YY)

STAFF NAME _____ PROGRAM: WONSKA YAC PRESENTATION TEAM COURT VAN FAP

MONTH/YEAR YOU FIRST HAD CONTACT WITH P.A OUTREACH PROGRAM: _____

These items measure the extent to which there are adults in the home and community that the youth admires and goes to for guidance. Youth are asked to check the response that corresponds to their situation.

1a. Are there any adults who you admire and would want to be like:

- Yes No

1b. If yes please check any of the following categories that include adults you admire.

- Mother or stepmother
- Father or stepfather
- Older sister
- Older Brother
- Other female relative
- Other male relative
- Other female adult in community
- Other male adult in community
- Sports or entertainment star
- Other _____

2a. If you needed some information or advice about something, is there someone you could talk with?

- Yes No

2b. If yes, please check any of the categories that include persons you could go to for advice.

- Mother or stepmother
- Father or stepfather
- Older sister
- Older Brother
- Other female relative
- Other male relative
- Other female adult in community
- Other male adult in community
- Sports or entertainment star
- Other _____

TURN OVER:

3a. If you were having trouble at home, is there someone you could talk to?

- Yes No

3b. If yes, Please check any of the categories that include persons you could talk to.

- Mother or stepmother
 Father or stepfather
 Older sister
 Older Brother
 Other female relative
 Other male relative
 Other female adult in community
 Other male adult in community
 Sports or entertainment star
 Other _____

4a. If you got an award or did something well, is there someone you would tell?

- Yes No

4b. If yes, please check any of the categories that include persons you would tell.

- Mother or stepmother
 Father or stepfather
 Older sister
 Older Brother
 Other female relative
 Other male relative
 Other female adult in community
 Other male adult in community
 Sports or entertainment star
 Other _____

5. Of all the teachers you have known how many have you liked?

- a. None of them
b. A few
c. Half of them
d. Most of them
e. All of them

Attachment To Teacher Rochester Youth Development Study

YOUTH I.D. #. _____ TODAY'S DATE: _____ (MM/DD/YY)

STAFF NAME _____ PROGRAM (CIRCLE ONE): WONSKA YAC PRESENTATION
 TEAM COURT VAN

These items measure youth's agreement about how much they like and respect their teachers. Youth are asked to indicate to what extent they agree or disagree with several statements.

| | Strongly agree | Agree | Strongly disagree | Disagree |
|---|---------------------------------------|-------------------------------------|-------------------|----------|
| 1. If you needed advice on something other than school work, you would go to one of your teachers | 4 | 3 | 2 | 1 |
| 2. You feel very close to at least one of your teachers. | 4 | 3 | 2 | 1 |
| 3. You don't care what your teachers think of you. | 4 | 3 | 2 | 1 |
| 4. You have lots of respect for your teachers. | 4 | 3 | 2 | 1 |
| 5. Thinking of the teacher you like the most, would you like to be like him or her | | | | |
| <input type="checkbox"/> In some ways | <input type="checkbox"/> In most ways | <input type="checkbox"/> Not at all | | |

Ethnic Identity - Teen Conflict Survey

YOUTH I.D. #. _____ TODAY'S DATE: _____ (MM/DD/YY)

STAFF NAME _____

PROGRAM (CIRCLE ONE): WONSKA YAC PRESENTATION TEAM COURT VAN

These Items measure ethnic pride and respect for differences. Youth are asked to indicate how often they would make each statement.

How often would you make the following statements?

| | Never | Seldom | Sometimes | Often | Always |
|---|-------|--------|-----------|-------|--------|
| 1. I am proud to be a member of my racial/cultural group. | a | b | c | d | e |
| 2. I am accepting of others regardless of their race. | a | b | c | d | e |
| 3. I would help someone regardless of their race. | a | b | c | d | e |
| 4. I can get along well with most people. | a | b | c | d | e |

Attitudes Towards Gangs

YOUTH I.D. #. _____ TODAY'S DATE: _____ (MM/DD/YY)

STAFF NAME _____ PROGRAM: WONSKA YAC PRESENTATION TEAM COURT VAN

These items measure attitudes toward gangs. Youth are asked to indicate how true certain statements about gangs are for them.

| | <i>Not true for me</i> | <i>True for me</i> |
|---|----------------------------|------------------------|
| 1. I think you are safer, and have protection, if you join a gang | 0 | 1 |
| 2. I will probably join a gang. | 0 | 1 |
| 3. Some of my friends at school belong to gangs. | 0 | 1 |
| 4. I think it's cool to be in a gang. | 0 | 1 |
| 5. My friends would think less of me if I joined a gang. | 0 | 1 |
| 6. I believe it is dangerous to join a gang; you will probably end up getting hurt or killed if you belong to a gang. | 0 | 1 |
| 7. I think being in a gang makes it more likely that you will get into trouble. | 0 | 1 |
| 8. Some people in my family belong to a gang, or used to belong to a gang. | 0 | 1 |
| 9. I belong to a gang. | 0 | 1 |

**PRINCE ALBERT OUTREACH PROGRAM INC.
WARRIOR SPIRIT WALKING YOUTH SURVEY**

Some questions use this format:

NO! no yes YES!

Mark "NO!" if you think the statement is definitely not true for you.

Mark "no" if you think the statement is mostly not true for you.

Mark "yes" if you think the statement is mostly true for you.

Mark "YES!" if you think the statement is definitely true for you.

Please mark only one answer.

These questions ask for some general information. Please mark the response that best describes you.

1) How old are you? Please circle the correct answer.

10 11 12 13 14 15 16 17 18 19 or older

2) What grade are you in? Please circle the correct answer.

6TH 7TH 8TH 9TH 10TH 11TH 12TH Upgrading Literacy

I am not in school (*if not in school, go to questions 2a and 2b*)

If you are not in school:

2(a) When were you last in school?

less than 4 months ago 4 – 7 months ago 8 – 11 months ago 12 – 23 months ago
 24 months or more

2(b) What grade were you in then?

6TH 7TH 8TH 9TH 10TH 11TH 12TH Upgrading Literacy

6) Think of where you live most of the time. Which of the following people live there with you? (Choose all that apply.)

- | | |
|--------------------------------------|--------------------------------------|
| <input type="radio"/> Mother | <input type="radio"/> Other children |
| <input type="radio"/> Stepmother | <input type="radio"/> Boyfriend |
| <input type="radio"/> Foster mother | <input type="radio"/> Girlfriend |
| <input type="radio"/> Grandmother | <input type="radio"/> Stepsister(s) |
| <input type="radio"/> Aunt | <input type="radio"/> Sister(s) |
| <input type="radio"/> Father | |
| <input type="radio"/> Stepfather | |
| <input type="radio"/> Foster father | |
| <input type="radio"/> Grandfather | |
| <input type="radio"/> Uncle | |
| <input type="radio"/> Other adults | |
| <input type="radio"/> Brother(s) | |
| <input type="radio"/> Stepbrother(s) | |

12) Where are you living now (read all options out loud for young person)?

| | | |
|---|--------------------------|---------------------------|
| In Prince Albert | <input type="radio"/> no | <input type="radio"/> yes |
| On Reserve | <input type="radio"/> no | <input type="radio"/> yes |
| Foster Home | <input type="radio"/> no | <input type="radio"/> yes |
| In a Correctional Facility | <input type="radio"/> no | <input type="radio"/> yes |
| Homeless (Couch Surfing, on the Street) | <input type="radio"/> no | <input type="radio"/> yes |

CONTINUE TO NEXT PAGE 

THIS SECTION ASKS ABOUT YOUR EXPERIENCES IN SCHOOL – NOW OR LAST TIME YOU WERE IN SCHOOL.

13) Putting them all together, what are/were your grades like?

- Mostly Fs
- Mostly Ds
- Mostly Cs
- Mostly Bs
- Mostly As

If youth has not been in school during the past 6 months, go to Question #28

14) In my school, students have lots of chances to help decide things like class activities and rules.

- NO!
- no
- yes
- YES!

15) Teachers ask me to work on special classroom projects.

- NO!
- no
- yes
- YES!

16) My teacher(s) notices when I am doing a good job and lets me know about it.

- NO!
- no
- yes
- YES!

17) There are lots of chances for students in my school to talk with a teacher one-on-one.

- NO!
- no
- yes
- YES!

18) I feel safe at my school.

- NO!
- no
- yes
- YES!

20) My teacher(s) praise me when I work hard in school.

- NO!
- no
- yes
- YES!

21) Are your school grades better than the grades of most students in your class?

- NO!
- no
- yes
- YES!
- I don't know

22) How often do you feel that the school work you are assigned is meaningful and important?

- Almost always
- Often
- Sometimes
- Seldom
- Never

23) How interesting are most of your courses to you?

- Very interesting
- Quite interesting
- Fairly interesting
- Slightly dull
- Very dull

24) How important do you think the things you are learning in school are going to be for your later life?

- Very important
- Quite important
- Fairly important
- Slightly important
- Not at all important

CONTINUE TO NEXT PAGE



Now, thinking back over the past 6 months in school, how often did you...

25) Enjoy being in school?

- Almost always Often Sometimes Seldom Never

26) Hate being in school?

- Almost always Often Sometimes Seldom Never

27) Try to do your best work in school?

- Almost always Often Sometimes Seldom Never

THESE QUESTIONS ASK ABOUT YOUR FEELINGS AND EXPERIENCES IN OTHER PARTS OF YOUR LIFE.

Think of your four best friends (the friends you feel closest to.) In the past 6 months, how many of your best friends have:

28) Been suspended from school?

- None 1 2 3 4

29) Carried a handgun?

- None 1 2 3 4

30) Sold illegal drugs?

- None 1 2 3 4

31) Stolen or tried to steal a car or motorcycle?

- None 1 2 3 4

32) Been arrested?

- None 1 2 3 4

33) Dropped out of school?

- None 1 2 3 4

34) Been members of a gang?

- None 1 2 3 4

How wrong do you think it is for someone your age to:

44) Take a handgun to school?

- Very wrong Wrong A little bit wrong Not wrong at all

47) Attack someone with the idea of seriously hurting them?

- Very wrong Wrong A little bit wrong Not wrong at all

49) It is all right to beat up people if they start the fight.

- NO! no yes YES!

CONTINUE TO NEXT PAGE



50) It is important to be honest with your parents, even if they become upset or you get punished.

- NO! no yes YES!

51) I think it is okay to take something without asking if you can get away with it.

- NO! no yes YES!

How many times in the past 6 months have you:

55) Been suspended from school?

- Never 1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times
 20 to 29 times 30 to 39 times 40 + times

56) Carried a handgun?

- Never 1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times
 20 to 29 times 30 to 39 times 40 + times

57) Sold illegal drugs?

- Never 1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times
 20 to 29 times 30 to 39 times 40 + times

58) Stolen or tried to steal a motor vehicle such as a car or motorcycle?

- Never 1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times
 20 to 29 times 30 to 39 times 40 + times

59) Been arrested?

- Never 1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times
 20 to 29 times 30 to 39 times 40 + times

60) Attacked someone with the idea of seriously hurting them?

- Never 1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times
 20 to 29 times 30 to 39 times 40 + times

61) Been drunk or high at school?

- Never 1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times
 20 to 29 times 30 to 39 times 40 + times

62) Taken a handgun to school?

- Never 1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times
 20 to 29 times 30 to 39 times 40 + times

CONTINUE TO NEXT PAGE



The next section asks about your experiences with gangs. (A “crew” or a “posse” is considered a gang.)

If you have NEVER been in a gang, go to question #157.

83) Have you ever belonged to a gang?

- No Yes

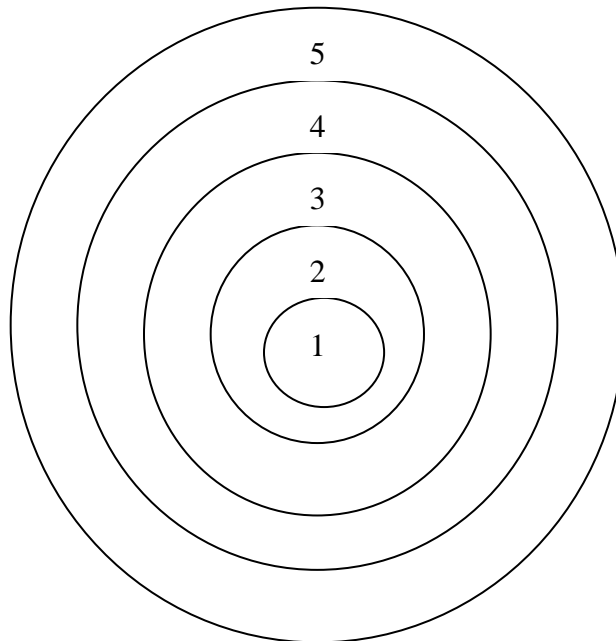
84) If you have ever belonged to a gang, did that gang have a name?

- No Yes

85) Are you a gang member now?

- No Yes

89) If you belong/belonged to a gang, suppose the circle below represents your gang. How far from the center of the gang are/were you? (circle the number that best describes your place in the gang)



CONTINUE TO NEXT PAGE



THE NEXT FEW QUESTIONS ASK ABOUT YOUR FAMILY.

157) The rules in my family are clear.

NO! no yes YES!

159) People in my family often insult or yell at each other.

NO! no yes YES!

160) When I am not at home, one of my parents knows where I am and who I am with.

NO! no yes YES!

161) We argue about the same things in my family over and over.

NO! no yes YES!

162) If you drank some beer, wine, or liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?

NO! no yes YES!

163) My family has clear rules about alcohol and drug use.

NO! no yes YES!

164) If you carried a handgun without your parents' permission, would you be caught by your parents?

NO! no yes YES!

165) If you skipped school, would you be caught by your parents?

NO! no yes YES!

166) My parents notice when I am doing a good job and let me know about it.

Never or almost never
 Sometimes
 Often
 All the time

167) Do you feel very close to your mother?

NO! no yes YES!

168) Do you share your thoughts and feelings with your mother?

NO! no yes YES!

169) My parents ask me what I think before most family decisions affecting me are made.

NO! no yes YES!

CONTINUE TO NEXT PAGE



170) How often do your parents tell you they're proud of you for something you've done?

- Never or almost never
- Sometimes
- Often
- All the time

171) Do you share your thoughts and feelings with your father?

- NO!
- no
- yes
- YES!

172) Do you enjoy spending time with your mother?

- NO!
- no
- yes
- YES!

173) Do you enjoy spending time with your father?

- NO!
- no
- yes
- YES!

174) If I had a personal problem, I could ask my mom or dad for help.

- NO!
- no
- yes
- YES!

175) Do you feel very close to your father?

- NO!
- no
- yes
- YES!

176) My parents give me lots of chances to do fun things with them.

- NO!
- no
- yes
- YES!

177) My parents ask if I've gotten my homework done.

- NO!
- no
- yes
- YES!

178) People in my family have serious arguments.

- NO!
- no
- yes
- YES!

179) Would your parents know if you did not come home on time?

- NO!
- no
- yes
- YES!

THE NEXT SECTION ASKS ABOUT YOUR CHILDREN:

182) Do you have any children?

- Yes
- No (if No, go to question 186)

183) How many children do you have?

- 1
- 2
- 3
- 4 or more

185) Who looks after your child(ren)?

- I do
- Family member
- the other Parent
- Child Protection

CONTINUE TO NEXT PAGE



THE NEXT SECTION ASKS ABOUT SURVIVAL SEX IN THE PAST 6 MONTHS:

186) Have you traded sex to get something you wanted (money, drugs, place to stay)?

- Yes (if yes go to 186a) No (if No, go to question 189a)

186(a) If yes, how often did you trade sex in the past 6 months?

- 1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times 20 to 29 times 30 to 39 times 40 + times

187) What have you traded sex for?

- money drugs food a place to stay to be part of a gang

189) Has anyone made you trade sex for something in the past 6 months?

- Yes No

189a) Have you ever made anyone trade sex for something in the past 6 months?

- Yes No (if No, go to question 191)

190) Who made you trade sex for something? (Circle all that apply)

- parent/other family member male friend female friend gang member other

190a) Who did you make trade sex for something?

- parent/other family member male friend female friend gang member other

THE NEXT SECTION ASKS ABOUT EMPLOYMENT IN THE PAST 6 MONTHS

191) Have you had a job where you got paid for work?

- Yes No (if No, go to question 195)

192) What kind of job did you have (if more than one job, use job held for longest period of time)?

- full-time (35 hours/week or more) part-time (less than 35 hours/week) odd jobs (occasional work [not a regular number of hours/week] like babysitting, yard work, cleaning)

193) How many months did the job(s) last (total of time worked for all jobs combined)?

- less than 1 month 1 – 2 months 3 – 4 months 5 – 6 months over 6 months

194) Where did you work (if more than one job, use job held for longest period of time)?

- Fast food /Restaurant moving/landscaping Family/friends place P. A. Outreach Inc. other: _____

CONTINUE TO NEXT PAGE



THE NEXT SECTION ASKS ABOUT DRUG AND ALCOHOL USE

195) Have you ever used drugs, alcohol, inhalants, prescription or non-prescription drugs to get drunk or high?
 Yes No (if No, go to question #205)

How many times in the past 6 months have you...

196) Had 5 or more alcoholic drinks at one time (in a row, within a couple of hours)?

1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times 20 to 29 times 30 to 39 times 40 + times

197) Used marijuana (also called pot, hash, weed, reefer) to get high?

1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times 20 to 29 times 30 to 39 times 40 + times

198) Used any form of cocaine (including crack, powder, freebase)?

1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times 20 to 29 times 30 to 39 times 40 + times

199) Used heroin (also called smack, junk, China White)?

1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times 20 to 29 times 30 to 39 times 40 + times

200) Sniffed glue, breathed the contents of aerosol spray cans, inhaled any paints/sprays/gas?

1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times 20 to 29 times 30 to 39 times 40 + times

201) Used methamphetamines (also called speed, crystal meth, crank, ice)?

1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times 20 to 29 times 30 to 39 times 40 + times

202) Used ecstasy (also called MDMA)?

1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times 20 to 29 times 30 to 39 times 40 + times

202a) Used a needle to inject any illegal drug into your body?

1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times 20 to 29 times 30 to 39 times 40 + times

203) Used prescription drugs to get high (such as morphine, anti-depressants, Oxycontin, Ritalin, painkillers, etc.)?

1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times 20 to 29 times 30 to 39 times 40 + times

203a) Used over-the-counter drugs to get high (such as Graval, Tylenol, cold medication, etc)?

1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times 20 to 29 times 30 to 39 times 40 + times

204) Used any other drug to get high (please state which drugs)? _____

1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times 20 to 29 times 30 to 39 times 40 + times

CONTINUE TO NEXT PAGE



THE LAST SECTION ASKS ABOUT FEELING DOWN

In the past 6 months, how often did you ...

| | <i>Often</i> | <i>Sometimes</i> | <i>Seldom</i> | <i>Never</i> |
|---|--------------|------------------|---------------|--------------|
| 205) Feel you had trouble keeping your mind on what you were doing? | 4 | 3 | 2 | 1 |
| 206). Feel depressed or very sad? | 4 | 3 | 2 | 1 |
| 207) Feel hopeful about the future? | 4 | 3 | 2 | 1 |
| 208) Feel bothered by things that don't usually bother you? | 4 | 3 | 2 | 1 |
| 209) Not feel like eating because you felt upset about something? | 4 | 3 | 2 | 1 |
| 210) Feel that everything you did was an effort? | 4 | 3 | 2 | 1 |
| 211) Think seriously about suicide?* | 4 | 3 | 2 | 1 |
| 212) Feel scared or afraid? | 4 | 3 | 2 | 1 |
| 213) Toss and turn when you slept? | 4 | 3 | 2 | 1 |
| 214) Feel that you talked less than usual? | 4 | 3 | 2 | 1 |
| 215) Feel nervous or stressed? | 4 | 3 | 2 | 1 |
| 216) Feel lonely? | 4 | 3 | 2 | 1 |
| 217) Feel people disliked you? | 4 | 3 | 2 | 1 |
| 218) Feel you enjoyed life? | 4 | 3 | 2 | 1 |

After question #211:

* If participant indicated in #211 that they had thought seriously about suicide (seldom, sometimes, often), ask:

211a) Did you try to kill yourself? No (if no you are done survey) Yes

211b) Do you have a specific plan to kill yourself now? No (if no you are done survey) Yes

If participant indicates that has a specific plan, conduct suicide risk assessment. If assessed to be at high risk (realist plan and the means to carry plan out; s/he believes that has no supports/ people can depend on; recent loss of loved one or friend; recent suicide attempt) get medical attention immediately.

THANK YOU. YOU ARE DONE THE SURVEY

APPENDIX E: CLOSED CASES

Table 1: Closed Primary Cases March 2008 – January 2011 (n=86)

| CLIENT NAME | CLIENT # | GENDER | AGE AT CLOSURE | DATES INVOLVEMENT | TOTAL HOURS | REASON CLOSED | DURATION INVOLVEMENT (WEEKS) |
|-------------|-------------|--------|----------------|----------------------|-------------|--|------------------------------|
| A.A | 449A03A9708 | M | 13 | April '08 – Aug '10 | 698 | #4 WonSka Jr then at regular school. Off drugs and alcohol. | 121 |
| R. A. | 308R12A9008 | M | 19 | March '08 – July '09 | 508 | #1 No contact | 75 |
| ML.A. | 266M10A8907 | F | 21 | March '08 – Jan '11 | 1887 | #4 Graduated high school June 2010. Looking into Post Secondary option. Looking after baby. | 147 |
| C. A | 250C09A9105 | F | 19 | April – Nov. '08 | 24 | #4 completed group, in school full time | 35 |
| M.A. | 273M08A8700 | F | 22 | May '08 – March '10 | 437 | #4 – has kids, dealt with Mom/Dad's addictions, peers. Working FT | 99 |
| K. A. | 251K08A9004 | F | 20 | April – Nov. '08 | 71 | #4 Completed group, in school full time. | 35 |
| A. B. | 10A02B8807 | F | 21 | March '08 – Oct. '09 | 22 | #4 Stable now, suffers from PTSD, on meds, stable housing in supported living arrangement in Saskatoon. | 86 |
| CL.B. | 138C12B8598 | M | 25 | March '08 – Dec '10 | 1236 | #4 Completed program, became Junior staff for one year. Slipped back into addictions and now working FT at Aboriginal agency. | 143 |
| C. B. | 005C05B8707 | M | 23 | March '08 – Feb. '09 | 481 | #5 Removed from program due to serious mental health problems and threats to kill students/staff. Referred to specialized service and doing well. | 52 |
| DA.B. | 877D09B8509 | M | 24 | Sept '09 – April '10 | 216 | #2 Incarcerated long-term and serious alcohol and drug problem. | 34 |
| D.B. | 252D02B9305 | F | 15 | April '08 – Jan. '09 | 22 | #4 Completed women's group, positive changes. | 40 |
| G.B. | 18G03B8805 | M | 22 | March '08 – Oct '10 | 72 | #8 Home invasion. Incarcerated 18 months. Alcohol serious issue. No change. Worked for years sporadically on issues but low motiv. | 134 |
| L.B. | 16L06B8907 | F | 21 | March '08 – Jan '11 | 575 | #4 Looking for employment, got baby back from social services, completed program. | 147 |
| R.B. | 495R10B8908 | M | 20 | Oct '08 – Jan '10 | 600 | #4 Completed Lifeskills and Warrior circle. | 69 |
| MO.B. | 164M09B9206 | F | 18 | March '08 – Jan '10 | 1191 | #4 Pres Team. Doing well. In another community, graduated High School | 95 |
| M. B. | 467M11B9208 | M | 17 | Sept. '08 – May '09 | 216 | #8 Recently stabbed victim – spring '09; incarcerated; brain damaged. In PAlbert now after being in another city. Gang involved, drugs, mentally ill. Incarcerated for aggravated assault, weapons | 40 |
| S.B. | 565S08B9208 | F | 16 | Nov '08 – Oct '10 | 218 | #5 Referred to addictions. Girl's group. | 60 |
| T.B. | 137T06B8505 | M | 24 | March '08 – Feb '10 | 108 | #4 In another city. Was in jail for assault, sexual assault, aggravated. Went to WonSka, grad, then job with dad. | 103 |
| C.C. | 30C05C8807 | F | 22 | March '08 – June '10 | 402 | #8 No contact since Jan. '09. Did not engage, severe addictions, frequently victimized by assaults | 117 |
| K.C. | 429K03C9708 | M | 14 | April '08 – Jan '11 | 576 | #4 In community school spec. ed. Going full time,. Used to be at Won Ska. Working on drug problem. | 143 |
| R. C. | 504R06C8808 | M | 22 | Oct. '08 – July '09 | 372 | #4 In out jail breaches; murder charges dropped; alcohol abuser. In Witness Protection and doing well now. Working FT. | 48 |

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| | | | | | | | |
|--------|-------------|---|----|-----------------------|------|--|-----|
| H. CA. | 028H01C9004 | F | 20 | March '08 – Sept. '09 | 117 | #4 Graduate high school, working full time. | 84 |
| H. C. | 140H01C8504 | M | 25 | Aug. '08 – May '09 | 356 | #1 No contact. | 44 |
| S. C. | 034S07C8705 | M | 23 | April '08 – June '09 | 139 | #4 Released custody Feb. '09. Media camp '09. Doing well on reserve. Substance abuse reduced. Raising his child. | 66 |
| K.C. | | M | 14 | Jan '09 – Feb '10 | 913 | #7 - suicide | 60 |
| T. C. | 035T04C9207 | M | 18 | March '08 – Aug. '09 | 293 | #2 In and out of Jail constantly. | 79 |
| D. D. | 044D04D8804 | M | 22 | March '08 – Sept. '09 | 323 | #8 Did not engage in programming. Stole staff car; in jail. Addict coke, E. Brain injured from accident | 84 |
| J.D. | 43J12D9107 | F | 19 | March '08 – July '10 | 332 | #4 Finished off CSO hours in YAC. | 121 |
| P.D. | 580P08D9108 | F | 19 | Nov '08 – Sept '10 | 583 | #4 Pregnant. In another city. Completed employment program. | 95 |
| J.E. | 48J01E8907 | M | 21 | March '08 – Jan '11 | 1289 | #4 In local High School, developed life skills, looking after baby, doing well | 147 |
| C.E. | 309C08E9007 | F | 20 | March '08 – Jan '11 | 556 | #4 Completed counseling and parenting course but still dealing drugs. Caring for new baby. | 147 |
| K.F. | 908K07F9309 | M | 17 | Sept '09 – Nov '10 | 913 | #4 Moved to another town with family. Brother killed. YAC Stayed in school. Hygiene, appearance improved. Worked at YAC as Volunteer. Completed life skills | 61 |
| J.G. | 314J01G9107 | F | 20 | March '08 – Jan '10 | 1369 | #4 Just graduated gr. 12. Waiting for \$ from reserve. | 95 |
| C.H. | 480C05H8908 | M | 20 | Sept. '08 – July '09 | 638 | #2 Long-term incarceration. Convicted of Manslaughter. April '09; also charged with rape and beating another girl under bridge | 47 |
| CA.H. | 67C04H9005 | M | 20 | March '08 – Jan '11 | 1926 | #4 Despite serious crime (aggravated assault and armed robbery) and incarceration, attended school and reduced drugs and alcohol – improved because of new baby. | 147 |
| E.H. | 63E12H8905 | M | 21 | March '08 – Jan '11 | 1784 | #4 Completed employment and life skills but addictions issues continue. Child trauma not dealt with. Has had a series of short term jobs only. | 147 |
| L.H. | 64L10H8905 | M | 21 | March '08 – June '10 | 527 | #4 Back and forth to reserve. Taking care of child. Working at school with baby's mom's dad. Addictions dealt with. 3 years no involvement with law | 117 |
| ML.H. | 56M07H8804 | M | 22 | March '08 – Sept '10 | 1562 | #4 Graduated grade 12. | 130 |
| M. H. | 061M08H9106 | F | 19 | April '08 – Oct. '09 | 384 | #4 Graduated from WonSka, living independently | 84 |
| S. H. | 302S07H8708 | M | 23 | March '08 – June '09 | 59 | #1 No contact. | 70 |
| ST.H. | 59S11H8806 | M | 22 | March '08 – Sept '10 | 1130 | #4 FASD. Doing well. On reserve, going to school, on bball team. Reduced D/A lots. | 130 |
| L. H. | 224L08H9307 | F | 17 | March '08 – May '09 | 366 | #4 Referral to addictions and completed program. Moved to another city. | 66 |
| C.J. | 70C08J9006 | F | 20 | March '08 – Jan '11 | 1157 | #4 Completed girls group and WonSka. | 147 |
| J.J. | 511J08J9308 | F | 17 | Oct '08 – Sept '10 | 1532 | #4 In another city. Very active in Pow wows, dancing. Stopped alcohol completely. | 95 |
| R.J. | 212R11J9307 | F | 16 | March '08 – Jan '11 | 275 | #4 Living with bfriend. – worked on parenting issues, sober. | 147 |
| S.J. | 172S05J9407 | F | 21 | March '08 – Jan '10 | 178 | #4 – completed school, girls group | 99 |
| A.J. | 171A05J8807 | M | 22 | March '08 – June '10 | 135 | #4 - F.T. Job at fast food restaurant. | 120 |

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| | | | | | | | |
|--------|-------------|---|----|-----------------------|------|---|-----|
| A.K | 259A10K8807 | M | 22 | March '08 – May '09 | 503 | #4 Working full time. | 66 |
| AL.K. | 304A04K8408 | M | 26 | March '08 – May '10 | 196 | #4 Pres team, dealt with some abandonment issues, recorded CDs and hip hop dance, living independently. Has not followed through on facial surgery, school. | 116 |
| C.K. | 71C11K8906 | F | 21 | March '08 – Nov '10 | 1157 | #4 In school FT SIAST. Living with parents with 2 kids. Sees BF in prison, who is serving murder sentence. | 138 |
| K.K. | 193K11K9207 | F | 16 | March '08 – June '09 | 467 | #7 – Murdered April '09 | 69 |
| T.K. | 298T04K9108 | M | 19 | March '08 – Jan '11 | 333 | #8 Did not engage on his issues. Dev delayed – follower. Inhaled abuse. Intimidated by other kids because sister murdered. | 147 |
| B.L. | 81B05L9000 | M | 19 | March '08 – Feb. '10 | 249 | #4 – In another city, no further involvement with law, learned to deal with mom's addictions and sex trade, still heavy weed user | 103 |
| D. L. | 321D10L9308 | F | 17 | March '08 – June '09 | 27 | #1 Ran from home. Mom will not take care of her. No contact. (placed in child welfare facility) | 70 |
| A.L. | 085A05L8904 | M | 21 | March '08 – Aug. '09 | 168 | #3 In another city. Mental illness. Did not engage. | 79 |
| J.L. | 176J06L9207 | F | 17 | March '08 – Nov. '09 | 212 | #2 - In another city. Charged with homicide. Serving Prison sentence. | 90 |
| AS.M. | 268A01M9107 | F | 20 | March '08 – Oct '10 | 1861 | #4 Graduated gr 12. Post secondary plans. Works full time at fast food place | 86 |
| A.M. | 98A06M9106 | F | 18 | March '08 – June '09 | 315 | #4 - crime free, working full time | 69 |
| CH.M. | 539C10M9608 | M | 14 | Oct '08 – Jan '11 | 1600 | #4 School LSkills group. WonSka Junior Awards attendance | 117 |
| C.M. | 157C07M9107 | F | 19 | March '08 – Jan '11 | 793 | #4 In school, doing well. Sentenced to theft, robbery 6 months Just out of Pine Grove. | 147 |
| CHT.M. | 88C01M9005 | F | 21 | March '08 – Dec '10 | 313 | #4 court. Attending school, 2 nd Baby; living with BFriend | 143 |
| D.M. | 177D06M9002 | F | 20 | March '08 – Jan '11 | 788 | #4 Court involvement. In high school and lskills group completed. | 147 |
| JO.M. | 102J11M8905 | F | 21 | March '08 – Nov '10 | 1642 | #4 Graduated from school. Working FT | 138 |
| J.M. | 99J02M8704 | F | 24 | March '08 – Jan '11 | 216 | #8 Out from prison April 09. Gang involved Tried to get YAC youth to get drugs into Pinegrove prison. | 147 |
| M. M. | 091M10M8907 | M | 21 | March '08 – Sept. '09 | 383 | #2 Long term incarceration. | 84 |
| R.M. | 101R07M8805 | M | 22 | March '08 – Jan '11 | 1226 | #4 Used to be suicidal. Working as cook FT. | 147 |
| S.M. | 87S08M9107 | F | 18 | March '08 – Oct. '09 | 759 | #4 - Completed rehab | 86 |
| L. N. | 103L08N9005 | F | 20 | Aug. '08 – April '09 | 258 | #1 No contact | 40 |
| J. N. | 205J03N9107 | M | 19 | March '08 – Oct '09 | 630 | #1 No contact. | 88 |
| K. N. | 258K01N8807 | M | 22 | March '08 – April '09 | 386 | #8 Moved to another city. Heavily gang involved, drinking. | 62 |
| A.P. | 112A10P9106 | F | 19 | March '08 – Jan '11 | 2814 | #4 Completed counselling, girls group, volunteered at YAC, presentation team. Won Ska | 147 |

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| | | | | | | | |
|--------|-------------|---|----|-----------------------|------|---|-----|
| | | | | | | Worked all summer. Pregnant. In another city with Bfriend | |
| J.P. | 114J12P8805 | M | 22 | March '08 – Jan '11 | 694 | #4 attending school at community college in Prince Albert. | 147 |
| K.A.P. | 964K04P9309 | M | 17 | Jan '10 – Oct '10 | 66 | #8 Did not engage | 43 |
| K.P. | 159K10P9007 | M | 20 | March '08 – Jan '11 | 340 | #4 In School FT - upgrading. New baby. Clean and sober. Out from jail, not gang involved any more | 147 |
| N.P. | 158N10P8707 | M | 23 | April '08 – Oct '10 | 211 | #8 In Jail. Out now and gang involved | 127 |
| E. R. | 147E12R8503 | F | 24 | March '08 – April '09 | 567 | #7 (Suicide) April 7 '09 | 62 |
| C.S. | 186C0229006 | M | 20 | April '08 – April '10 | 399 | #8 YAC. Did not engage. Was used as drug runner for gang. FASD. Self image and life skills problems. Inoperable terminal tumor, stunted growth, speech. | 108 |
| R.R. | 557R01R9508 | F | 16 | Nov '08 – Jan '11 | 1772 | #4 At school, in skills group | 61 |
| G.S. | 125G07S9207 | M | 18 | April '08 – Jan '11 | 550 | #4 Looking after three kids on reserve. YAC involved. Resume work, looking for work. Dealing with substance abuse. | 143 |
| J.S. | 121J12S8604 | M | 25 | March '08 – Dec '10 | 1711 | #4 – was peer counselor, worked at YAC – now working FT at Aboriginal agency. Had slip back into gang, drugs, alcohol | 116 |
| M.S. | 319M10S8499 | M | 26 | March '08 – Jan '11 | 1608 | #4 Works at WonSka Junior. Very positive. Also working for City | 147 |
| C.T. | 188C10T9305 | M | 17 | May '08 – Oct '10 | 1921 | #4 In youth custody five months Addictions related to breaches. Mom was killed when walking home from bar couple years ago. Homeless since then but still goes to school full time and life skills. | 130 |
| TY.T. | 856T12T9109 | M | 19 | Aug '09 – Dec '10 | 435 | #4 Gang, DA justice, school issues dealt with through counseling. | 69 |
| T.T. | 187T08T9004 | M | 20 | March '08 – Jan '11 | 786 | #4 Lifeskills warrior circle completed, addictions counseling. | 147 |
| C.W. | 133C11W8904 | M | 20 | March '08 – March '10 | 450 | #4 – staying away from criminal peers on Res, working at gas station | 120 |
| CR.W. | 916C08W9309 | M | 17 | Sept '09 – Jan '11 | 1298 | #4 Looking for work. New baby. Going back to school. | 69 |

**Table 2: Hours per Program Closed Primary Cases March 2008 – January 2011
(n=86)**

| CLIENT NAME | CLIENT # | GENDER | AGE AT CLOSURE | PROGRAMS | |
|-------------|-------------|--------|----------------|----------|---------|
| A. A. | 449A03A9708 | M | 13 | 1- 16 | 6- |
| | | | | 2- 167 | 7- |
| | | | | 3- | 8- 41 |
| | | | | 4- 3 | 9- |
| | | | | 5- 9 | 11- 462 |
| R. A. | 308R12A9008 | M | 19 | 1-5 | 6- |
| | | | | 2- | 7- |
| | | | | 3-475 | 8-7 |
| | | | | 4-6 | 9- |
| | | | | 5-20 | 10- |
| M.I.A. | 266M10A8907 | F | 21 | 1- 15 | 6- 5 |
| | | | | 2- 591 | 7- 53 |
| | | | | 3- 1164 | 8- 26 |
| | | | | 4- 1 | 9- |
| | | | | 5- 20 | 10- 12 |
| C. A | 250C09A9105 | F | 19 | 1- | 6- |
| | | | | 2- | 7-21 |
| | | | | 3- | 8- |
| | | | | 4- | 9-2 |
| | | | | 5- | 10- |
| M.A. | 273M08A8700 | F | 22 | 1-3 | 6- |
| | | | | 2-97 | 7-29 |
| | | | | 3-283 | 8-12 |
| | | | | 4-2 | 9- |
| | | | | 5-11 | 10- |
| K. A. | 251K08A9004 | F | 20 | 1- | 6- |
| | | | | 2- | 7-13 |
| | | | | 3- | 8-58 |
| | | | | 4- | 9- |
| | | | | 5- | 10- |
| A. B. | 10A02B8807 | F | 21 | 1- | 6-21 |
| | | | | 2- | 7-1 |
| | | | | 3- | 8- |
| | | | | 4- | 9- |
| | | | | 5- | 10- |
| CL.B | 138C12B8598 | M | 25 | 1- 7 | 6-22 |
| | | | | 2- 18 | 7- |
| | | | | 3- 781 | 8- 46 |
| | | | | 4- 2 | 9- |
| | | | | 5- 140 | 10- 210 |
| C. B. | 005C05B8707 | M | 23 | 1-4 | 6-47 |
| | | | | 2-15 | 7- |
| | | | | 3-392 | 8-16 |
| | | | | 4-9 | 9- |
| | | | | 5-4 | 10- |
| DA.B. | 877D09B8509 | M | 24 | 1-1 | 6- |
| | | | | 2- | 7- |
| | | | | 3-197 | 8-10 |
| | | | | 4-4 | 9- |
| | | | | 5-4 | 10- |
| D.B. | 252D02B9305 | F | 15 | 1- | 6- |
| | | | | 2- | 7-18 |
| | | | | 3- | 8-1 |
| | | | | 4- | 9-2 |
| | | | | 5- | 10-1 |
| G.B. | 18G03B8805 | M | 22 | 1- 1 | 6- |
| | | | | 2- | 7- |
| | | | | 3- 197 | 8- 10 |
| | | | | 4- 4 | 9- |
| | | | | 5- 4 | 10- |
| L.B. | 16L06B8907 | F | 21 | 1-1 | 6- 22 |
| | | | | 2- 314 | 7- 23 |
| | | | | 3- 174 | 8- 1 |
| | | | | 4- 19 | 9- |
| | | | | 5- 20 | 10- 1 |
| R.B. | 495R10B8908 | M | 20 | 1- | 6- |
| | | | | 2-54 | 7- |
| | | | | 3-531 | 8-8 |
| | | | | 4- | 9- |
| | | | | 5-7 | 10- |

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| | | | | | |
|--------|-------------|---|----|--------|---------|
| MO.B. | 164M09B9206 | F | 18 | 1-17 | 6- 12 |
| | | | | 2- 809 | 7- 14 |
| | | | | 3- 277 | 8- 8 |
| | | | | 4- | 9- |
| | | | | 5- 6 | 10- 48 |
| M. B. | 467M11B9208 | M | 17 | 1- | 6-2 |
| | | | | 2- | 7- |
| | | | | 3-197 | 8-7 |
| | | | | 4-8 | 9- |
| | | | | 5-4 | 10- |
| S.B. | 565S08B9208 | F | 16 | 1-2 | 6- |
| | | | | 2- | 7-5 |
| | | | | 3-380 | 8-25 |
| | | | | 4-9 | 9- |
| | | | | 5-4 | 10- |
| T.B. | 137T06B8505 | M | 24 | 1- | 6-1 |
| | | | | 2-12 | 7- |
| | | | | 3-65 | 8-1 |
| | | | | 4-24 | 9- |
| | | | | 5-5 | 10- |
| C.C. | 30C05C8807 | F | 22 | 1-1 | 6-10 |
| | | | | 2-177 | 7-9 |
| | | | | 3-192 | 8-2 |
| | | | | 4-4 | 9- |
| | | | | 5-7 | 10- |
| K.C. | 429K03C9708 | M | 14 | 1-42 | 6- |
| | | | | 2- 47 | 7- |
| | | | | 3- | 8- 32 |
| | | | | 4- | 9- |
| | | | | 5- 3 | 11- 451 |
| R. C. | 504R06C8808 | M | 22 | 1-3 | 6-4 |
| | | | | 2-1 | 7-1 |
| | | | | 3-285 | 8-38 |
| | | | | 4-20 | 9- |
| | | | | 5-20 | 10- |
| H. CA. | 028H01C9004 | F | 20 | 1- | 6- |
| | | | | 2-120 | 7- |
| | | | | 3-1 | 8- |
| | | | | 4- | 9- |
| | | | | 5- | 10- |
| H. C. | 140H01C8504 | M | 25 | 1- | 6- |
| | | | | 2- | 7- |
| | | | | 3-342 | 8-13 |
| | | | | 4-1 | 9- |
| | | | | 5-4 | 10- |
| S. C. | 034S07C8705 | M | 23 | 1-1 | 6-1 |
| | | | | 2-55 | 7-1 |
| | | | | 3-75 | 8- |
| | | | | 4-10 | 9- |
| | | | | 5- | 10- |
| K.C. | | M | 14 | 1- | 6-1 |
| | | | | 2-5 | 7- |
| | | | | 3- | 8-26 |
| | | | | 4- | 9- |
| | | | | 5-6 | 11- |
| T. C. | 035T04C9207 | M | 18 | 1-4 | 6-2 |
| | | | | 2-227 | 7- |
| | | | | 3-77 | 8- |
| | | | | 4-13 | 9- |
| | | | | 5- | 10-873 |
| D. D. | 044D04D8804 | M | 22 | 1-4 | 6- |
| | | | | 2-121 | 7- |
| | | | | 3-195 | 8-3 |
| | | | | 4-12 | 9- |
| | | | | 5-11 | 10- |
| J.D. | 43J12D9107 | F | 19 | 1-14 | 6- 4 |
| | | | | 2- 144 | 7- 7 |
| | | | | 3-146 | 8- 3 |
| | | | | 4- 11 | 9- |
| | | | | 5- 3 | 10- |
| P.D. | 580P08D9108 | F | 19 | 1-7 | 6- |
| | | | | 2- 373 | 7- 4 |
| | | | | 3- 179 | 8- 8 |
| | | | | 4- | 9- |
| | | | | 5- 6 | 10- |

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| | | | | | |
|-------|--------------|---|----|---------|-------|
| J.E. | 48J01 E89077 | M | 21 | 1-4 | 6- |
| | | | | 2- 240 | 7- |
| | | | | 3- 973 | 8- 35 |
| | | | | 4- | 9- |
| | | | | 5- 37 | 10- |
| C.E. | 309C08E900 | F | 20 | 1-3 | 6- |
| | | | | 2- 323 | 7- 7 |
| | | | | 3- 214 | 8- 2 |
| | | | | 4- | 9- |
| | | | | 5- 5 | 10- 2 |
| K.F. | 908K07F9309 | M | 17 | 1-58 | 6- 1 |
| | | | | 2- 818 | 7- 2 |
| | | | | 3- | 8-4 |
| | | | | 4- | 9- |
| | | | | 5- 30 | 10- |
| J.G. | 314J01G9107 | F | 20 | 1-4 | 6- 7 |
| | | | | 2- 524 | 7- |
| | | | | 3- 739 | 8- 53 |
| | | | | 4- 3 | 9- |
| | | | | 5- 39 | 10- |
| C.H. | 480C05H8908 | M | 20 | 1-6 | 6-4 |
| | | | | 2-139 | 7- |
| | | | | 3-430 | 8-16 |
| | | | | 4-23 | 9- |
| | | | | 5-19 | 10-1 |
| CA.H. | 67C04H9005 | M | 20 | 1-15 | 6- 4 |
| | | | | 2- 741 | 7- |
| | | | | 3- 1063 | 8- 20 |
| | | | | 4- 29 | 9- |
| | | | | 5- 54 | 10- |
| E.H. | 63E12H8905 | M | 21 | 1-22 | 6- |
| | | | | 2- 1098 | 7- |
| | | | | 3- 568 | 8- |
| | | | | 4- 4 | 9- |
| | | | | 5- 73 | 10- |
| L.H. | 64L10H8905 | M | 21 | 1- | 6- 4 |
| | | | | 2- | 7- |
| | | | | 3- | 8- 9 |
| | | | | 4- | 9- |
| | | | | 5- | 10- 6 |
| MI.H. | 56M07H8804 | M | 22 | 1-2 | 6- 3 |
| | | | | 2- 305 | 7- 3 |
| | | | | 3-1190 | 8- 28 |
| | | | | 4- | 9- |
| | | | | 5- 31 | 10- |
| M. H. | 061M08H9106 | F | 19 | 1-10 | 6-8 |
| | | | | 2- | 7-9 |
| | | | | 3-322 | 8-2 |
| | | | | 4-32 | 9- |
| | | | | 5-13 | 10- |
| S. H. | 302S07H8708 | M | 23 | 1-1 | 6-1 |
| | | | | 2- | 7- |
| | | | | 3-55 | 8-1 |
| | | | | 4- | 9- |
| | | | | 5-1 | 10- |
| ST.H. | 59S11H8806 | M | 22 | 1- 15 | 6- 53 |
| | | | | 2- 538 | 7- |
| | | | | 3- 456 | 8- 21 |
| | | | | 4- 17 | 9- |
| | | | | 5- 30 | 10- |
| L. H. | 224L08H9307 | F | 17 | 1-1 | 6-12 |
| | | | | 2-331 | 7-2 |
| | | | | 3- | 8-7 |
| | | | | 4-4 | 9-13 |
| | | | | 5- | 10- |
| C.J. | 70C08J9006 | F | 20 | 1-14 | 6- 4 |
| | | | | 2- 24 | 7- 16 |
| | | | | 3- 1141 | 8- 24 |
| | | | | 4- | 9- |
| | | | | 5- 8 | 10- |
| J.J. | 511J08J9308 | F | 17 | 1-19 | 6- 29 |
| | | | | 2- 648 | 7- 22 |
| | | | | 3- 735 | 8- 60 |
| | | | | 4- 9 | 9- |
| | | | | 5- 14 | 10- |

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| | | | | | |
|-------|-------------|---|----|---------|--------|
| R.J. | 212R11J9307 | F | 16 | 1- | 6- |
| | | | | 2-118 | 7-10 |
| | | | | 3-143 | 8-1 |
| | | | | 4- | 9- |
| | | | | 5-3 | 10- |
| S.J. | 172S05J9407 | F | 21 | 1- | 6-5 |
| | | | | 2-154 | 7- |
| | | | | 3- | 8-6 |
| | | | | 4- | 9-13 |
| | | | | 5- | 10- |
| A.J. | 171A05J8807 | M | 22 | 1- | 6- |
| | | | | 2-131 | 7- |
| | | | | 3- | 8- |
| | | | | 4- | 9- |
| | | | | 5-4 | 10- |
| A.K. | 259A10K8807 | M | 22 | 1- | 6-5 |
| | | | | 2-67 | 7- |
| | | | | 3-365 | 8-19 |
| | | | | 4-2 | 9- |
| | | | | 5-45 | 10- |
| AL.K. | 304A04K8408 | M | 26 | 1-2 | 6- |
| | | | | 2- | 7- |
| | | | | 3- | 8- |
| | | | | 4-4 | 9- |
| | | | | 5- | 10-190 |
| C.K. | 71C11K8906 | F | 21 | 1-4 | 6- 13 |
| | | | | 2- 342 | 7- 13 |
| | | | | 3- 720 | 8-12 |
| | | | | 4- 49 | 9- |
| | | | | 5- 4 | 10- |
| K.K. | 193K11K9207 | F | 16 | 1-1 | 6-4 |
| | | | | 2-296 | 7-10 |
| | | | | 3-139 | 8- |
| | | | | 4-14 | 9- |
| | | | | 5-1 | 10-1 |
| T.K. | 298T04K9108 | M | 19 | 1-40 | 6- |
| | | | | 2- 281 | 7- 2 |
| | | | | 3- 10 | 8- |
| | | | | 4- 1 | 9- |
| | | | | 5- | 10- |
| B.L. | 81B05L9000 | M | 19 | 1- | 6- |
| | | | | 2-215 | 7- |
| | | | | 3-20 | 8-1 |
| | | | | 4-8 | 9- |
| | | | | 5-5 | 10- |
| D. L. | 321D10L9308 | F | 17 | 1- | 6-8 |
| | | | | 2- | 7- |
| | | | | 3- | 8-1 |
| | | | | 4-22 | 9- |
| | | | | 5- | 10- |
| A.L. | 085A05L8904 | M | 21 | 1-25 | 6-2 |
| | | | | 2-189 | 7- |
| | | | | 3-59 | 8-6 |
| | | | | 4-22 | 9- |
| | | | | 5-11 | 10- |
| J.L. | 176J06L9207 | F | 17 | 1- | 6-6 |
| | | | | 2-14 | 7- |
| | | | | 3-160 | 8- |
| | | | | 4- | 9- |
| | | | | 5-32 | 10- |
| AS.M. | 268A01M9107 | F | 20 | 1-14 | 6- 5 |
| | | | | 2- 551 | 7- 35 |
| | | | | 3- 1143 | 8- 50 |
| | | | | 4- 8 | 9- |
| | | | | 5- 41 | 10- 14 |
| A.M. | 98A06M9106 | F | 18 | 1- | 6- |
| | | | | 2-30 | 7- |
| | | | | 3-283 | 8-2 |
| | | | | 4- | 9- |
| | | | | 5- | 10- |
| CH.M. | 539C10M9608 | M | 14 | 1-24 | 6- 7 |
| | | | | 2- 406 | 7- |
| | | | | 3- 1 | 8- 48 |
| | | | | 4- 8 | 9- |

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|--------|-------------|---|----|---------|----------|
| | | | | 5- 7 | 11- 1099 |
| C.M. | 157C07M9107 | F | 19 | 1-23 | 6- 7 |
| | | | | 2- 387 | 7- 6 |
| | | | | 3- 294 | 8- 28 |
| | | | | 4- 39 | 9- |
| | | | | 5- 9 | 10- |
| CHT.M. | 88C01M9005 | F | 21 | 1-7 | 6- |
| | | | | 2- 171 | 7- 1 |
| | | | | 3- 107 | 8- 2 |
| | | | | 4- 19 | 9- |
| | | | | 5- 6 | 10- |
| D.M. | 177D06M9002 | F | 20 | 1-4 | 6- |
| | | | | 2- 767 | 7- 1 |
| | | | | 3- 10 | 8- 2 |
| | | | | 4- | 9- |
| | | | | 5- 4 | 10- |
| JO.M. | 102J11M8905 | F | 21 | 1-40 | 6- 8 |
| | | | | 2- 581 | 7- 40 |
| | | | | 3- 689 | 8- 18 |
| | | | | 4- 2 | 9-3 |
| | | | | 5- 46 | 10- 215 |
| J.M. | 99J02M8704 | F | 24 | 1-6 | 6- 1 |
| | | | | 2- 178 | 7- 1 |
| | | | | 3-20 | 8-5 |
| | | | | 4-2 | 9- |
| | | | | 5- 3 | 10- |
| M. M. | 091M10M8907 | M | 21 | 1-1 | 6- |
| | | | | 2-190 | 7- |
| | | | | 3-192 | 8-6 |
| | | | | 4-3 | 9- |
| | | | | 5-2 | 10- |
| R.M. | 101R07M8805 | M | 22 | 1-46 | 6- 8 |
| | | | | 2- 927 | 7- |
| | | | | 3- 185 | 8- 6 |
| | | | | 4- 8 | 9- |
| | | | | 5- 46 | 10- |
| S.M. | 87S08M9107 | F | 18 | 1-19 | 6-13 |
| | | | | 2-388 | 7-4 |
| | | | | 3-300 | 8-2 |
| | | | | 4-7 | 9- |
| | | | | 5-26 | 10- |
| L. N. | 103L08N9005 | F | 20 | 1- | 6-1 |
| | | | | 2- | 7-24 |
| | | | | 3-226 | 8-2 |
| | | | | 4- | 9- |
| | | | | 5-4 | 10-1 |
| J. N. | 205J03N9107 | M | 19 | 1-7 | 6-1 |
| | | | | 2- | 7- |
| | | | | 3-566 | 8-28 |
| | | | | 4-16 | 9- |
| | | | | 5-8 | 10- |
| K. N. | 258K01N8807 | M | 22 | 1-14 | 6-1 |
| | | | | 2- | 7- |
| | | | | 3-313 | 8-9 |
| | | | | 4- | 9- |
| | | | | 5-56 | 10- |
| A.P. | 112A10P9106 | F | 19 | 1-42 | 6- 46 |
| | | | | 2- 1118 | 7- 48 |
| | | | | 3- 1221 | 8- 19 |
| | | | | 4- 18 | 9- 18 |
| | | | | 5- 40 | 10- 244 |
| J.P. | 114J12P8805 | M | 22 | 1-27 | 6- 12 |
| | | | | 2- 197 | 7- |
| | | | | 3- 347 | 8- 12 |
| | | | | 4- 71 | 9- |
| | | | | 5- 27 | 10- 1 |
| K.A.P. | 964K04P9309 | M | 17 | 1-6 | 6- |
| | | | | 2- | 7- 5 |
| | | | | 3- 50 | 8- 2 |
| | | | | 4- 3 | 9- |
| | | | | 5- | 10- |
| K.P. | 159K10P9007 | M | 20 | 1-1 | 6- 1 |
| | | | | 2- 253 | 7- |
| | | | | 3- 81 | 8- 1 |
| | | | | 4- | 9- |
| | | | | 5- 3 | 10- |

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| | | | | | |
|-------|-------------|---|----|---------|----------|
| N.P. | 158N10P8707 | M | 23 | 1-41 | 6- 9 |
| | | | | 2- 10 | 7- |
| | | | | 3- 63 | 8- 7 |
| | | | | 4- 48 | 9- |
| | | | | 5- 33 | 10- |
| E. R. | 147E12R8503 | F | 24 | 1-1 | 6-5 |
| | | | | 2-143 | 7-1 |
| | | | | 3-218 | 8- |
| | | | | 4-3 | 9- |
| | | | | 5-8 | 10-188 |
| C.S. | 186C0229006 | M | 20 | 1-1 | 6- |
| | | | | 2-394 | 7- |
| | | | | 3- | 8-1 |
| | | | | 4- | 9- |
| | | | | 5-3 | 10- |
| R.R. | 557R01R9508 | M | 16 | 1-22 | 6- 6 |
| | | | | 2- 571 | 7- |
| | | | | 3- 1 | 8- 50 |
| | | | | 4- | 9- 1 |
| | | | | 5- 30 | 11- 1091 |
| G.S. | 125G07S9207 | M | 18 | 1-2 | 6- |
| | | | | 2- 293 | 7- |
| | | | | 3- 237 | 8- 7 |
| | | | | 4- 6 | 9- |
| | | | | 5- 5 | 10- |
| J.S. | 121J12S8604 | M | 25 | 1-6 | 6-12 |
| | | | | 2-1176 | 7-1 |
| | | | | 3-397 | 8-13 |
| | | | | 4- | 9- |
| | | | | 5-63 | 10-42 |
| M.S. | 319M10S8499 | M | 26 | 1- | 6- 1 |
| | | | | 2- 1568 | 7- |
| | | | | 3- 35 | 8- |
| | | | | 4- | 9- |
| | | | | 5- 4 | 10- |
| C.T. | 188C10T9305 | M | 17 | 1- | 6- |
| | | | | 2- | 7- |
| | | | | 3- | 8- |
| | | | | 4- | 9- |
| | | | | 5- | 10- |
| TY.T | 856T129109 | M | 19 | 1-40 | 6- 6 |
| | | | | 2- 48 | 7-1 |
| | | | | 3- 299 | 8- 10 |
| | | | | 4- 7 | 9- |
| | | | | 5- 23 | 11- 1 |
| T.T. | 187T08T9004 | M | 20 | 1-55 | 6- 4 |
| | | | | 2- 377 | 7- 2 |
| | | | | 3- 292 | 8- 19 |
| | | | | 4- 14 | 9- |
| | | | | 5- 23 | 10- |
| C.W. | 133C11W8904 | M | 20 | 1-4 | 6-6 |
| | | | | 2-124 | 7-1 |
| | | | | 3-279 | 8-8 |
| | | | | 4-19 | 9- |
| | | | | 5-9 | 10- |
| CR.W. | 916C08W9309 | M | 17 | 1-22 | 6- 3 |
| | | | | 2- 691 | 7- 6 |
| | | | | 3- 521 | 8- 31 |
| | | | | 4- | 9- |
| | | | | 5- 24 | 10- |

APPENDIX F: INDEX CONSTRUCTION AND METHODOLOGICAL PROCEDURES

Part 1 Construction of Evaluation Indices

This section describes in detail the procedures used to create the indices employed in the evaluation of changes in the behaviours and attitudes of participants. *Table 1* outlines the indices used in the Evaluation. In this section, question numbers refer to those in the survey instrument.

Table 1: Evaluation Indices

| Scale Title | Range | Higher Scores Indicates |
|---------------------------------|-------|--|
| Attachment to Teachers | 1-4 | More attachment |
| Lack of Commitment to School | 1-4 | Less Committed |
| School Suspensions | 0-40 | Number of suspensions |
| Adult Role models | 0-20 | Number of role models |
| Depression scale | 14-56 | Greater depression |
| Ethnic identity | 4-20 | Greater ethnic pride |
| Substance Abuse | 0-360 | Times using drugs |
| Non-Violent Crime | 0-120 | Number of crimes |
| Violent Crime | 0-80 | Number of crimes |
| General Approval of Aggression | 1-4 | Aggression is acceptable |
| Approval of Retaliation | 1-4 | Retaliation is acceptable |
| Total Approval of Aggression | 1-4 | Aggression/Retaliation acceptable |
| Conflict Resolution Skills | 12-48 | Skills are greater |
| Attitude towards gangs | 0-9 | More accepting of gangs |
| Attachment to Parents | 4-16 | Greater attachment |
| Parental Supervision | 8-32 | Greater positive supervision |
| Pro-social Parental Involvement | 7-28 | Stronger involvement |
| Anti-social peers | 0-24 | More anti-social behaviour among peers |
| Total Risk Score | 0-3 | Greater risk |

1. Attachment to Teacher

Attachment to Teacher—Rochester Youth Development Study

1. If you needed advice on something other than school work, you would go to one of your teachers.
4. Strongly Agree 3. Agree 2. Disagree 1. Strongly Disagree
2. You feel very close to at least one of your teachers.
4. Strongly Agree 3. Agree 2. Disagree 1. Strongly Disagree
3. You don't care what your teachers think of you.
1. Strongly Agree 2. Agree 3. Disagree 4. Strongly Disagree
4. You have lots of respect for your teachers.
4. Strongly Agree 3. Agree 2. Disagree 1. Strongly Disagree
5. Thinking of the teacher you like the most, would you like to be like him or her?
2. In some ways 3. In most ways 1. Not at all

Scoring:

Point values for items 1-4 are assigned as indicate above. For item 3, point values have been reversed. Point values are summed for each respondent and then divided by the number of items. The index ranges from 1 to 4, with higher scores indicate a greater attachment to teachers. Any respondent who had a missing response on any of the questions received a missing value for the index.

2. Lack of Commitment to School

- 22) How often do you feel that the school work you are assigned is meaningful and important?
1. Almost always. 2. Often. 3. Sometimes. 4. Seldom. 5. Never.
- 23) How interesting are most of your courses to you?
1. Very interesting. 2. Quite interesting. 3. Fairly interesting. 4. Slightly dull. 5. Very dull
- 24) How important do you think the things you are learning in school are going to be for your later life?
1. Very important. 2. Quite important. 3. Fairly important. 4. Slightly important 5. Not at all important.

Now, thinking back over the past 6 months in school, how often did you...

- 25) Enjoy being in school?
1. Almost always. 2. Often. 3. Sometimes. 4. Seldom. 5. Never.
- 26) Hate being in school?
1. Almost always. 2. Often. 3. Sometimes. 4. Seldom. 5. Never.
- 27) Try to do your best work in school?
1. Almost always. 2. Often. 3. Sometimes. 4. Seldom. 5. Never.

Scoring:

Coding for question 26 was reversed and scores are summed and divided by the number of items. The scale ranges from 1 to 4, with high scores indicating less commitment to school. Any respondent who had a missing response on any of the questions received a missing value for the index.

Other male relative
Other female adult in community
Other male adult in community
Sports or entertainment star
Other

Scoring:

The index counts the number of “yes” responses to the two sets of questions, with those who answered “No” to questions 2a or 3a scored “0” for no adult role models. The index ranges from 0 to 20, with high scores indicating that the respondent had many adult role models they could go to for advice and/or talk to when in trouble.

5. Depression

The Depression Index is taken from the Rochester Youth Development Study:

In the past 30 days, how often did you ...

1. Feel you had trouble keeping your mind on what you were doing?
2. Feel depressed or very sad?
3. Feel hopeful about the future?
4. Feel bothered by things that don't usually bother you?
5. Not feel like eating because you felt upset about something?
6. Feel that everything you did was an effort?
7. Think seriously about suicide?
8. Feel scared or afraid?
9. Toss and turn when you slept?
10. Feel that you talked less than usual?
11. Feel nervous or stressed?
12. Feel lonely?
13. Feel people disliked you?
14. Feel you enjoyed life?

Scoring:

The point values and response categories for all questions were:

1. never
2. seldom
3. sometimes
4. often

Responses to questions 3 and 14 are reverse coded. The responses are summed to produce an index that ranges from 14, indicating a low level of depression, to 56, indicating a high level of depression. Any respondent who had a missing response on any of the questions received a missing value for the index.

6. Ethnic Identity

The Ethnic Identity index is made up of the following four questions:

How often would you make the following statements?

1. I am proud to be a member of my racial/cultural group.
2. I am accepting of others regardless of their race.
3. I would help someone regardless of their race.
4. I can get along well with most people.

Scoring:

The point values and response categories for all questions are:

1. Never = 1
2. Seldom = 2
3. Sometimes = 3
4. Often = 4
5. Always = 5

Scores are calculated by summing all responses, with a possible range of 4 to 20. Higher scores indicate higher respect for diversity and higher ethnic self-pride. Any respondent who had a missing response on any of the questions received a missing value for the index.

7. Substance Abuse

This index is made up of 9 questions about substance use in the past six months. The first is a “skip” question that streams those who had not done any drugs in the past six month past the drug use questions in the survey. The next 9 questions ask about the frequency of use of various types of drugs:

195. Have you ever used drugs, inhalants, prescription or non-prescription drugs to get drunk or high?

1. Yes 2. No (if no, go to question #205)

How many times in the past 6 months have you...

197) Used marijuana (also called pot, hash, weed, reefer) to get high?

198) Used any form of cocaine (including crack, powder, freebase)?

199) Used heroin (also called smack, junk, China White)?

200) Sniffed glue, breathed the contents of aerosol spray cans, inhaled any paints/sprays/gas?

201) Used methamphetamines (also called speed, crystal meth, crank, ice)?

202) Used ecstasy (also called MDMA)?

202a) Used a needle to inject any illegal drug into your body?

203) Used prescription drugs to get high (such as morphine, anti-depressants, Oxycontin, Ritalin, painkillers, etc.)?

203a) Used over-the-counter drugs to get high (such as Gravol, Tylenol, cold medication, etc)?

Scoring:

The response categories for the 9 drug-use questions indicate the number of time the respondent had used the particular drug in the last six months. These categories were recoded to category mid-points and scored in the following fashion, with those who answered “no” to question 195 (the skip question) assigned a ‘0’ on all 9 drug-use questions:

0 times= 0
1 or 2 times=2
3 to 5 times=4
6 to 9 times =7
10 to 19 times=14
20 to 29 times=24
30 to 39 times=34
40 + times=40

The scores for all 9 drug-use questions are summed to produce an index that ranges from 0, indicating no drug-use of any kind, to a high of 360 instances of drug-use over the past six months. Any respondent who had a missing response on any question receives a missing value for the index.

8. Non-violent Crime

This index is based on questions 57, 58 and 59 in the survey:

How many times in the past 6 months have you...

57) Sold illegal drugs?

Never 1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times 20 to 29 times
 30 to 39 times 40 + times

58) Stolen or tried to steal a motor vehicle such as a car or motorcycle?

Never 1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times 20 to 29 times
 30 to 39 times 40 + times

59) Been arrested?

Never 1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times 20 to 29 times
 30 to 39 times 40 + times

Scoring:

The response categories were recoded to category mid-points and scored in the following fashion:

0 times= 0
1 or 2 times=2
3 to 5 times=4
6 to 9 times =7
10 to 19 times=14
20 to 29 times=24
30 to 39 times=34
40 + times=40

The index is created by summing items 57 to 59. The possible scores range from 0 to 120, and indicate the number of instances of non-violent crime the respondent engaged in. Any respondent who had a missing response on any question receives a missing value for the index.

9. Violent Crime

This index is based on questions 56, 60, and 62 in the survey:

How many times in the past 6 months have you...

56) Carried a handgun?

Never 1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times 20 to 29 times
 30 to 39 times 40 + times

60) Attacked someone with the idea of seriously hurting them?

- Never 1 or 2 times 3 to 5 times 6 to 9 times 10 to 19 times 20 to 29 times
 30 to 39 times 40 + times

Scoring:

The response categories were recoded to category mid-points and scored in the following fashion:

- 0 times= 0
1 or 2 times=2
3 to 5 times=4
6 to 9 times =7
10 to 19 times=14
20 to 29 times=24
30 to 39 times=34
40 + times=40

The index is created by summing the two items. The possible scores range from 0 to 80, and indicate the number of instances of non-violent crime the respondent engaged in. Any respondent who had a missing response on any question receives a missing value for the index.

10. Normative Beliefs about Aggression

There are four indices that assess various aspects of the youths' beliefs associated with violence. The first three comprise a set of scales concerning norms about aggression. The fourth assesses the youths' conflict resolution skills.

Retaliation Belief Questions:

Suppose a boy says something bad to another boy, John.

1. Do you think it's OK for John to scream at him?
 It's perfectly OK It's sort of OK It's sort of wrong It's really wrong
2. Do you think it's OK for John to hit him?
 It's perfectly OK It's sort of OK It's sort of wrong It's really wrong

Suppose a boy says something bad to a girl.

3. Do you think it's wrong for the girl to scream at him?
 It's really wrong It's sort of wrong It's sort of OK It's perfectly OK
4. Do you think it's wrong for the girl to hit him?
 It's really wrong It's sort of wrong It's sort of OK It's perfectly OK

Suppose a girl says something bad to another girl, Mary.

5. Do you think it's OK for Mary to scream at her?
 It's perfectly OK It's sort of OK It's sort of wrong It's really wrong
6. Do you think it's OK for Mary to hit her?
 It's perfectly OK It's sort of OK It's sort of wrong It's really wrong

Suppose a girl says something bad to a boy.

7. Do you think it's wrong for the boy to scream at her?
 It's really wrong It's sort of wrong It's sort of OK It's perfectly OK
8. Do you think it's wrong for the boy to hit her?
 It's really wrong It's sort of wrong It's sort of OK It's perfectly OK

Suppose a boy hits another boy, John?

9. Do you think it's wrong for John to hit him back?
 It's really wrong It's sort of wrong It's sort of OK It's perfectly OK

Suppose a boy hits a girl.

10. Do you think it's OK for the girl to hit him back?

■ It's perfectly OK ■ It's sort of OK ■ It's sort of wrong ■ It's really wrong

Suppose a girl hits another girl, Mary.

11. Do you think it's wrong for Mary to hit her back?

■ It's really wrong ■ It's sort of wrong ■ It's sort of OK ■ It's perfectly OK

Suppose a girl hits a boy.

12. Do you think it's OK for the boy to hit her back?

■ It's perfectly OK ■ It's sort of OK ■ It's sort of wrong ■ It's really wrong

General Belief Questions:

13. In general, it is wrong to hit other people.

■ It's really wrong ■ It's sort of wrong ■ It's sort of OK ■ It's perfectly OK

14. If you're angry, it is OK to say mean things to other people.

■ It's perfectly OK ■ It's sort of OK ■ It's sort of wrong ■ It's really wrong

15. In general, it is OK to yell at others and say bad things.

■ It's perfectly OK ■ It's sort of OK ■ It's sort of wrong ■ It's really wrong

16. It is usually OK to push or shove other people around if you're mad.

■ It's perfectly OK ■ It's sort of OK ■ It's sort of wrong ■ It's really wrong

17. It is wrong to insult other people.

■ It's really wrong ■ It's sort of wrong ■ It's sort of OK ■ It's perfectly OK

18. It is wrong to take it out on others by saying mean things when you're mad.

■ It's really wrong ■ It's sort of wrong ■ It's sort of OK ■ It's perfectly OK

19. It is generally wrong to get into physical fights with others.

■ It's really wrong ■ It's sort of wrong ■ It's sort of OK ■ It's perfectly OK

20. In general, it is OK to take your anger out on others by using physical force.

■ It's perfectly OK ■ It's sort of OK ■ It's sort of wrong ■ It's really wrong

The items are scored using the following 4-point scale:

It's perfectly OK = 4

It's sort of OK = 3

It's sort of wrong = 2

It's really wrong = 1

A. General Approval Aggression. This scale is calculated by summing participants' responses to 8 items (items 12-20) and dividing by the total number of items. A maximum score of 4 indicates a belief that it is generally acceptable to aggress against others. A minimum score of 1 indicates the belief that aggression against others is generally unacceptable.

B. Approval of Retaliation. The second scale is calculated by summing participants' responses to 12 items (items 1-12) and dividing by the total number of items. A maximum score of 4 indicates a belief that it is acceptable to aggress against others in specific provocation situations. A minimum score of 1 indicates the belief that it is unacceptable to aggress against others in specific provocation situations.

C. Total Approval of Aggression. The third scale measures beliefs about aggression in both specific and general situations. It is calculated by averaging all 20 items. Higher scores indicate acceptance of both aggression and retaliation.

Respondents were allowed to have missing data on one question for each of the scales, with their scores based on the average of N-1 items (the number of scale items minus 1).

D. Conflict Resolution. This scale measures the youths' conflict resolution skills, including their levels of self-control and cooperation. The questions are:

Self-Control:

1. Sometimes you have to physically fight to get what you want.
2. I get mad easily.
3. I do whatever I feel like doing.
4. When I am mad, I yell at people.
5. Sometimes I break things on purpose
6. If I fell like it, I hit people.

The response categories for these questions and the score values are:

YES! = 1
yes = 2
no = 3
NO! =4

Cooperation:

1. I like to help around the house
2. Being part of a team is fun.
3. Helping others makes me feel good.
4. I always like to do my part.
5. It is important to do your part in helping at home.
6. Helping others is very satisfying.

The response categories for these questions and the score values are:

YES! = 4
yes = 3
no = 2
NO! =1

The responses are summed and scores can range from 12 to 48, with high scores indicating positive conflict resolution skills. Any respondent who had a missing response on any question receives a missing value for the index.

11. Attitudes towards Gangs

These items measure attitudes toward gangs. Respondents are asked to indicate how true certain statements about gangs are for them.

1. I think you are safer, and have protection, if you join a gang.
2. I will probably join a gang.
3. Some of my friends at school belong to gangs.
4. I think it's cool to be in a gang.
5. My friends would think less of me if I joined a gang.
6. I believe it is dangerous to join a gang; you will probably end up getting hurt or killed if you belong to a gang.
7. I think being in a gang makes it more likely that you will get into trouble.

8. Some people in my family belong to a gang, or used to belong to a gang.

9. I belong to a gang.

Scoring:

Point values are assigned as 0 = "Not true for me" and 1 = "True for me". Items 5, 6 and 7 are reverse coded, then a total is derived by summing all items. The index ranges from 0 to 9, with high scores indicating a more accepting attitude toward gangs. Any respondent who had a missing response on any question receives a missing value for the index.

12. Attachment to Parents

This index measure students' perceptions of how close they feel to their fathers and mothers, and whether they share their thoughts and feelings with their parents. Respondents are asked to indicate how strongly they feel each sentence is true for them. A "YES!" is checked if the statement is very true for them; "yes" if it is somewhat true; "no" if it is somewhat false; and "NO!" if it is very false. Respondents who answered with "sometimes" were assigned a "yes" answer.

167. Do you feel very close to your mother?

168. Do you share your thoughts and feelings with your mother?

171. Do you share your thoughts and feelings with your father?

175. Do you feel very close to your father?

Scoring:

Items 1-4 are scored as follows:

YES! = 4

yes = 3

no = 2

NO! = 1

Point values for all items are added. The scale ranges from 4 to 16, with higher scores indicate higher levels of parental attachment. Any respondent who had a missing response on any question receives a missing value for the index. Missing values were also assigned to those who do not live with their parents.

13. Parental Supervision

These items measure students' perceptions of what rules their parents have established and how closely their parents monitor those rules. Respondents are asked to indicate the extent to which they agree or disagree with statements describing their parents supervisory standards and behavior. A "YES!" is checked if the statement is very true for them; "yes" if it is somewhat true; "no" if it is somewhat false; and "NO!" if it is very false. Respondents who answered with "sometimes" were assigned a "yes" answer.

157. The rules in my family are clear.

160. When I am not at home, one of my parents knows where I am and who I am with.

162. If you drank some beer or wine or liquor (for example, vodka, whiskey, or gin) without your parents' permission, would you be caught by your parents?

163. My family has clear rules about alcohol and drug use.

164. If you carried a handgun without your parents' permission, would you be caught by your parents?

165. If you skipped school would you be caught by your parents?

177. My parents ask if I've gotten my homework done.

179. Would your parents know if you did not come home on time?

Scoring:

Point values are assigned as follows:

YES! = 4

yes = 3

no = 2

NO! = 1

Point values for all items are added, with scores ranging from 8-32. Higher scores indicate higher levels of positive parental supervision. Any respondent who had a missing response on any question receives a missing value for the index. Missing values were also assigned to those who do not live with their parents.

14. Pro-Social Parental Involvement

These items measure students' perceptions of the opportunities and rewards offered by and experienced with their parents. Respondents are asked to indicate how much they agree or disagree with seven statements about their relationship with their mother or father. Except where indicated below, a "YES!" is checked if the statement is very true for them; "yes" if it is somewhat true; "no" if it is somewhat false; and "NO!" if it is very false. Respondents who answered with "sometimes" were assigned a "yes" answer.

166) My parents notice when I am doing a good job and let me know about it.

Never or almost never

Sometimes

Often

All the time

169) My parents ask me what I think before most family decisions affecting me are made.

170) How often do your parents tell you they're proud of you for something you've done?

Never or almost never

Sometimes

Often

All the time

172) Do you enjoy spending time with your mother?

173) Do you enjoy spending time with your father?

174) If I had a personal problem, I could ask my mom or dad for help.

176) My parents give me lots of chances to do fun things with them.

Scoring:

Questions 169 and 172-176 are scored as follows:

YES! = 4

yes = 3

no = 2

NO! = 1

Questions 166 and 170 are scored as follows:

All the time = 4

Often = 3

Sometimes = 2

Never or almost never = 1

Point values for all items are added, with a possible total score ranging from 7-28. Higher scores indicate stronger pro-social parental involvement. Any respondent who had a missing response on any question receives a missing value for the index. Missing values were also assigned to those who do not live with their parents.

15. Anti-Social Peer Group

This item counts the number of friends the youths have who were involved in anti-social or criminal behaviour in the previous six months.

Think of your four best friends (the friends you feel closest to.) In the past 6 months, how many of your best friends have:

28) Been suspended from school?

None 1 2 3 4

29) Carried a handgun?

None 1 2 3 4

30) Sold illegal drugs?

None 1 2 3 4

31) Stolen or tried to steal a car or motorcycle?

None 1 2 3 4

32) Been arrested?

None 1 2 3 4

33) Dropped out of school?

None 1 2 3 4

34) Been members of a gang?

None 1 2 3 4

Scoring:

The items are summed to produce an index that ranges from 0 to 24, with higher scores indicating higher levels of anti-social or criminal behaviour among the youths' close friends. Any respondent who had a missing response on any question receives a missing value for the index.

16. Total Risk Index

The Total Risk Index is created by combing the scores from the Substance Abuse, Non-Violent Crime, Violent Crime, Suspensions, Anti-Social Peers and Adult Role Model scales described above, along with the information on the whether or not the respondent is currently a gang member.

The scores for the six component indices are grouped into three categories representing low, medium and high risk groups as outlined in *Table 2* below. Note that the Adult Role Model index is reverse-coded for inclusion in the Total Risk Index so that youths with fewer role models are considered to be at higher risk. The information on gang-membership comes from Question 85 in the survey and is coded 0 = low for "No" and "Don't Know" responses, and 1= high for a "Yes" response. The grouped scores are then assigned to the Total Risk Index as outlined in Appendix *Table 3*.

Table 2: Scoring Criteria and Substantive Meaning for Component Scales Used to Construct Total Risk Scores

| Total Risk Scoring Procedure | | | |
|------------------------------|-----------------------|---------------------------|-----------------------------|
| Index | Low=0 | Medium=1 | High=2 |
| Gang Membership | 0 | n/a | yes |
| Substance Abuse | 0 | 1 through 19 | 20 and higher |
| Non-Violent Crime | 0 | 1 or 2 | 3 and higher |
| Violent Crime | 0 | 1 or 2 | 3 and higher |
| Adult Role models | 5 to 20 | 3 or 4 | 1 or 2 |
| Anti-Social Peers | 0 | 1 or 2 | 3 and higher |
| Suspensions | 0 | 1 or 2 | 3 and higher |
| Substantive Meaning | | | |
| Index | Low | Medium | High |
| Gang Membership | not a gang member | not applicable | currently a gang-member |
| Substance Abuse | did not use any | used drugs 1 to 19 times | used drugs 20 or more times |
| Non-Violent Crime | none | committed 1 or 2 crimes | committed 3 or more |
| Violent Crime | none | committed 1 or 2 crimes | committed 3 or more |
| Adult Role models | 5 or more role models | 3 or 4 role models | 1 or 2 role models |
| Anti-Social Peers | none | has gang-involved friends | (not possible) |
| Suspensions | none | suspended 1 or 2 times | suspended 3 or more times |

Appendix Table 3 shows the minimum combination (lower limit) and the maximum combination (upper limit) of low, medium and high scores from the grouping of the component index scores that define the four levels of Total Risk. For example, the very low total risk group had low scores on all seven component scales, as defined in *Appendix Table 2*. As the number of medium and high scores increase the total risk level goes up, with the lower limit of the high total risk group being youths who had 2 low scores, 3 medium scores and 2 high scores on the component indices, and an upper limit of youths with high scores on all seven components.

Table 3: Assigning Grouped Index Scores to the Total Risk Index

| Total Risk Score | | Number of Scores From Grouped Index Scores in Appendix Table 2 | | |
|------------------|-------------|---|--------|------|
| | | Low | Medium | High |
| Very Low | Upper Limit | 7 | 0 | 0 |
| Low | Lower Limit | 6 | 1 | 0 |
| | Upper Limit | 2 | 5 | 0 |
| Medium | Lower Limit | 1 | 6 | 0 |
| | Upper Limit | 3 | 2 | 2 |
| High | Lower Limit | 2 | 3 | 2 |
| | Upper Limit | 0 | 0 | 7 |

Part 2 Evaluation Test Results in Detail

Tables 4 and 5 present the detailed output from the testing procedures. Appendix F Table 4 presents the descriptive statistics for the indices involved in the T-test analyses of change over time. For each index, the first two rows show the information for indices involved in the comparison of Time 2 to Time 1; the next two rows show the information for the indices involved in the comparisons of Time 3 to Time 1, and so on. Appendix F Table 5 shows the T-test information for the same comparisons. The test procedure is the Matched Paired T-Test where each individual's score on the index at the earlier time is subtracted from their score on the index at the later time (for example, Time 1 scores subtracted from Time 2 scores) to produce a "difference score" that records the increase or decrease in scale values for all the respondents. The average of the difference scores is taken and the t-test is applied to determine if the change from one time to the next is statistically significant. The change is significant if there is a 95% or higher probability that the change in the average score over a given time period is not equal to zero. In Appendix F Table 5, the Mean Difference column shows the mean of the differences between the index scores at the two indicated time points; the S.D is the standard deviation of the difference scores; the T is the value of the T statistic; the df are the degrees of freedom for the test, and will always equal N-1, the number of individuals involved in the comparison; the p-value is the probability that the mean difference is equal to zero, and the asterisk indicates whether or not the p-value is less than or equal to the conventional significance level of 0.05.

Table 4: Descriptive Statistics for Index Comparisons Over Time

| Index Title | Paired Time Points | Mean | N | Std. Deviation | Std. Error Mean | |
|------------------------|------------------------------|--------|--------|----------------|-----------------|-------|
| Attachment to Teachers | Time 1 | 2.626 | 108 | 0.481 | 0.046 | |
| | Time 2 | 2.659 | 108 | 0.496 | 0.048 | |
| | Time 1 | 2.629 | 76 | 0.504 | 0.058 | |
| | Time 3 | 2.637 | 76 | 0.513 | 0.059 | |
| | Time 1 | 2.646 | 48 | 0.524 | 0.076 | |
| | Time 4 | 2.825 | 48 | 0.447 | 0.065 | |
| | Time 1 | 2.567 | 24 | 0.506 | 0.103 | |
| | Time 5 | 2.842 | 24 | 0.504 | 0.103 | |
| | Time 1 | 2.650 | 12 | 0.401 | 0.116 | |
| | Time 6 | 3.083 | 12 | 0.501 | 0.145 | |
| | | | | | | |
| | Lack of Commitment to School | Time 1 | 2.289 | 97 | 0.691 | 0.070 |
| Time 2 | | 2.298 | 97 | 0.666 | 0.068 | |
| Time 1 | | 2.251 | 67 | 0.688 | 0.084 | |
| Time 3 | | 2.224 | 67 | 0.716 | 0.087 | |
| Time 1 | | 2.170 | 40 | 0.689 | 0.109 | |
| Time 4 | | 2.168 | 40 | 0.556 | 0.088 | |
| Time 1 | | 2.058 | 19 | 0.746 | 0.171 | |
| Time 5 | | 2.116 | 19 | 0.700 | 0.161 | |
| Time 1 | | 2.080 | 10 | 0.668 | 0.211 | |
| Time 6 | | 2.180 | 10 | 0.739 | 0.234 | |
| | | | | | | |
| School Suspensions | | Time 1 | 0.692 | 107 | 1.450 | 0.140 |
| | Time 2 | 0.607 | 107 | 1.279 | 0.124 | |
| | Time 1 | 0.500 | 74 | 1.295 | 0.151 | |
| | Time 3 | 0.189 | 74 | 0.676 | 0.079 | |
| | Time 1 | 0.563 | 48 | 1.382 | 0.200 | |
| | Time 4 | 0.292 | 48 | 0.713 | 0.103 | |
| | Time 1 | 0.625 | 24 | 1.663 | 0.340 | |
| | Time 5 | 0.250 | 24 | 0.897 | 0.183 | |
| | Time 1 | 0.500 | 12 | 1.243 | 0.359 | |
| | Time 6 | 0.000 | 12 | 0.000 | 0.000 | |
| | | | | | | |
| | Adult Role Models | Time 1 | 5.752 | 109 | 4.460 | 0.427 |
| Time 2 | | 6.092 | 109 | 5.021 | 0.481 | |
| Time 1 | | 5.816 | 76 | 4.721 | 0.542 | |
| Time 3 | | 6.750 | 76 | 5.416 | 0.621 | |
| Time 1 | | 5.918 | 49 | 4.962 | 0.709 | |
| Time 4 | | 6.959 | 49 | 4.954 | 0.708 | |
| Time 1 | | 6.125 | 24 | 5.211 | 1.064 | |
| Time 5 | | 7.708 | 24 | 6.189 | 1.263 | |
| Time 1 | | 8.000 | 12 | 6.647 | 1.919 | |
| Time 6 | | 10.500 | 12 | 5.931 | 1.712 | |
| | | | | | | |
| Depression Scale | | Time 1 | 34.218 | 101 | 7.863 | 0.782 |
| | Time 2 | 33.099 | 101 | 8.143 | 0.810 | |
| | Time 1 | 34.329 | 73 | 8.189 | 0.958 | |
| | Time 3 | 33.342 | 73 | 7.040 | 0.824 | |
| | Time 1 | 35.022 | 45 | 7.387 | 1.101 | |
| | Time 4 | 32.867 | 45 | 8.543 | 1.274 | |

| | | | | | |
|--------------------------------|--------|--------|-----|--------|-------|
| | Time 1 | 33.818 | 22 | 7.487 | 1.596 |
| | Time 5 | 33.455 | 22 | 8.534 | 1.819 |
| | Time 1 | 34.000 | 11 | 7.483 | 2.256 |
| | Time 6 | 30.273 | 11 | 6.544 | 1.973 |
| | | | | | |
| Ethnic Identity | Time 1 | 17.472 | 108 | 2.537 | 0.244 |
| | Time 2 | 17.389 | 108 | 2.324 | 0.224 |
| | Time 1 | 17.421 | 76 | 2.440 | 0.280 |
| | Time 3 | 17.645 | 76 | 2.273 | 0.261 |
| | Time 1 | 17.792 | 48 | 2.073 | 0.299 |
| | Time 4 | 17.750 | 48 | 2.292 | 0.331 |
| | Time 1 | 17.708 | 24 | 2.177 | 0.444 |
| | Time 5 | 18.125 | 24 | 2.071 | 0.423 |
| | Time 1 | 18.167 | 12 | 1.801 | 0.520 |
| | Time 6 | 17.333 | 12 | 2.570 | 0.742 |
| | | | | | |
| Substance Abuse | Time 1 | 29.988 | 85 | 26.400 | 2.863 |
| | Time 2 | 29.329 | 85 | 24.064 | 2.610 |
| | Time 1 | 28.034 | 59 | 24.047 | 3.131 |
| | Time 3 | 27.627 | 59 | 32.558 | 4.239 |
| | Time 1 | 26.875 | 40 | 22.480 | 3.554 |
| | Time 4 | 24.175 | 40 | 22.197 | 3.510 |
| | Time 1 | 24.400 | 20 | 24.112 | 5.392 |
| | Time 5 | 17.950 | 20 | 20.020 | 4.477 |
| | Time 1 | 31.500 | 10 | 28.399 | 8.981 |
| | Time 6 | 15.900 | 10 | 20.420 | 6.457 |
| | | | | | |
| Non-Violent Crime | Time 1 | 6.570 | 107 | 10.962 | 1.060 |
| | Time 2 | 6.327 | 107 | 11.809 | 1.142 |
| | Time 1 | 7.093 | 75 | 12.059 | 1.392 |
| | Time 3 | 4.400 | 75 | 9.294 | 1.073 |
| | Time 1 | 7.306 | 49 | 11.999 | 1.714 |
| | Time 4 | 2.551 | 49 | 3.969 | 0.567 |
| | Time 1 | 7.250 | 24 | 13.553 | 2.766 |
| | Time 5 | 2.208 | 24 | 3.730 | 0.761 |
| | Time 1 | 7.417 | 12 | 13.675 | 3.947 |
| | Time 6 | 0.667 | 12 | 1.303 | 0.376 |
| | | | | | |
| Violent Crime | Time 1 | 2.064 | 109 | 3.847 | 0.369 |
| | Time 2 | 1.624 | 109 | 4.068 | 0.390 |
| | Time 1 | 2.039 | 76 | 4.145 | 0.476 |
| | Time 3 | 2.711 | 76 | 9.834 | 1.128 |
| | Time 1 | 2.020 | 49 | 4.235 | 0.605 |
| | Time 4 | 0.694 | 49 | 1.122 | 0.160 |
| | Time 1 | 1.958 | 24 | 3.641 | 0.743 |
| | Time 5 | 0.750 | 24 | 1.294 | 0.264 |
| | Time 1 | 2.167 | 12 | 4.387 | 1.266 |
| | Time 6 | 0.500 | 12 | 1.243 | 0.359 |
| | | | | | |
| General Approval of Aggression | Time 1 | 1.625 | 53 | 0.555 | 0.076 |
| | Time 2 | 1.513 | 53 | 0.520 | 0.071 |
| | | | | | |
| Approval of Retaliation | Time 1 | 1.999 | 52 | 0.544 | 0.075 |

| | | | | | |
|---------------------------------|--------|--------|-----|-------|-------|
| | Time 2 | 1.980 | 52 | 0.515 | 0.071 |
| Total Approval of Aggression | Time 1 | 1.845 | 52 | 0.492 | 0.068 |
| | Time 2 | 1.791 | 52 | 0.468 | 0.065 |
| Conflict Resolution Skills | Time 1 | 34.333 | 51 | 5.007 | 0.701 |
| | Time 2 | 36.725 | 51 | 4.829 | 0.676 |
| Attitude Towards Gangs | Time 1 | 2.606 | 104 | 1.657 | 0.162 |
| | Time 2 | 2.413 | 104 | 1.549 | 0.152 |
| | Time 1 | 2.625 | 72 | 1.524 | 0.180 |
| | Time 3 | 2.361 | 72 | 1.259 | 0.148 |
| | Time 1 | 2.667 | 48 | 1.294 | 0.187 |
| | Time 4 | 2.292 | 48 | 1.091 | 0.157 |
| | Time 1 | 2.625 | 24 | 1.345 | 0.275 |
| | Time 5 | 1.833 | 24 | 0.816 | 0.167 |
| | Time 1 | 2.917 | 12 | 1.165 | 0.336 |
| | Time 6 | 2.083 | 12 | 0.669 | 0.193 |
| Attachment to Parents | Time 1 | 10.590 | 100 | 3.340 | 0.334 |
| | Time 2 | 10.520 | 100 | 3.050 | 0.305 |
| | Time 1 | 10.493 | 71 | 3.320 | 0.394 |
| | Time 3 | 10.268 | 71 | 3.014 | 0.358 |
| | Time 1 | 10.283 | 46 | 3.284 | 0.484 |
| | Time 4 | 10.283 | 46 | 2.865 | 0.422 |
| | Time 1 | 10.826 | 23 | 3.499 | 0.730 |
| | Time 5 | 10.913 | 23 | 2.466 | 0.514 |
| | Time 1 | 9.818 | 11 | 3.995 | 1.205 |
| | Time 6 | 10.909 | 11 | 3.390 | 1.022 |
| Positive Parental Supervision | Time 1 | 21.721 | 104 | 5.741 | 0.563 |
| | Time 2 | 20.942 | 104 | 4.911 | 0.482 |
| | Time 1 | 21.929 | 70 | 5.441 | 0.650 |
| | Time 3 | 21.300 | 70 | 5.218 | 0.624 |
| | Time 1 | 21.289 | 45 | 5.775 | 0.861 |
| | Time 4 | 20.422 | 45 | 5.433 | 0.810 |
| | Time 1 | 22.000 | 23 | 5.257 | 1.096 |
| | Time 5 | 20.870 | 23 | 5.190 | 1.082 |
| | Time 1 | 20.333 | 12 | 3.985 | 1.150 |
| | Time 6 | 19.167 | 12 | 4.108 | 1.186 |
| Pro-Social Parental Involvement | Time 1 | 19.510 | 98 | 5.041 | 0.509 |
| | Time 2 | 18.918 | 98 | 5.200 | 0.525 |
| | Time 1 | 19.429 | 70 | 4.939 | 0.590 |
| | Time 3 | 18.757 | 70 | 5.100 | 0.610 |
| | Time 1 | 19.304 | 46 | 4.834 | 0.713 |
| | Time 4 | 18.891 | 46 | 4.488 | 0.662 |
| | Time 1 | 19.783 | 23 | 4.833 | 1.008 |
| | Time 5 | 19.087 | 23 | 4.368 | 0.911 |
| | Time 1 | 18.727 | 11 | 5.551 | 1.674 |
| | Time 6 | 19.545 | 11 | 5.106 | 1.540 |
| Anti-social Peers | Time 1 | 1.972 | 106 | 0.951 | 0.092 |

| | | | | | |
|------------|--------|-------|-----|-------|-------|
| | Time 2 | 1.915 | 106 | 0.917 | 0.089 |
| | Time 1 | 1.959 | 73 | 0.964 | 0.113 |
| | Time 3 | 1.767 | 73 | 0.874 | 0.102 |
| | Time 1 | 2.111 | 45 | 0.885 | 0.132 |
| | Time 4 | 1.911 | 45 | 0.874 | 0.130 |
| | Time 1 | 1.957 | 23 | 1.022 | 0.213 |
| | Time 5 | 1.609 | 23 | 0.783 | 0.163 |
| | Time 1 | 2.182 | 11 | 0.874 | 0.263 |
| | Time 6 | 1.818 | 11 | 0.982 | 0.296 |
| | | | | | |
| Total Risk | Time 1 | 2.509 | 109 | 0.963 | 0.092 |
| | Time 2 | 2.449 | 109 | 0.878 | 0.084 |
| | Time 1 | 2.503 | 76 | 0.976 | 0.112 |
| | Time 3 | 2.281 | 76 | 0.903 | 0.104 |
| | Time 1 | 2.543 | 49 | 0.893 | 0.128 |
| | Time 4 | 2.325 | 49 | 0.550 | 0.079 |
| | Time 1 | 2.310 | 24 | 0.954 | 0.195 |
| | Time 5 | 1.880 | 24 | 0.657 | 0.134 |
| | Time 1 | 2.400 | 12 | 0.957 | 0.276 |
| | Time 6 | 1.813 | 12 | 0.677 | 0.196 |

Table 5: T-Tests for Index Comparisons Over Time

| Index Title | Paired Time Points | Mean Diff. | SD | t | df | p | Sig | ES (d) | Power |
|------------------------------|--------------------|------------|--------|--------|-------|-------|-------|--------|-------|
| Attachment to Teachers | T1 to T2 | 0.033 | 0.506 | 0.685 | 107 | 0.495 | | 0.08 | 0.21 |
| | T1 to T3 | 0.008 | 0.591 | 0.116 | 75 | 0.908 | | 0.02 | 0.07 |
| | T1 to T4 | 0.179 | 0.650 | 1.910 | 47 | 0.062 | | 0.39 | 0.84 |
| | T1 to T5 | 0.275 | 0.607 | 2.221 | 23 | 0.037 | * | 0.63* | 0.91 |
| | T1 to T6 | 0.433 | 0.608 | 2.469 | 11 | 0.031 | * | 1.01* | 0.94 |
| | T2 to T3 | -0.037 | 0.504 | -0.642 | 74 | 0.523 | | 0.11 | 0.24 |
| | T2 to T4 | 0.117 | 0.490 | 1.651 | 47 | 0.105 | | 0.35 | 0.77 |
| | T2 to T5 | 0.133 | 0.394 | 1.657 | 23 | 0.111 | | 0.47 | 0.72 |
| | T2to T6 | 0.267 | 0.412 | 2.242 | 11 | 0.047 | * | 0.89* | 0.89 |
| | T3 to T4 | 0.158 | 0.398 | 2.758 | 47 | 0.008 | * | 0.57* | 0.99 |
| | T3 to T5 | 0.117 | 0.445 | 1.285 | 23 | 0.212 | | 0.35 | 0.51 |
| | T3 to T6 | 0.350 | 0.353 | 3.436 | 11 | 0.006 | * | 1.45* | 0.99 |
| | T4 to T5 | -0.113 | 0.408 | -1.328 | 22 | 0.198 | | 0.44 | 0.66 |
| T4 to T6 | 0.083 | 0.386 | 0.748 | 11 | 0.470 | | 0.30 | 0.25 | |
| T5 to T6 | 0.217 | 0.376 | 1.995 | 11 | 0.071 | | 0.79* | 0.82 | |
| Lack of Commitment to School | T1 to T2 | 0.009 | 0.600 | 0.152 | 96 | .879 | | 0.02 | 0.07 |
| | T1 to T3 | -0.028 | 0.635 | -0.356 | 66 | .723 | | 0.07 | 0.14 |
| | T1 to T4 | -0.002 | 0.596 | -0.027 | 39 | .979 | | 0.00 | 0.05 |
| | T1 to T5 | 0.058 | 0.764 | 0.330 | 18 | .745 | | 0.11 | 0.12 |
| | T1 to T6 | 0.100 | 0.662 | 0.478 | 9 | .644 | | 0.21 | 0.15 |
| | T2 to T3 | -0.056 | 0.678 | -0.659 | 62 | .512 | | 0.10 | 0.19 |
| | T2 to T4 | 0.081 | 0.534 | 0.944 | 38 | .351 | | 0.21 | 0.36 |
| | T2 to T5 | 0.097 | 0.589 | 0.721 | 18 | .480 | | 0.24 | 0.26 |
| | T2to T6 | 0.080 | 0.634 | 0.399 | 9 | .699 | | 0.18 | 0.13 |
| | T3 to T4 | 0.100 | 0.502 | 1.211 | 36 | .234 | | 0.28 | 0.51 |
| | T3 to T5 | 0.095 | 0.661 | 0.625 | 18 | .540 | | 0.23 | 0.25 |
| | T3 to T6 | 0.080 | 0.509 | 0.497 | 9 | .631 | | 0.22 | 0.16 |
| | T4 to T5 | -0.106 | 0.644 | -0.695 | 17 | .496 | | 0.22 | 0.23 |
| T4 to T6 | -0.067 | 0.346 | -0.577 | 8 | .580 | | 0.31 | 0.21 | |
| T5 to T6 | -0.020 | 0.394 | -0.161 | 9 | .876 | | 0.07 | 0.02 | |
| School Suspensions | T1 to T2 | -0.084 | 1.543 | -0.564 | 106 | .574 | | 0.08 | 0.20 |
| | T1 to T3 | -0.311 | 1.249 | -2.141 | 73 | .036 | * | 0.39 | 0.95 |
| | T1 to T4 | -0.271 | 1.498 | -1.253 | 47 | .217 | | 0.27 | 0.58 |
| | T1 to T5 | -0.375 | 1.974 | -0.931 | 23 | .362 | | 0.28 | 0.38 |
| | T1 to T6 | -0.500 | 1.243 | -1.393 | 11 | .191 | | 0.81* | 0.84 |
| | T2 to T3 | -0.342 | 1.150 | -2.594 | 75 | .011 | * | 0.44 | 0.92 |
| | T2 to T4 | -0.122 | 1.317 | -0.651 | 48 | .518 | | 0.13 | 0.23 |
| | T2 to T5 | -0.250 | 1.595 | -0.768 | 23 | .450 | | 0.22 | 0.22 |
| | T2to T6 | -0.333 | 1.155 | -1.000 | 11 | .339 | | 0.58* | 0.59 |
| | T3 to T4 | 0.122 | 0.754 | 1.137 | 48 | .261 | | 0.23 | 0.48 |
| T3 to T5 | 0.167 | 0.816 | 1.000 | 23 | .328 | | 0.34 | 0.49 | |
| T3 to T6 | 0.083 | 1.100 | 0.371 | 23 | .714 | | 0.00 | 0.05 | |
| T4 to T5 | -0.167 | 0.577 | -1.000 | 11 | .339 | | 0.11 | 0.13 | |

| | | | | | | | | | |
|-------------------|----------|--------|-------|--------|-----|-------|---|-------|------|
| | T4 to T6 | -0.333 | 1.155 | -1.000 | 11 | .339 | | 0.56* | 0.59 |
| | T5 to T6 | -0.084 | 1.543 | -0.564 | 106 | .574 | | 0.58* | 0.59 |
| | | | | | | | | | |
| Adult Role Models | T1 to T2 | | | | | | | 0.09 | 0.24 |
| | | 0.339 | 5.184 | 0.684 | 108 | 0.496 | | | |
| | T1 to T3 | 0.934 | 5.211 | 1.563 | 75 | 0.122 | | 0.26 | 0.73 |
| | T1 to T4 | 1.041 | 4.628 | 1.574 | 48 | 0.122 | | 0.32 | 0.71 |
| | T1 to T5 | 1.583 | 3.833 | 2.024 | 23 | 0.055 | | 0.35 | 0.51 |
| | T1 to T6 | 2.500 | 3.000 | 2.887 | 11 | 0.015 | * | 1.24* | 0.99 |
| | T2 to T3 | 0.553 | 4.820 | 0.999 | 75 | 0.321 | | 0.16 | 0.40 |
| | T2 to T4 | 0.367 | 3.352 | 0.767 | 48 | 0.447 | | 0.15 | 0.27 |
| | T2 to T5 | -0.000 | 4.232 | -0.000 | 23 | 1.000 | | 0.0 | 0.05 |
| | T2to T6 | 1.917 | 3.753 | 1.769 | 11 | 0.105 | | 0.76* | 0.79 |
| | T3 to T4 | -0.633 | 4.503 | -0.983 | 48 | 0.330 | | 0.21 | 0.42 |
| | T3 to T5 | -0.583 | 3.463 | -0.825 | 23 | 0.418 | | 0.24 | 0.31 |
| | T3 to T6 | 0.750 | 3.467 | 0.749 | 11 | 0.469 | | 0.31 | 0.26 |
| | T4 to T5 | -0.333 | 2.353 | -0.694 | 23 | 0.495 | | 0.21 | 0.26 |
| | T4 to T6 | 0.833 | 2.406 | 1.200 | 11 | 0.255 | | 0.52* | 0.52 |
| | T5 to T6 | 0.833 | 2.657 | 1.086 | 11 | 0.301 | | 0.45 | 0.43 |
| | | | | | | | | | |
| Depression scale | T1 to T2 | -1.119 | 5.862 | -1.918 | 100 | 0.058 | | 0.27 | 0.85 |
| | T1 to T3 | -0.986 | 7.210 | -1.169 | 72 | 0.246 | | 0.19 | 0.49 |
| | T1 to T4 | -2.156 | 7.258 | -1.992 | 44 | 0.053 | * | 0.43 | 0.88 |
| | T1 to T5 | -0.364 | 8.926 | -0.191 | 21 | 0.850 | | 0.06 | 0.08 |
| | T1 to T6 | -3.727 | 6.958 | -1.777 | 10 | 0.106 | | 0.76* | 0.76 |
| | T2 to T3 | 0.183 | 7.520 | 0.205 | 70 | 0.838 | | 0.03 | 0.08 |
| | T2 to T4 | -0.822 | 8.459 | -0.652 | 44 | 0.518 | | 0.14 | 0.24 |
| | T2 to T5 | -0.500 | 8.684 | -0.270 | 21 | 0.790 | | 0.08 | 0.10 |
| | T2to T6 | -3.727 | 6.958 | -1.777 | 10 | 0.106 | | 0.76* | 0.76 |
| | T3 to T4 | -1.521 | 8.505 | -1.239 | 47 | 0.222 | | 0.26 | 0.55 |
| | T3 to T5 | -1.625 | 8.266 | -0.963 | 23 | 0.346 | | 0.28 | 0.38 |
| | T3 to T6 | -4.833 | 8.664 | -1.933 | 11 | 0.079 | | 0.79* | 0.82 |
| | T4 to T5 | 0.696 | 8.583 | 0.389 | 22 | 0.701 | | 0.12 | 0.14 |
| | T4 to T6 | -2.636 | 8.721 | -1.003 | 10 | 0.340 | | 0.43 | 0.38 |
| | T5 to T6 | -1.583 | 7.166 | -0.765 | 11 | 0.460 | | 0.32 | 0.28 |
| | | | | | | | | | |
| Ethnic Identity | T1 to T2 | -0.083 | 2.731 | -0.317 | 107 | 0.752 | | 0.05 | 0.13 |
| | T1 to T3 | 0.224 | 2.517 | 0.775 | 75 | 0.441 | | 0.12 | 0.22 |
| | T1 to T4 | -0.042 | 2.681 | -0.108 | 47 | 0.915 | | 0.02 | 0.07 |
| | T1 to T5 | 0.417 | 2.781 | 0.734 | 23 | 0.470 | | 0.21 | 0.26 |
| | T1 to T6 | -0.833 | 2.623 | -1.101 | 11 | 0.295 | | 0.48 | 0.47 |
| | T2 to T3 | 0.333 | 2.016 | 1.432 | 74 | 0.156 | | 0.23 | 0.63 |
| | T2 to T4 | 0.104 | 2.644 | 0.273 | 47 | 0.786 | | 0.06 | 0.11 |
| | T2 to T5 | 0.583 | 2.620 | 1.091 | 23 | 0.287 | | 0.31 | 0.43 |
| | T2to T6 | -0.667 | 3.085 | -0.749 | 11 | 0.470 | | 0.33 | 0.28 |
| | T3 to T4 | -0.271 | 2.341 | -0.802 | 47 | 0.427 | | 0.16 | 0.29 |
| | T3 to T5 | 0.167 | 2.777 | 0.294 | 23 | 0.771 | | 0.07 | 0.11 |
| | T3 to T6 | -1.167 | 2.855 | -1.416 | 11 | 0.185 | | 0.60* | 0.62 |
| | T4 to T5 | -0.167 | 2.353 | -0.347 | 23 | 0.732 | | 0.10 | 0.12 |
| | T4 to T6 | -1.250 | 2.527 | -1.713 | 11 | 0.115 | | 0.74* | 0.78 |
| | T5 to T6 | -0.750 | 1.658 | -1.567 | 11 | 0.145 | | 0.65* | 0.68 |

| | | | | | | | | | |
|--------------------------------|----------|---------|--------|--------|-----|-------|---|-------|------|
| Substance Abuse | T1 to T2 | -0.659 | 26.694 | -0.228 | 84 | 0.821 | | 0.04 | 0.10 |
| | T1 to T3 | -0.407 | 28.150 | -0.111 | 58 | 0.912 | | 0.02 | 0.07 |
| | T1 to T4 | -2.700 | 15.752 | -1.084 | 39 | 0.285 | | 0.24 | 0.44 |
| | T1 to T5 | -6.450 | 21.924 | -1.316 | 19 | 0.204 | | 0.42 | 0.57 |
| | T1 to T6 | -15.600 | 22.212 | -2.221 | 9 | 0.053 | * | 1.05* | 0.92 |
| | T2 to T3 | -2.017 | 28.101 | -0.556 | 59 | 0.580 | | 0.10 | 0.19 |
| | T2 to T4 | -2.842 | 19.320 | -0.907 | 37 | 0.370 | | 0.21 | 0.35 |
| | T2 to T5 | -9.778 | 23.738 | -1.748 | 17 | 0.099 | | 0.60* | 0.79 |
| | T2to T6 | -13.200 | 20.297 | -2.057 | 9 | 0.070 | | 0.92* | 0.85 |
| | T3 to T4 | 2.439 | 20.161 | 0.775 | 40 | 0.443 | | 0.17 | 0.28 |
| | T3 to T5 | 3.409 | 16.792 | 0.952 | 21 | 0.352 | | 0.29 | 0.37 |
| | T3 to T6 | -3.273 | 14.698 | -0.739 | 10 | 0.477 | | 0.31 | 0.25 |
| | T4 to T5 | -3.762 | 17.643 | -0.977 | 20 | 0.340 | | 0.31 | 0.39 |
| | T4 to T6 | -5.500 | 12.510 | -1.390 | 9 | 0.198 | | 0.63* | 0.58 |
| | T5 to T6 | -3.000 | 6.000 | -1.658 | 10 | 0.128 | | 0.74* | 0.74 |
| | | | | | | | | | |
| Non-Violent Crime | T1 to T2 | -0.243 | 11.960 | -0.210 | 106 | 0.834 | | 0.03 | 0.09 |
| | T1 to T3 | -2.693 | 11.779 | -1.980 | 74 | 0.051 | * | 0.33 | 0.88 |
| | T1 to T4 | -4.755 | 11.553 | -2.881 | 48 | 0.006 | * | 0.70* | 0.99 |
| | T1 to T5 | -5.042 | 13.592 | -1.817 | 23 | 0.082 | | 0.63* | 0.91 |
| | T1 to T6 | -6.750 | 13.612 | -1.718 | 11 | 0.114 | | 0.95* | 0.92 |
| | T2 to T3 | -1.880 | 9.372 | -1.737 | 74 | 0.087 | | 0.30 | 0.82 |
| | T2 to T4 | -1.917 | 9.837 | -1.350 | 47 | 0.183 | | 0.31 | 0.68 |
| | T2 to T5 | -3.130 | 12.618 | -1.190 | 22 | 0.247 | | 0.40 | 0.58 |
| | T2to T6 | -5.091 | 11.674 | -1.446 | 10 | 0.179 | | 0.99* | 0.92 |
| | T3 to T4 | -0.347 | 6.669 | -0.364 | 48 | 0.717 | | 0.08 | 0.14 |
| | T3 to T5 | -0.750 | 9.289 | -0.396 | 23 | 0.696 | | 0.13 | 0.15 |
| | T3 to T6 | -0.750 | 3.223 | -0.806 | 11 | 0.437 | | 0.35 | 0.31 |
| | T4 to T5 | 0.083 | 4.262 | 0.096 | 23 | 0.925 | | 0.03 | 0.07 |
| | T4 to T6 | -0.833 | 2.167 | -1.332 | 11 | 0.210 | | 0.56* | 0.57 |
| | T5 to T6 | -0.833 | 2.758 | -1.047 | 11 | 0.318 | | 0.45 | 0.43 |
| | | | | | | | | | |
| Violent Crime | T1 to T2 | -0.440 | 5.310 | -0.866 | 108 | 0.388 | | 0.12 | 0.34 |
| | T1 to T3 | 0.671 | 10.286 | 0.569 | 75 | 0.571 | | 0.10 | 0.22 |
| | T1 to T4 | -1.327 | 4.140 | -2.243 | 48 | 0.030 | * | 0.56* | 0.97 |
| | T1 to T5 | -1.208 | 3.741 | -1.582 | 23 | 0.127 | | 0.51* | 0.78 |
| | T1 to T6 | -1.667 | 4.334 | -1.332 | 11 | 0.210 | | 0.66* | 0.69 |
| | T2 to T3 | 1.737 | 9.531 | 1.589 | 75 | 0.116 | | 0.35 | 0.92 |
| | T2 to T4 | -0.286 | 1.860 | -1.075 | 48 | 0.288 | | 0.22 | 0.45 |
| | T2 to T5 | -0.417 | 2.376 | -0.859 | 23 | 0.399 | | 0.26 | 0.34 |
| | T2to T6 | -1.333 | 2.348 | -1.967 | 11 | 0.075 | | 0.96* | 0.93 |
| | T3 to T4 | -1.510 | 7.286 | -1.451 | 48 | 0.153 | | 0.44 | 0.92 |
| | T3 to T5 | 0.417 | 1.442 | 1.415 | 23 | 0.170 | | 0.42 | 0.64 |
| | T3 to T6 | -0.167 | 1.801 | -0.321 | 11 | 0.754 | | 0.13 | 0.11 |
| | T4 to T5 | 0.167 | 1.761 | 0.464 | 23 | 0.647 | | 0.14 | 0.16 |
| | T4 to T6 | -0.167 | 1.992 | -0.290 | 11 | 0.777 | | 0.12 | 0.10 |
| | T5 to T6 | -0.333 | 1.155 | -1.000 | 11 | 0.339 | | 0.42 | 0.39 |
| | | | | | | | | | |
| General Approval of Aggression | T1 to T2 | -0.112 | 0.553 | -1.469 | 52 | .148 | | 0.28 | 0.64 |

| | | | | | | | | | |
|-------------------------------|----------|--------|-------|--------|-----|-------|---|-------|------|
| Approval of Retaliation | T1 to T2 | -0.019 | 0.521 | -0.268 | 51 | .790 | | 0.05 | 0.10 |
| Total Approval of Aggression | T1 to T2 | -0.054 | 0.465 | -0.832 | 51 | .409 | | 0.15 | 0.28 |
| Conflict Resolution Skills | T1 to T2 | 2.392 | 4.733 | 3.609 | 50 | .001 | * | 0.72* | 0.99 |
| Attitude Towards Gangs | T1 to T2 | -0.192 | 1.735 | -1.130 | 103 | .261 | | 0.16 | 0.49 |
| | T1 to T3 | -0.264 | 1.394 | -1.606 | 71 | .113 | | 0.27 | 0.73 |
| | T1 to T4 | -0.375 | 1.496 | -1.736 | 47 | .089 | | 0.36 | 0.79 |
| | T1 to T5 | -0.792 | 1.414 | -2.744 | 23 | .012 | * | 0.83* | 0.99 |
| | T1 to T6 | -0.833 | 1.193 | -2.419 | 11 | .034 | * | 1.05* | 0.96 |
| | T2 to T3 | -0.000 | 0.951 | -0.000 | 73 | 1.000 | | 0.0 | 0.05 |
| | T2 to T4 | -0.146 | 1.111 | -0.910 | 47 | .368 | | 0.18 | 0.34 |
| | T2 to T5 | -0.417 | 0.881 | -2.318 | 23 | .030 | * | 0.68* | 0.94 |
| | T2to T6 | -0.417 | 1.165 | -1.239 | 11 | .241 | | 0.52* | 0.52 |
| | T3 to T4 | -0.063 | 0.909 | -0.477 | 47 | .636 | | 0.11 | 0.19 |
| | T3 to T5 | -0.261 | 1.010 | -1.239 | 22 | .228 | | 0.37 | 0.53 |
| | T3 to T6 | -0.000 | 0.953 | -0.000 | 11 | 1.000 | | 0.0 | 0.05 |
| | T4 to T5 | -0.333 | 0.868 | -1.881 | 23 | .073 | | 0.55* | 0.83 |
| | T4 to T6 | -0.083 | 0.669 | -0.432 | 11 | .674 | | 0.19 | 0.15 |
| | T5 to T6 | -0.000 | 0.603 | -0.000 | 11 | 1.000 | | 0.01 | 0.05 |
| Attachment to Parents | T1 to T2 | -0.070 | 2.705 | -0.259 | 99 | .796 | | 0.04 | 0.11 |
| | T1 to T3 | -0.225 | 3.034 | -0.626 | 70 | .533 | | 0.10 | 0.21 |
| | T1 to T4 | -0.000 | 3.204 | -0.000 | 45 | 1.000 | | 0.01 | 0.05 |
| | T1 to T5 | 0.087 | 3.044 | 0.137 | 22 | .892 | | 0.04 | 0.07 |
| | T1 to T6 | 1.091 | 2.427 | 1.491 | 10 | .167 | | 0.65* | 0.64 |
| | T2 to T3 | -0.100 | 2.403 | -0.348 | 69 | .729 | | 0.06 | 0.13 |
| | T2 to T4 | -0.067 | 2.310 | -0.194 | 44 | .847 | | 0.04 | 0.08 |
| | T2 to T5 | -0.091 | 2.776 | -0.154 | 21 | .879 | | 0.05 | 0.08 |
| | T2to T6 | 0.818 | 2.601 | 1.043 | 10 | .321 | | 0.44 | 0.39 |
| | T3 to T4 | 0.234 | 2.179 | 0.736 | 46 | .465 | | 0.16 | 0.29 |
| | T3 to T5 | 0.348 | 2.080 | 0.802 | 22 | .431 | | 0.24 | 0.30 |
| | T3 to T6 | 0.545 | 2.162 | 0.837 | 10 | .422 | | 0.36 | 0.30 |
| | T4 to T5 | 0.261 | 1.573 | 0.795 | 22 | .435 | | 0.23 | 0.28 |
| | T4 to T6 | 0.545 | 2.544 | 0.711 | 10 | .493 | | 0.32 | 0.26 |
| | T5 to T6 | 0.273 | 1.794 | 0.504 | 10 | .625 | | 0.22 | 0.17 |
| Positive Parental Supervision | T1 to T2 | -0.779 | 5.135 | -1.547 | 103 | .125 | | 0.22 | 0.72 |
| | T1 to T3 | -0.629 | 4.588 | -1.146 | 69 | .256 | | 0.19 | 0.47 |
| | T1 to T4 | -0.867 | 5.517 | -1.054 | 44 | .298 | | 0.22 | 0.42 |
| | T1 to T5 | -1.130 | 4.684 | -1.158 | 22 | .259 | | 0.34 | 0.47 |
| | T1 to T6 | -1.167 | 4.324 | -0.935 | 11 | .370 | | 0.38 | 0.34 |

| | | | | | | | | | |
|---------------------------------|----------|--------|-------|--------|-----|-------|---|-------|------|
| | T2 to T3 | 0.521 | 4.691 | 0.948 | 72 | .346 | | 0.16 | 0.39 |
| | T2 to T4 | -0.152 | 4.274 | -0.241 | 45 | .810 | | 0.05 | 0.09 |
| | T2 to T5 | -0.304 | 4.809 | -0.303 | 22 | .764 | | 0.09 | 0.11 |
| | T2to T6 | -1.583 | 2.746 | -1.998 | 11 | .071 | | 0.97* | 0.93 |
| | T3 to T4 | -0.364 | 4.540 | -0.531 | 43 | .598 | | 0.11 | 0.18 |
| | T3 to T5 | -0.682 | 5.018 | -0.637 | 21 | .531 | | 0.19 | 0.22 |
| | T3 to T6 | -1.909 | 5.804 | -1.091 | 10 | .301 | | 0.47 | 0.42 |
| | T4 to T5 | 0.409 | 4.595 | 0.418 | 21 | .680 | | 0.13 | 0.15 |
| | T4 to T6 | -1.417 | 3.942 | -1.245 | 11 | .239 | | 0.51* | 0.50 |
| | T5 to T6 | -0.667 | 2.498 | -0.924 | 11 | .375 | | 0.38 | 0.34 |
| | | | | | | | | | |
| Pro-Social Parental Involvement | T1 to T2 | -0.592 | 4.714 | -1.243 | 97 | .217 | | 0.18 | 0.55 |
| | T1 to T3 | -0.671 | 4.282 | -1.312 | 69 | .194 | | 0.22 | 0.57 |
| | T1 to T4 | -0.413 | 3.908 | -0.717 | 45 | .477 | | 0.15 | 0.26 |
| | T1 to T5 | -0.696 | 4.193 | -0.796 | 22 | .435 | | 0.24 | 0.30 |
| | T1 to T6 | 0.818 | 5.437 | 0.499 | 10 | .629 | | 0.21 | 0.16 |
| | T2 to T3 | 0.286 | 4.537 | 0.527 | 69 | .600 | | 0.08 | 0.16 |
| | T2 to T4 | -0.000 | 4.264 | -0.000 | 44 | 1.000 | | 0.00 | 0.05 |
| | T2 to T5 | -0.864 | 3.992 | -1.015 | 21 | .322 | | 0.31 | 0.41 |
| | T2to T6 | 0.273 | 3.552 | 0.255 | 10 | .804 | | 0.11 | 0.10 |
| | T3 to T4 | 0.447 | 3.586 | 0.854 | 46 | .397 | | 0.18 | 0.33 |
| | T3 to T5 | 0.217 | 4.264 | 0.245 | 22 | .809 | | 0.07 | 0.09 |
| | T3 to T6 | 0.727 | 4.027 | 0.599 | 10 | .563 | | 0.26 | 0.20 |
| | T4 to T5 | 0.087 | 3.704 | 0.113 | 22 | .911 | | 0.03 | 0.07 |
| | T4 to T6 | -0.364 | 4.567 | -0.264 | 10 | .797 | | 0.12 | 0.10 |
| | T5 to T6 | 0.636 | 4.760 | 0.443 | 10 | .667 | | 0.19 | 0.15 |
| | | | | | | | | | |
| Anti-Social Peers | T1 to T2 | -0.057 | 0.984 | -0.592 | 105 | .555 | | 0.09 | 0.23 |
| | T1 to T3 | -0.192 | 1.023 | -1.602 | 72 | .114 | | 0.26 | 0.71 |
| | T1 to T4 | -0.200 | 1.140 | -1.177 | 44 | .246 | | 0.25 | 0.50 |
| | T1 to T5 | -0.348 | 1.301 | -1.283 | 22 | .213 | | 0.38 | 0.55 |
| | T1 to T6 | -0.364 | 1.206 | -1.000 | 10 | .341 | | 0.44 | 0.39 |
| | T2 to T3 | -0.184 | 0.687 | -2.337 | 75 | .022 | * | 0.37 | 0.94 |
| | T2 to T4 | -0.042 | 1.091 | -0.265 | 47 | .792 | | 0.05 | 0.09 |
| | T2 to T5 | -0.375 | 0.924 | -1.989 | 23 | .059 | | 0.59* | 0.88 |
| | T2to T6 | -0.500 | 0.798 | -2.171 | 11 | .053 | * | 1.02* | 0.95 |
| | T3 to T4 | 0.167 | 1.117 | 1.034 | 47 | .307 | | 0.22 | 0.44 |
| | T3 to T5 | -0.000 | 0.978 | -0.000 | 23 | 1.000 | | 0.00 | 0.05 |
| | T3 to T6 | -0.000 | 1.128 | -0.000 | 11 | 1.000 | | 0.00 | 0.05 |
| | T4 to T5 | -0.174 | 0.834 | -1.000 | 22 | .328 | | 0.31 | 0.42 |
| | T4 to T6 | -0.091 | 0.831 | -0.363 | 10 | .724 | | 0.16 | 0.13 |
| | T5 to T6 | 0.083 | 0.900 | 0.321 | 11 | .754 | | 0.13 | 0.11 |
| | | | | | | | | | |
| Total Risk | T1 to T2 | -0.060 | 0.809 | -0.775 | 108 | .440 | | 0.11 | 0.31 |
| | T1 to T3 | -0.223 | 0.851 | -2.284 | 75 | .025 | * | 0.37 | 0.94 |
| | T1 to T4 | -0.218 | 0.760 | -2.004 | 48 | .051 | * | 0.45 | 0.93 |
| | T1 to T5 | -0.430 | 0.976 | -2.159 | 23 | .042 | * | 0.65* | 0.93 |
| | T1 to T6 | -0.587 | 0.950 | -2.141 | 11 | .056 | | 0.09 | 0.89 |
| | T2 to T3 | -0.144 | 0.581 | -2.169 | 75 | .033 | * | 0.35 | 0.92 |
| | T2 to T4 | -0.054 | 0.575 | -0.664 | 48 | .510 | | 0.13 | 0.23 |
| | T2 to T5 | -0.373 | 0.627 | -2.909 | 23 | .008 | * | 0.85* | 0.99 |

| | | | | | | | | | |
|--|----------|--------|-------|--------|----|------|---|-------|------|
| | T2to T6 | -0.570 | 0.326 | -6.062 | 11 | .000 | * | 2.50 | 1.00 |
| | T3 to T4 | 0.139 | 0.634 | 1.537 | 48 | .131 | | 0.32 | 0.71 |
| | T3 to T5 | -0.014 | 0.412 | -0.164 | 23 | .871 | | 0.03 | 0.06 |
| | T3 to T6 | -0.074 | 0.580 | -0.442 | 11 | .667 | | 0.18 | 0.14 |
| | T4 to T5 | -0.228 | 0.482 | -2.315 | 23 | .030 | * | 0.65* | 0.93 |
| | T4 to T6 | -0.378 | 0.542 | -2.414 | 11 | .034 | * | 1.32* | 0.99 |
| | T5 to T6 | -0.100 | 0.347 | -0.996 | 11 | .341 | | 0.41 | 0.38 |

APPENDIX G: PERFORMANCE MONITORING INFORMATION

a. *Date NCPC funding started:* November 1, 2007.

b. *Date first participants were admitted into the project:* November 1, 2007.

c. *Date at which first baseline data was collected:* March 1, 2008.

d. *Cut-off date for data included in this Interim Final Report:* January 31, 2011.

e. *Name of a model program upon which it is based:* The Circle of Courage is a model of positive youth development first described in the book *Reclaiming Youth at Risk*, co-authored by Larry Brendtro, Martin Brokenleg, and Steve Van Bockern (1990, 2002). The model integrates Indigenous philosophies of child-rearing, the work of early pioneers in education and youth work, and resilience research. It is nested within the four parts of the medicine wheel: north, south, east, and west. The number four is sacred in Aboriginal culture because Indigenous peoples see a person as standing in the middle of a circle with four directions from which to choose. The Circle of Courage is based in four universal growth needs of all children: the spirit of belonging, the spirit of mastery, the spirit of independence, and the spirit of generosity.

f. *How has the project has been tailored to the local context?* No modifications were required.

g. *Events held to increase knowledge of how to prevent and intervene with gangs?* The WSW Presentation Team makes on average one presentation each month at area schools, First Nations Communities, youth-serving organizations and correctional centres (see *Table 1 for a summary*). In addition, Mark Totten has made numerous invited Key Note addresses at provincial and national conferences on youth gangs and is a regular media commentator on gang intervention and prevention. He has also published the following three academic articles and book chapter (both use YAAGV Project data, along with other projects evaluated by Totten):

- “Aboriginal Youth and Violent Gang Involvement in Canada: Quality Prevention Strategies”. *Institute for the Prevention of Crime Review*, March, 2009.
- “Preventing Aboriginal Youth Gang Involvement in Canada: A Gendered Approach.” In J. White and J. Bruhn (Eds.), *Aboriginal Policy Research: Exploring the Urban Landscape, Volume VIII*. Toronto: Thompson Educational Publishing
- “Investigating the Linkages Between FASD, Gangs, Sexual Exploitation, and Woman Abuse in the Canadian Aboriginal Population: A Preliminary Study.” *First Peoples Child and Family Review*, 5 (2) (with the Native Women’s Association of Canada), 2010.
- “An Overview of Gang-involved Youth in Canada.” In John Winterdyk and R. Smandych (Eds), *Youth at Risk and Youth Justice: A Canadian Overview*. Toronto: Oxford, 2011.

Table 1: Warrior Spirit Walking Presentation Team Presentations

| DATE | LOCATION | AGE and NUMBER of PARTICIPANTS |
|----------------|--|---------------------------------------|
| April 2008 | Kinistin Saulteaux Nation | 300 youth |
| April 2008 | Queen Mary, Westview and Riverside Community Schools | 350 youth and 40 adults |
| April 2008 | Ranch Ehrlo Group Home | 20 youth |
| May 2008 | La Ronge 3 rd Annual Anti-bullying week (8 different schools and the Friendship Center) | 350 youth |
| May 2008 | Riverside Community School (Safe Schools Conference) | 100 adults |
| June 2008 | Youth Empowerment Conference | 250 youth and adults |
| June 2008 | Pineview Correctional Center | 50 young adults |
| October 2008 | Homelessness Walk and presentation | 80 youth and adults |
| November 2008 | Addictions Walk and presentation | 6 adults |
| December 2008 | Addictions Week event | 40 adults |
| February 2009 | Community Networking Coalition | 35 adults |
| March 2009 | Pow Wow in Prince Albert | 100 youth and adults |
| April 2009 | Feast at Wonska Cultural School | 55 youth |
| May 2009 | Wonska Cultural School | 45 youth |
| May 2009 | Stanley Mission and La Ronge | 200 youth |
| June 2009 | Youth Activity Centre | 75 youth |
| June 2009 | Won Ska Jr. and Sr. Schools | 95 youth |
| September 2009 | Riverside, St. Michael's and St. Mary's School | 1200 youth and teachers |
| October 2009 | Westview School | 150 youth and teachers |
| October 2009 | PACI | 60 adults |
| October 2009 | Cumberland House | 700 youth and adults |
| October 2009 | Stanley Mission | 550 youth and adults |
| January 2010 | Muskoday Schools Grades 4 - 12 | 200 students |
| February 2010 | FASD Video Release on YouTube | National audience |
| February 2010 | Sisters of the Presentation of Mary Rivier Academy | 20 adults |
| March 2010 | National Gang Symposium | 200 adults |
| March 2010 | Suntep | 50 students and staff |
| April 2010 | Riverside School grades 6 - 8 | 60 youth |
| June 2010 | Kinsman Pow Wow | 500 youth and adults |
| July 2010 | Beardy's Pow Wow | 100 youth and adults |
| September 2010 | Networking Coalition | 50 adults |
| October 2010 | Riverside Culture Camp grades 1 - 2 | 100 children |
| October 2010 | Leasc School YAC Visit | 10 youth and staff |
| October 2010 | Riverside Culture Camp grades 3 - 4 | 100 children |
| October 2010 | Ranch Ehrlo YAC Visit | 15 youth and staff |
| October 2010 | Community Services Pre-Employment Prog. | 20 youth |
| October 2010 | YWCA Power of Being a Girl Conference grades 6 - 12 | 120 youth |
| October 2010 | Community Services Hospitality Prog | 20 youth |

| | | |
|---------------|--|------------------------|
| November 2010 | Beardy's Reserve ICFS | 6 adults |
| November 2010 | Queen Mary School grades 6 - 8 | 90 youth |
| November 2010 | Bridges Program | 20 young adults |
| November 2010 | Riverside School grades 6 - 8 | 120 youth |
| December 2010 | Eagles Nest Group Homes | 15 youth |
| January 2011 | Bridges Program | 22 young adults |
| January 2011 | Chemical Dependency Program Students SIASST | 15 young adults |
| January 2011 | St. Michael's School grades 4 - 5 | 50 children |
| January 2011 | To Save a Life | 400 children and youth |
| January 2011 | To Save a Life | 250 children and youth |
| January 2011 | Networking Coalition | 50 adults |
| January 2011 | Friendship Centre Youth Program | 100 youth |

h. Demand for services:

- Number of names on waiting list: 0
- % of capacity in project at present 100%

i. Number of participants:

Table 2: Gang Involvement (n=147)

| Level of Gang Involvement | # of Participants |
|---|--|
| Participants who are gang members at baseline | 14 (%) |
| Participants who were gang members during the previous 6 months at baseline | 72 (49%) (includes 21 participants who were gang members at baseline) |
| Participants at risk of joining a gang at baseline | 77 (51%) |

j. Duration of participation:

Average length of stay (in weeks) of all primary participants to date:

Open primary participants (n= 36): 116.4 weeks

Closed primary participants (n= 86): 100.2 weeks

New Primary Cases (n=25)

k. Drop-outs and drop-out rate of 86 closed counselling cases: 12 cases (14 %): Twelve cases were closed part-way through the intervention. Nine dropped out part way through the intervention (contact was lost with one case who was an active gang member and addict; five, all of whom were gang members and addicts, were incarcerated for serious crimes of violence; and three had serious mental health and developmental impairments, along with addictions, which were related to not completing the service), and three died (two committed suicide and the other was murdered). These latter three cases were not counted as drop-outs.

l. Number of graduates from the program (out of 86 closed cases): 74 cases (86%) completed counseling and were gang free at closure:

- 60 participants successfully completed the service and were living in the community (34 had addressed legal issues, such as completing probation orders and reintegrating back into the community after being incarcerated; 18 were in school, college or a training program full time; 17 had significantly reduced or stopped drug and alcohol use; 15 were working full time; 12 completed the life skills group program; 12 completed the employment program; 11 completed the group for young women; 11 graduated from high school; and 10 worked on serious mental health problems).²⁴
- 2 were successfully referred to other services and completed specialized programs (one was referred to another gang project and placed in the witness protection program; the second was referred to a specialized addiction program). Both are gang free;
- 1 moved back to his reserve after having successfully completed counseling. He is gang-free;
- 5 completed the service but were then incarcerated in prisons or institutionalized in mental health and child welfare facilities outside of the region (including one young man attempted suicide at the Won Ska school and on another occasion he was apprehended by the police at the program because he was found with a list of staff and youth he intended on killing). All five are gang free;
- 6 completed counseling but then lost contact with the program. All were gang free prior to losing contact.

²⁴ Some participants had more than one positive outcome.

*m. Types of activities.***Table 3: Types of Activities**

| Activity/Service | Activity/Service Provider | | # of Participants Since Project Inception (122 open and closed intensive cases) |
|--|---------------------------|----------------------------|---|
| | PAOPI | Other Partner Organization | |
| Life skills training (Presentation Team) | ✓ | -- | 24 |
| Individual/family Counselling | ✓ | ✓ | 122 |
| Education activities (Sr. and Jr. WonSka School) | ✓ | ✓ | 122 |
| Female Assistance Group Program | ✓ | | 34 |
| Substance abuse treatment | ✓ (counseling) | ✓ Res. treatment | 104 |
| Sports/arts activities | ✓ | | 99 |
| Cultural activities | | | 122 |
| Employment skills training | | | 104 |
| Legal/Court support | | | 78 |

n. Partnerships

There have not been any changes in partnerships since the start of the WSW Project. Table summarizes the sectors and types of contributions of partners.

Table 4: Sector and Type of Contribution of Partners

| Name of organization | Sector | Contribution (describe briefly) | Type of contribution |
|---|---------------|--|-----------------------------|
| City of Prince Albert | 11 | rent, postage, photocopying | 4 |
| Sask. Department of Community Resources | 12 | cell. phones, youth worker | 4, 5, 1 |
| Parkland Health District | 15 | three substance abuse workers | 1, 2, 5 |
| Youth Activity Centre | 5 | staff to support WSW clients, Youth Council, half-time Van Outreach worker | 2 |
| Sask. Corrections and Public Safety | 7 | full-time Justice worker, telephone, internet, food for clients | 1, 4, 5 |
| Sask. Justice | 17 | cell. phones, outreach worker | 4, 2, 5 |
| Sask. Rivers School Division | 8 | teachers, support staff, janitor, student transportation, teacher's aid, web site support, materials | 1, 2, 3, 4, 5 |
| YWCA | 5 | staff facilitator for young women's group | 1, 2 |

Sectors

1. Aboriginal agencies or organizations
2. Aboriginal - Tribal or Band Council
3. Arts and culture
4. Business Associations
5. Community, social or voluntary services
6. Community coalition or network
7. Corrections
8. Education
9. Employment
10. For profit organization
11. Government – local, municipal
12. Government – provincial or territorial
13. Government – Aboriginal (other than Band or Tribal Council)
14. Government – federal
15. Health
16. Housing services
17. Justice (e.g. courts, prosecution services)
18. Police
19. Professional Associations
20. Religious/faith
21. Service Club (e.g. Rotary, Lions)
22. Other

Types of contributions:

1. Make referrals to program
2. Provide staff to deliver some of the program activities.
3. Accept referrals from program (this would normally be under some sort of protocol whereby the organization gives priority or guarantees access to project participants, provides regular updates, engages in joint planning, etc.)
4. Contribute financially to the program
5. Provide in-kind contributions
6. Other – as described in the table