RESEARCH SHOP

"know what's out there!"

ACHIEVES Program Evaluation

Contents

Executive Summary

ACHIEVES is a twelve-week program, run by the John Howard Society of Hamilton, Burlington & Area (JHS-HBA), for youth that experience challenges with behaviour and social skills. The program offers engaging activities related to healthy relationships, decision-making, conflict resolution, anger management, and healthy social media use. This project aims to evaluate the intended outcomes of the program (i.e., assisting with the transition to highschool, increasing soft skill development and sense of belonging, reducing behavioural issues and increasing awareness of post-secondary pathways). The information gathered in this report will help JHS-HBA to better understand what is going well in their program and what could use improvement. The research team conducted focus groups with current ACHIEVES program participants, interviews with the ACHIEVES program staff and management, and analysed surveys completed by past participants, as well as their parents and teachers, to obtain this information.

From the interviews, the staff indicated that the program is going well, and participant attendance is generally good. Participant engagement was described as increasing throughout the program. Some of the challenges staff experienced with participants include frequent interruptions during the lessons, a lack of interest or negative attitudes, swearing and bullying. Factors that helped ensure the program ran smoothly include having a solid relationship between facilitators and participants, strong participant awareness of program expectations, strong parental support and participation in the program, and participant open mindedness. Both the funders and management at JHS-HBA were reported to be highly receptive to feedback and open to implementing necessary changes to the program. The largest challenges to program implementation were limited funding, finding community spaces to use for programming, and limited staffing.

From the staff interviews, the main suggestions to improve ACHIEVES included (1) having more staff or staffing hours, and (2) hiring/training youth mentors. From the focus groups, the main suggestions to improve ACHIEVES include (1) having additional program hours, (2) providing healthier foods, (3) adding more breaks, (4) establishing better conflict resolution within the group, and (5) removing the drawing-board activity. The results of the surveys showed mixed results with regard to changes in the participants' skills, attitudes and behaviours based on the participant, parent and teachers pre- and post- ACHIEVES responses. However, the staff interviews and participant focus groups described positive changes in the participants' learning of new skills and concepts, emotion regulation, behaviour management, social relationships, relational skills, and preparation and planning for the future (i.e., highschool, post-secondary, and careers).

The ACHIEVES program is effective in assisting youth participants to develop their skills and learn strategies to assist them in changing their behaviour. It is recommended that JHS-HBA (1) revise and standardize their survey pre-/post-test items, (2) implement a participant self-awareness assessment in the program, (3) add focus groups to their data collection, (4) integrate more material on post-secondary education and careers into the program, and (5) train volunteers and youth mentors to assist with the program.

Introduction

The John Howard Society aims to reduce crime and at-risk individuals' involvement with the justice system by addressing the root causes of criminality and delinquency (e.g., poverty, adverse childhood experiences, social/behavioural issues, mental health issues, lack of secondary/post-secondary education). The organization works on supporting individuals through advocacy initiatives and by increasing access to public education and community and social development programming (John Howard Society, 2020).

The John Howard Society of Hamilton, Burlington, & Area (JHS-HBA) received an ABACUS grant from the Hamilton Community Foundation to fund their ACHIEVES program. ACHIEVES is a twelve-week program for students in grades six to nine experiencing barriers (e.g., social, behavioural) and engaging in challenging behaviours at school or at home. This program aims to foster cognitive and social skill development and emotion regulation strategies to help participants to be successful in social and academic situations. The program is carried out by two program staff (i.e., a youth worker and an educational assistant) who cover weekly topics and activities related to healthy relationships, decision-making, conflict resolution, anger management, and healthy social media use.

The Research Shop collaborated with JHS-HBA from January to April 2020 to evaluate the ACHIEVES program. The primary goal of the evaluation was to gather evidence supporting the effectiveness of the program in (1) assisting students with the transition to highschool; (2) increasing students' soft skill development and sense of belonging; (3) reducing students' behavioural issues; and, (4) increasing students' awareness of post-secondary pathways. The secondary goal of the evaluation was to examine how well the program is currently being implemented and what can be improved. This report summarizes findings from the evaluation

Structure of Report

This report first provides a background on the literature on best practices in youth programming and evaluating youth programs to provide context and material to support recommendations. Next, we describe the methods used to collect and analyze the data. Following the methods section, we present results from the staff interviews, participant focus groups, and surveys, then interpret those findings and present recommendations for improving the ACHIEVES program.

Background

The research team conducted a focused search of the literature on youth programming to guide our development of key indicators for the evaluation of the data and recommendations for JHS-HBA. In this section, we present some of the research on best practices in youth programming and evaluating youth programs.

Best Practices in Youth Programming

Studies suggest that after-school youth programs can have a positive influence on participants' academic performance, social integration, and classroom behaviours (Yohalem & Wilson-Ahlstrom, 2010). However, the success of after-school youth programs depends on how they are designed and implemented. The National Research Council is Canada's largest federal research development institution, aimed at finding solutions to economic, social and environmental challenges within Canada. The Institute of Medicine is an independent not-for-profit organization that aims to provide unbiased and authoritative advice to policy makers and the community. Together, they have identified eight essential components of successful youth programs (Institute of Medicine, 2002):

1. Physical and Psychological Safety: Program environments need to be free of violence and hazardous health conditions. Program administrators should ensure participants can safely travel to and from the program, and that the program is free of physical, psychological, sexual and emotional violence.

2. Structure: Appropriate and predictable structure within the program is essential for positive youth development. Program staff should make participants aware of and consistently enforce expected behaviours. It is important to adjust the level of control when needed.

3. Supportive Relationships: Program facilitators should build supportive and meaningful relationships with each program participant. Each participant will have a different perception of the facilitator, and therefore each relationship will be slightly different. However, warmth, communication, support, attentiveness and respect are all important characteristics of positive relationships between adults and adolescents.

4. Opportunities to Belong: It is important to build a program culture that welcomes differences in race, gender identity, sexuality and levels of ability. This creates an environment where participants feel they belong and can learn to increase self-regulation strategies. Creating this sense of belonging can foster "bicultural competence," which encourages others to be comfortable and respectful in multicultural settings.

5. Positive Social Norms: Adolescents are easily influenced by those around them, making it important for the program to establish positive social norms. Social norms can be established

through peer modelling. Cultural factors should be considered when developing positive social norms.

6. Support for Efficacy and Mattering: Efficacy refers to one's beliefs and judgements about their ability to organize and complete a task or course of action (Bandura, 1986). Mattering refers to the feeling that others depend on us, are interested in us, and/or care about our future (Rosenberg & McCullough, 1981). Both of these constructs contribute to the empowerment of youth. Programs should be designed to provide participants with opportunities that challenge them to make a difference in their lives and within their community. Participants should be encouraged to learn new skills, participate in decision-making, and demonstrate responsibility. Program leaders should provide support and communication to help participants exhibit their newly-found skills.

7. Opportunities for Skill-Building: Program activities should be designed to help participants learn new cognitive, physical, cultural, psychological and social skills. These activities should be included in a comprehensive program curriculum that is subject to ongoing planning, practice and evaluation.

8. Integration of Family, School and Community: Communication between the program, family, school and community should be ongoing to ensure the effectiveness of program activities. This may include providing correspondence between teachers and parents and establishing connections with community partners and community resources.

Evaluating Youth Programs

It is important to evaluate youth programs regularly to monitor their effectiveness and discover areas of improvement. A common evaluation approach is a pre-test/post-test design. The pre-test/post-test design uses a comparison group and collects data from participants before and after the program (Treasury Board of Canada, 1998). The comparison group can either be a group not enrolled in the program (constructed group), or the enrolled group prior to the start of the program (reflexive group) (Treasury Board of Canada, 1998). A disadvantage of the pre-test/post-test design is the inability to control for external factors that could influence participants' responses to questionnaires (Treasury Board of Canada, 1998). The constructed group design better accounts for this issue and can increase the validity of program evaluations (Treasury Board of Canada, 1998).

When designing a program evaluation, it is necessary to ensure that it is both reliable and valid. Reliability refers to the consistency of a measure (i.e., over time, across items, across researchers) (Price, Jhangiani & Chiang, 2014). Validity refers to "the extent to which the scores from a measure represent the variable they are intended to" (Price, Jhangiani & Chiang, 2014). One way to increase validity in program evaluation is to use established measurement scales. Validated scales or tools are those that have been shown to be reliable (i.e., producing

consistent results) and valid (i.e., producing true results for each construct measured).[1] There are many validated scales geared towards assessing social and behavioural outcomes in youth. The use of validated scales for measuring program outcomes ensures that the study measures what it intends to and helps to prevent survey items from causing confusion.

In order to obtain diverse information on the program, multiple methods of data collection should be used (Franzen et al., 2009). The studies mentioned previously administered questionnaires to students and teachers in addition to making direct observations of the youth (Frey et al., 2005; Moe et al., 2008). Similarly, Franzen and colleagues (2009) conducted a process evaluation of a youth program through questionnaires, focus groups, and interviews with both the youth and the associated advocates. They found that this process empowered the youth and provided multiple avenues for insight into the program (Franzen et al., 2009). Thus, collecting data from various sources, using multiple methods, and including youth participants in the process greatly enhances the quality of program evaluations.

Methodology and Limitations

Methodology

The research team used multiple methods to collect data for this study, including interviews with the JHS-HBA staff and management involved with the program, focus groups with ACHIEVES program participants, and the analysis of survey data collected by the ACHIEVES program. Each of these methods are explained in detail below.

Analytical Framework

The team created an analytic framework to guide our analyses and reporting (*see Appendix A for a copy of the analytical framework*). The purpose of an analytical framework is to develop an evaluation plan for the data that will be collected in order to better align the methodology of the study to the results that help answer the research question.

To create an analytical framework, the research question is first broken down into sub-questions. The information used to answer each sub-questions consist of several "indicators" that can be measured. For example, our overall research question aims to evaluate the ACHIEVES program and the sub-questions aim to evaluate the effectiveness of program implementation and the outcomes of the program. The effectiveness of program

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[1] For example, if you were measuring the construct of 'wellness' among a group of participants and used the item "I go to the gym everyday", this would not be considered reliable or valid. This item would not be reliable because it would not produce reliable results across participants, as for some going to the gym may be an indicator for wellness and for others it is not. Further, it would not be considered valid, because it is not measuring 'wellness', but rather one component of wellness (i.e., exercise/physical health). Instead, items should be used that will measure the construct consistently, across participants and clearly represent the construct, leaving little chance of ambiguity.

implementation has several indicators, such as the availability of staff training or resources. We present the indicators we used to assess each outcome in *Table 1*.

Our data collection methods gather information for the identified indicators. In this project, the data collection methods include interviews, focus groups, and surveys, which attempt to "measure" each indicator. The analytical framework helps to organize each measure (e.g., survey and interview questions) by indicator.

Table 1. ACHIEVES program evaluation variable, indicators and data sources used.

Variable	Indicators	Data Sources
Program implementation	·Perceptions of program implementation ·Attendance ·Engagement ·Organization's openness to change/receptiveness to feedback ·Training ·Factors affecting program success ·Challenges ·Suggestions to improve the program	·Staff interviews ·Participant focus groups
Outcome #1: Increase in soft skill development and sense of belonging	·Relational skills/social relationships ·Self-confidence/self-awareness	·Staff interviews ·Participant focus groups ·Participant surveys ·Parent surveys ·Teacher surveys
Outcome #2: Reduction in behavioural issues	·Emotion regulation skills ·Behaviour management skills	·Staff interviews ·Participant focus groups ·Participant surveys ·Parent surveys ·Teacher surveys
Outcome #3: Assistance with transition to highschool	·Thoughts about highschool ·Academic interest/success	·Participant focus groups ·Participant surveys ·Parent surveys ·Teacher surveys
Outcome #4: Increase in awareness of post-secondary	·Thoughts about post-secondary pathways	·Staff interviews ·Participant focus groups

pathways	·Questions about post-secondary pathways ·Post-secondary/future aspirations ·Preparation for the future	·Participant surveys ·Parent surveys ·Teacher surveys

Interviews

The research team lead invited the ACHIEVES program staff and manager over email to participate in one-on-one interviews. Participating staff members and management provided verbal consent to participate.

All requested staff members/management agreed to participate in an interview (N=4). All interviews took place over Zoom audio, an online conferencing platform, so that they could be audio-recorded for transcription. In each interview, the research team member asked the participant about their role within the program, program implementation, perceived outcomes of the program, organizational support, and their suggestions to improve the program (*see Appendix B for a copy of the interview guide*). The research team recorded the interviews and also took notes of the discussion.

The research team coded the interview transcripts for themes, which were used to collaboratively create a coding framework. The coding framework acts as a reference for the team to be consistent in their interpretation of statements made in the transcripts (*see Appendix D for a copy of the coding framework*). The research team presented the results by theme.

Focus Groups

The research team invited ACHIEVES program participants to participate in a focus group in their last session of the program. Those who were not interested in participating in the focus group were given the option to sit and listen in on the focus group without answering the questions. Participants provided verbal consent to participate.

The research team conducted two focus groups in total. One took place in a private room in the John Howard Society office and the other took place in a private room within a community center where the programs are typically run each week. The majority of program participants chose to participate in the focus groups (N=9). In each group, members of the research team asked the participants about skill development, behavioural change, and post-secondary goal setting as a result of the program, as well as for any feedback they had for the program (*see Appendix C for a copy of the focus group guide*). The research team audio-recorded the focus groups for transcription and took notes of the discussion.

The research team coded the focus group transcripts for themes, which were used to collaboratively create a coding framework. The coding framework acts as a reference for the team to be consistent in their interpretation of statements made in the transcripts (*see Appendix D for a copy of the coding framework*). The research team presented the results by theme.

Surveys

ACHIEVES program participants, their parents, and teachers were invited to fill out a paper survey by the program coordinator at two time points: (1) at the beginning of the ACHIEVES program (pre-test), and (2) at the end of the ACHIEVES program (post-test).

The administered surveys asked the respondents about the participants' emotion regulation skills, behavioural management, relational skills and social relationships, self-confidence, academic interest, and post-secondary or future aspirations. The surveys were sent to the parents and teachers of the program participants to be completed and returned to the program coordinator. Program participants completed the surveys within their sessions. The JHS-HBA staff provided these surveys to the research team for analysis. Of the completed surveys, there were a number of non-responses and missing data between the pre- and post-tests. For the purposes of this project, the research team removed the missing data from the data set after matching pre- and post- responses for each participant. This left a total of 44 program participant surveys (N=44), 19 parent surveys (N=19), and 12 teacher surveys (N=12). The research team entered the survey data into a Microsoft Excel spreadsheet and cleaned it.

The team did not account for group differences (e.g., age, sex, gender) in the surveys or the analysis because this information was not available. Due to some of the survey items changing over time, not all participants answered each question. The research team used weighted averages to compare pre- and post-test responses. This was done by assigning a weight to each participant response option (i.e., Strongly Agree=5, Agree=4, Sometimes=3, Disagree=2, Strongly Disagree=1, and Not Sure=0). For each item, the number of respondents that endorsed each response was multiplied by the responses' weight, added together and divided by the total number of respondents who answered the question.

For example, if a question had three participants respond with 'Strongly Agree', two participants respond with 'Sometimes', and one participant responds with 'Disagree', each of these numbers would be multiplied by the assigned weight. This would result in a total value of 23 (3 participants x weight of 5 = 15; 2 participants x weight of 3) = 6; 1 participant x weight of 2 = 2) (15 + 6 + 2 = 23), which would then be divided by the total number of participant responses (6) for a weighted average of 3.83.

Limitations

This research study has several limitations. First, both facilitators were in the room during the ACHIEVES program participant focus groups due to concerns for participant comfort and safety. There is a possibility that participants did not provide their honest thoughts on the program due to the other participants and facilitators being present in the room. This might have also caused them to feel pressured to speak about the positive aspects of the program. In order to decrease the risk of bias, the research team encouraged participants to share their honest feedback about the program and emphasized that their answers would not affect their relationship with the facilitators.

Changes to the participant, parent, and teacher surveys partway through the program created challenges when analyzing the data. Ideally, in a program evaluation, respondents would answer the same set of questions before the program (pre-test) and after completing the program (post-test). However, administrators changed the survey items midway through a program cycle for clarity based on feedback from the respondents. The team could not analyze the questions that changed significantly in terms of wording using a pre-/post- test comparison due to the risk that respondents may have interpreted them differently (e.g., 'My child has 2 or 3 friends that they spend time with' versus 'My child has 2 or 3 friends that they spend time with outside of school'). The research team decided to analyze these similar questions with different wording separately. Therefore, there is a difference in the sample sizes for many of the items. The research team made note of the sample size (n) for each item in the results section and tables to provide some context for the reader around the generalizability of the data presented.

Although some of the surveys were labelled with the year, program site, and program facilitator, the majority of surveys were not labelled in this way, making it difficult to distinguish between program cycles. The team decided to analyze all pre-test surveys together and post-test surveys together to observe the general trends in the responses before participating in ACHIEVES and after completing the ACHIEVES program. However, this type of analysis does not allow us to account for differences in the implementation of the program between program cycles that could affect the program outcomes (e.g., changes in program facilitator, location, curriculum, etc.).

Additionally, participants didn't respond to some of the survey items and were therefore marked as a non-response in our data charts. Lastly, some of the survey data were missing (e.g., a parent may have filled out the pre-test, but not a post-test). Our analysis excluded missing data records.

Findings

Program Overview

Staff Roles

The research team interviewed the following JHS-HBA staff members: the Manager of Youth Services, Program Coordinator, Program Co-Facilitator, and a Family Support Worker. The described duties of the Manager of Youth Services involve supervision of the staff and volunteers, budgeting, supervising program operations, and reporting on the programming. The duties of the Program Coordinator involve contacting the program referrals, organizing the participants into their session groups, organizing the location of the program sessions, providing transportation for the program participants to/from the program site, and facilitating the sessions. The duties of the Program Co-Facilitator involve providing assistance to the Program Coordinator and engaging in activities and discussion about the topics with the program participants. The duties of the Family Support Worker involve providing support to the parents of the ACHIEVES program participants and having regular meetings with them. The staff's length of time with JHS-HBA ranged from one year to 30 years. The staff's length of time in their role within the ACHIEVES program ranged from one year to three years (with the Manager of Youth Services supervising the program from its inception).

Participant Recruitment

In the staff interviews, two staff members, who carry out the program intake process, provided an overview of the referral process. First, the program's school contacts (who receive a recruitment email) refer participants. Other participants may hear about the program through word of mouth, or through involvement with other agencies. The teachers or parents of potential participants receive the program brochure and intake form. They complete the intake form and send it back to JHS-HBA and arrange a telephone intake meeting. The participants and their parents also take part in an initial meeting prior to starting the program, where they learn about the program expectations, and provide their consent to participate.

The staff indicated the following reasons for participants' referral to the program: mental health concerns, behavioural issues at school, lack of engagement in school, being bullied, lacking social or life skills, or experiencing general adversity. The staff also noted that the participants typically understand the reason for their referral as they attend the intake meetings. They stated that potential participants would not be eligible for participation in the program if they had significant mental health concerns or were experiencing issues that went beyond the scope of the program (e.g., suicidality).

Program Curriculum

Staff described the program curriculum as consisting of evidence-based programming (n=2), incorporating cognitive behavioural programming with social learning theory strategies. Although the topics and themes covered in the sessions are standardized (n=3), the program is adapted to meet the needs of the group. For example, the participants go on a field trip to either McMaster University or Mohawk College, depending on their interests, and also have a recreational field trip where they can decide together on the activity and location. Staff described the structure of the program as being somewhat flexible (n=2) in terms of timing and

activities completed. If sessions were to run over time or had to be cancelled, the facilitators may skip certain activities or cover two of the topics in one session.

In the focus groups, the research team asked the program participants what they learned over the 12 weeks in the ACHIEVES program. The participants described learning about healthy relationships (n=4; e.g., not everyone can be your friend and what a healthy relationship is), goal setting (n=3), highschool (n=2; e.g., picking courses and dealing with highschool bullying), managing anger (n=2), making better decisions, healthy social media habits, and conflict resolution strategies (e.g., ignoring bullies and not engaging in 'trash talk').

Program Implementation

We used the following indicators to evaluate the implementation of the ACHIEVES program: staff perceptions of the program implementation, attendance, engagement, factors affecting the program's success, challenges, the organization's openness to change and receptiveness to feedback, resources, training, supports, and areas in which the program could be improved.

Staff Perceptions of Program Implementation

Within the interviews, researchers asked the staff how they felt the program was going. The staff indicated that they felt the program was going well (n=2) due to the high community demand for access to the program and the program outcomes they are able to achieve, given the program's limited resources. One staff member described the program as successful due to the high parental engagement they receive. Another staff member described the program as going alright but felt that more youth should be able to access the program.

Attendance

In the interviews, the researchers asked the program staff what the program attendance was like and whether they felt there were any barriers to attendance for participants. Some staff members described attendance as being good (n=3) due to the voluntary nature of the program and rides being provided. One of the main barriers to program participation described by the staff was transportation for youth to the program site (n=2). Staff have tried to overcome this challenge by providing rides for the program participants. However, this transportation option is only available to those in the city of Hamilton and there is only one vehicle (seating seven participants). Other barriers to program attendance included participant proximity to the program site (n=2), having limited space for participants in the vehicle (n=2; seven seats), the participant missing sessions and therefore being removed from the program, the program not being a good fit for the participant, having other conflicting commitments, the participant moving, and parents not notifying the facilitators of their child's absence. One staff member described poor attendance at parent nights. Barriers to parent/caregiver participation endorsed by the staff were lack of transportation, not having childcare available, and having to work.

Engagement

In the interviews, the staff described that program participants' engagement increases as the participants become more comfortable in the group setting and with the program facilitators (n=3). They found that sometimes a participant's engagement within the program depends on their individual interests (n=2), the activity they are engaging in, the topic being discussed, or whether they have established a sense of trust and community with the group. One staff member described participant engagement as being high due to the participants' enjoyment of the programming and activities and the interactive nature of the program. Another noted that there was high parental engagement in the parent sessions. In terms of measures to increase participant engagement, staff discussed how they encourage participants to provide input and feedback on the program's activities.

In the focus groups, researchers asked program participants to describe their favourite sessions in the program, their favourite topic, or activity. Participants indicated that the McMaster trip (n=2), anger exercises (n=2), 'Brags and Drags' activity (n=2), balloon activity, careers activity, and marshmallow team/relationship building exercise were their favourite program activities. They also described enjoying the food, breaks, and conversation. One participant indicated that they enjoyed the program as a whole. Additionally, when researchers asked if they had any other comments about the program, one participant expressed that they really enjoyed spending time with their peers and the program facilitators.

Researchers also asked the program participants whether they would take the program again, if they had the option. The majority of participants stated that they would take the program again (n=7). The reasons participants said they would take the program again were because it is fun, you can learn new things, it lessened their anxiety or anger, it has improved their life or relationships, it taught them how to help themselves, and to escape from a poor family situation. Additionally, when researchers asked if they had any other comments about the program, two participants expressed their interest in engaging in a similar program with JHS-HBSA.

Organization Openness to Change and Receptiveness to Feedback

Researchers asked the program staff whether the organization (i.e., the funder and/or their supervisors at JHS-HBA) has been receptive to feedback and change within the context of the program. Participants responded that both the funders and management at JHS-HBA are highly receptive to feedback and do their best to implement necessary changes to the program (n=3). For example, the Hamilton Community Foundation has allowed the program to run full year (instead of during the school terms only). Additionally, JHS-HBA management submitted a new proposal for a Grad Group program based on the feedback that the participants need continued support beyond ACHIEVES and implemented off-site programming with community partnerships.

Training

In the interviews, researchers asked the staff to describe any additional training (i.e., beyond their educational training/work experience) that they received to prepare them for their role in the program. One staff member had not yet received any additional training. Other staff members reported receiving training in program evaluation, volunteer supervision, report writing, developing funding proposals, health and safety training, mental health training, and first aid. One staff member noted that additional training in creating surveys, data collection and analyses might be useful.

Factors Affecting Program Success

In the interviews, researchers asked staff to describe the factors that they felt helped make the program successful. The factors they described include the flexibility of the program funder, staff allocation, having a cohesive relationship between program facilitators, the participants' awareness of the program expectations, and the participants living close to the program site (to assist with pick up/drop off time).

Researchers asked the staff members to describe what external factors they felt contributed to participant success in the program or program success generally. The staff described parental support and participation in the program (n=2) and the participants' open mindedness, accountability, ability to show up for programming, awareness of what they need to work on, and desire to change or improve their lives. Factors affecting parental/caregiver success in the program included the parents' own mental health, financial means, access to emotional and social supports, and willingness to receive ongoing support and to improve their parenting approaches. Staff discussed hiring child and youth workers as an additional success factor because they are qualified to manage at-risk youth and problematic behaviour.

Challenges

Within the interviews, staff members described the challenges they experienced with participants as including frequent interruptions during the lessons, participants' lack of interest or distraction, participants' negative attitude (i.e., "too cool", or "tough" attitude), and swearing and bullying. Staff discussed managing these conflicts by having side conversations with participants to discuss the issue and reinforce the program rules (n=2), building a positive community culture among the group (n=2), use of behavioural management techniques, building relationships with the participants and allowing them to provide input, and hiring staff who are trained to manage youth behavioural issues to deliver programming (i.e., child and youth workers).

Staff noted that the largest challenges in terms of resources were limited funding (n=2) and finding community spaces to use for programming. In order to keep the program running

effectively, JHS-HBA has to borrow resources from other programs they facilitate with the same mandate (n=2).

Suggestions to Improve the Program

Researchers asked both the program staff and participants if they had any suggestions to improve the ACHIEVES program. In the staff interviews, the staff indicated that more staff or staffing hours would be beneficial to the program (n=3). They also suggested hiring/training youth mentors (n=2); making sure that program participants have a good understanding of why they are in the program; recruiting program volunteers; providing childcare for parents to attend parent sessions; offering more experiences and workshops to participants (such as those that teach skills and provide information about what it is like to be in different careers); using technology more within the program; providing more support and resources to support the transition to highschool; providing information about highschool, post-secondary education, and careers; having another vehicle to transport the participants; and providing ongoing parenting and emotional support to parents. In the focus groups, program participants suggested having longer time in the program (in terms of sessions or length); providing healthier food options; adding in more breaks, games, and activities; establishing better conflict resolution within the group; and removing the drawing board activity.

Outcome #1: Soft Skill Development and Sense of Belonging

We used the following indicators to evaluate the participants' soft skill development and sense of belonging: relational skills/social relationships and self-confidence/self-awareness.

Relational Skills/Social Relationships

In interviews, staff stated that they noticed changes in the participants relationships and social skills as a result of participating in the program (n=4). They noticed participants had a greater understanding of what a healthy relationship is, developing positive relationships and connecting with positive peer groups, establishing a supportive community within their program group, interacting and sharing more with others, and respecting their parents and doing what they ask of them. However, staff noted that although some of these pro-social behaviours are being formed within the program group, the participants may struggle in translating these skills in the community or school setting and continue to engage in problematic behaviour. For the parents of program participants, social/relational outcomes included strengthening their relationship with their child, improving communication with their child and learning to set limits and boundaries, and becoming more open to accessing support.

In the focus groups, researchers asked program participants if they noticed a change in the way they were getting along with friends, family members or strangers. The participants endorsed no longer fighting with their family (n=2), thinking about how their family feels more often,

being more forgiving of others, listening more to others, and building relationships with other program participants.

In the surveys, the researchers asked program participants a series of items about their relational skills and social relationships in the pre- and post- tests (*see Table 2*). For some of the items, participants demonstrated an improvement. For example, the weighted average for the number of participants that endorsed "I have 2-3 friends at school that I feel close to and trust" increased from 3.57 to 3.73 (+0.16). The weighted average for the item "People are always trying to get me into trouble by starting fights with me" decreased from 3.4 to 2.53 (-0.87). However, some items demonstrated a regression. For example, the weighted average for the item "I get along well with my classmates" decreased from 3.47 to 2.53 (-0.94). The weighted average for the item "I get along with my teachers and they care about my learning" decreased from 3.42 to 3.14 (-0.28). The weighted average for the item "Writing nasty comments about other people on social media is a form of bullying" decreased from 4.53 to 4.2 (-0.33).

In the surveys, the researchers asked the parents of program participants several items about their child's relational skills and social relationships (*see Table 2*). For the item "My child gets along with their teachers and other adults at school", parents reported a positive improvement (as demonstrated by a change in the weighted average from 3.42 to 3.55; +0.13). However, the parents also reported negative changes. For example, the weighted average for the item "My child has 2 or 3 friends that they spend time with" decreased from 3.64 to 3.36 (-0.28). The weighted average for the item "My child has 2 or 3 friends that they spend time with outside of school" decreased from 3.8 to 3.67 (-0.13). The weighted average for the item "My child has frequent conflicts with their friends and peers" increased from 2.56 to 2.8 (+0.24).

In the surveys, the researchers asked the teachers of program participants several items about their student's relational skills and social relationships (*see Table 2*). For the item "The student has at least 2 or 3 friends in the school setting", teachers reported a positive improvement (as demonstrated by a change in the weighted average from 4.55 to 4.75; +0.20). However, the teachers reported negative changes for the items "The student has frequent conflicts with friends and peers" (with an increase in the weighted average from 2.17 to 2.5; +0.33) and "I feel I have been able to build a positive teaching relationship with this student" (with a decrease in the weighted average from 3.92 to 3.58; -0.34).

Table 2. Weighted averages for survey relational skills/social relationships items.[2]

Relational Skills/Social Relationships Items			
Item	Survey Time Point	Weighted Average	n

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[2] In the results tables (*Tables 2-7*), green represents a positive improvement, red represents a regression, and blue represents no change.

Participants			
I get along well with my classmates.	Pre-Test	3.47	15
	Post-Test	2.53	15
	Difference	-0.94	
I have 2 or 3 friends at school that I feel close to and trust.	Pre-Test	3.57	44
	Post-Test	3.73	44
	Difference	+0.16	
My teachers at school care about me and my learning.	Pre-Test	3.20	15
	Post-Test	3.29	14
	Difference	+0.09	
I get along with my teachers and they care about my learning.	Pre-Test	3.42	28
	Post-Test	3.14	29
	Difference	-0.28	
People are always trying to get me into trouble by starting fights with me.	Pre-Test	3.40	15
	Post-Test	2.53	15
	Difference	-0.87	
I try to find a good way to end a disagreement with someone.	Pre-Test	3.33	15
	Post-Test	3.36	14
	Difference	+0.03	
Writing nasty comments about other people on social media is a form of bullying.	Pre-Test	4.53	15

	Post-Test	4.20	15
	Difference	-0.33	
You can disagree with someone and still be their friend.	Pre-Test	3.88	43
	Post-Test	3.98	44
	Difference	+0.10	
Parents			
My child has 2 or 3 friends that they spend time with.	Pre-Test	3.64	14
	Post-Test	3.36	14
	Difference	-0.28	
My child has 2 or 3 friends that they spend time with outside of school.	Pre-Test	3.80	5
	Post-Test	3.67	6
	Difference	-0.13	
My child has frequent conflicts with their friends and peers.	Pre-Test	2.56	18
	Post-Test	2.80	20
	Difference	+0.24	
My child gets along with their teachers and other adults at school.	Pre-Test	3.42	19
	Post-Test	3.55	20
	Difference	+0.13	
My child shares their problems with me openly.	Pre-Test	3.06	18
	Post-Test	3.07	14

	Difference	+0.01	
Teachers			
The student has at least 2 or 3 friends in the school setting.	Pre-Test	4.55	11
	Post-Test	4.75	12
	Difference	+0.20	
The student has frequent conflicts with friends and peers.	Pre-Test	2.17	12
	Post-Test	2.50	12
	Difference	+0.33	
I feel I have been able to build a positive teaching relationship with this student.	Pre-Test	3.92	12
	Post-Test	3.58	12
	Difference	-0.34	

Self-Confidence/Self-Awareness

In the interviews, researchers asked the staff members about participant outcomes they noticed. Staff members described an increase in participants' levels of self-awareness (e.g., learning about themselves and what they need to work on; n=2) and self-confidence.

In the surveys, the researchers asked program participants two items about their self-confidence in the pre- and post- tests (*see Table 3)*. One of the items demonstrated a positive improvement. For the item "I can accomplish anything if I set my mind to it", the weighted average increased from 3.31 to 3.79 (+0.48). However, the other item demonstrated a negative change. For the item "I can do anything I want to do in the future if I just work at it", the weighted average decreased from 4 to 3.73 (-0.27).

Table 3. Weighted averages for survey self-confidence items.

Self-Confidence Items			
Item	Survey Time Point	Weighted Average	n
Participants			
I can do anything I want to do in the future if I just work at it.	Pre-Test	4.00	14
	Post-Test	3.73	15
	Difference	-0.27	
I can accomplish anything if I set my mind to it.	Pre-Test	3.31	29
	Post-Test	3.79	29
	Difference	+0.48	

Outcome #2: Reduction in Behavioural Issues

We used the following indicators to evaluate the participants' reduction in behavioural issues: emotion regulation and behaviour management.

Emotion Regulation

In the interviews, staff members noted changes in the participants' emotion regulation skills as a result of participating in the program (n=2). Specifically, they noted that participants had become more aware of their emotions and the causes of these emotions. They also noted participants became better at effectively managing their emotions.

When researchers asked program participants about changes in reactions to certain situations, some participants described increases in their emotion regulation skills. Some participants described getting angry less or using strategies to control their anger (n=3). One participant also indicated that they experienced increased comfort and relaxation.

In the surveys, the researchers asked program participants a series of items about their emotion regulation skills in the pre- and post- tests *(see Table 4)*. For some of the items, participants demonstrated an improvement in their scores. For example, the weighted average for the item "People should try to solve their problems" increased from 3.80 to 4.07 (+0.27).

The weighted average for the item "I can't stop losing my temper a lot" decreased from 3.27 to 1.93 (-1.34). However, the participants also reported some negative changes. For instance, the weighted average for the item "I get in trouble at school when I can't control my anger" increased from 2.43 to 2.9 (+0.47). The weighted average for the item "When I am mad, I don't care if someone gets hurt" increased from 2.11 to 2.25 (+0.14).

In the surveys, the researchers asked parents of the program participants two items about their child's emotion regulation skills *(see Table 4)*. The results of these items demonstrate positive improvements in the participants' emotion regulation. The weighted average for the item "My child has difficulty controlling their anger" decreased from 3.60 to 3 (-0.60) and the weighted average for the item "My child has difficulty controlling their anger at home" decreased from 3.07 to 2.86 (-0.21).

In the surveys, the researchers asked the teachers of the program participants one item about their student's emotion regulation *(see Table 4)*. For the item "The student has difficulty controlling their anger", the teachers indicated a negative change, as demonstrated by the weighted average increasing from 1.67 to 2.10 (+0.43).

Table 4. Weighted averages for survey emotion regulation items.

Emotion Regulation Items			
Item	Survey Time Point	Weighted Average	n
Participants			
People should try to solve their problems.	Pre-Test	3.80	15
	Post-Test	4.07	15
	Difference	+0.27	
I can't stop losing my temper a lot.	Pre-Test	3.27	15
	Post-Test	1.93	15
	Difference	-1.34	
I know how to calm myself down when I get angry.	Pre-Test	3.29	14

	Post-Test	3.29	14
	Difference	0	
I get in trouble at school when I can't control my anger.	Pre-Test	2.43	28
	Post-Test	2.90	29
	Difference	+0.47	
When I am mad, I don't care if someone gets hurt.	Pre-Test	2.11	44
	Post-Test	2.25	44
	Difference	+0.14	
Parents			
My child has difficulty controlling their anger.	Pre-Test	3.60	5
	Post-Test	3.00	6
	Difference	-0.60	
My child has difficulty controlling their anger at home.	Pre-Test	3.07	14
	Post-Test	2.86	14
	Difference	-0.21	
Teachers			
The student has difficulty controlling their anger.	Pre-Test	1.67	12
	Post-Test	2.10	10
	Difference	+0.43	

Behaviour Management

In the focus groups, researchers asked the program participants if they noticed they had been doing anything differently since they started the ACHIEVES program. Many participants stated that they had no longer been getting into physical fights (n=4). Other participants described having reduced arguments with their parents (n=3), asking for help when needed (n=2), perseverance (instead of giving up when things get tough), staying in class (instead of walking out), and setting goals for themselves (e.g., doing better in school or getting better at a sport).

In the surveys, the researchers asked program participants a series of items about their behaviour management in the pre- and post- tests *(see Table 5)*. For some of the items, participants demonstrated an improvement in their scores. For example, the weighted average for the item "It is possible to change the outcome of a situation by changing how I act" increased from 2.38 to 3.47 (+1.09). The weighted average for the item "If someone doesn't show you respect, you should get even" decreased from 2.93 to 2.29 (-0.64). However, some of the responses demonstrated negative changes. The weighted average for the item "I often do things without thinking" increased from 3.67 to 3.8 (+0.13) and the weighted average for the item "When/before I make a choice, I think about how it will affect other people" decreased from 3.23 to 2.18 (-1.05).

In the surveys, the researchers asked the parents of the program participants a series of items about their child's behaviour management *(see Table 5)*. The item "My child tries to resolve conflicts in a positive way" showed a positive improvement as indicated by the weighted average increasing from 2.64 to 2.93 (+0.29). Similarly, the item "My child's use of social media has led to problems" demonstrated a positive improvement as shown by the weighted average decreasing from 3.8 to 3.67 (-0.13).

In the surveys, the researchers asked the teachers of the program participants several items about the student's behaviour management *(see Table 5)*. Notably, the weighted average for the item "The student has had issues involving social media" increased from 1.25 to 1.5 (+0.25) demonstrating a negative change.

Table 5. Weighted averages for survey behaviour management items.

Behaviour Management Items			
Item	Survey Time Point	Weighted Average	n
Participants			
If someone leaves a cellphone in their desk, it's OK for me to take it.	Pre-Test	1.67	15

	Post-Test	1.73	15
	Difference	+0.06	
It's OK to steal if you don't get caught.	Pre-Test	1.33	15
	Post-Test	1.40	15
	Difference	+0.07	
I get into trouble for taking things that don't belong to me.	Pre-Test	2.43	28
	Post-Test	2.38	29
	Difference	-0.05	
It is possible to change the outcome of a situation by changing how I act.	Pre-Test	2.38	29
	Post-Test	3.47	25
	Difference	+1.09	
I often do things without thinking.	Pre-Test	3.67	15
	Post-Test	3.80	15
	Difference	+0.13	
When/before I make a choice, I think about how it will affect other people.	Pre-Test	3.23	43
	Post-Test	2.18	44
	Difference	-1.05	
If someone doesn't show you respect, you should get even.	Pre-Test	2.93	15
	Post-Test	2.29	14
	Difference	-0.64	

Parents			
My child tries to resolve conflicts in a positive way.	Pre-Test	2.64	14
	Post-Test	2.93	14
	Difference	+0.29	
My child will take things that do not belong to them.	Pre-Test	2.21	19
	Post-Test	2.15	20
	Difference	-0.06	
My child's use of social media has led to problems.	Pre-Test	3.80	5
	Post-Test	3.67	6
	Difference	-0.13	
Teachers			
The student will take things that don't belong to them.	Pre-Test	1.09	11
	Post-Test	1.08	12
	Difference	-0.01	
The student has had issues involving social media.	Pre-Test	1.25	12
	Post-Test	1.50	12
	Difference	+0.25	

Outcome #3: Assistance with Transition to Highschool

We used the following indicators to evaluate how well the program has prepared the participants' for their transition to highschool: thoughts about highschool and academic interest and success.

Thoughts about Highschool

Within the focus groups, researchers asked program participants to describe any concerns they had about going to highschool, strategies they had learned to help with their concerns about highschool, and anything about going to highschool that they were excited for. The concerns they described were getting bullied (n=3), failing or doing poorly (n=2), difficult classes and homework (n=2), the temptation to skip classes, moving to a new environment, stricter teachers, and getting misgendered. The strategies they identified to mitigate their concerns about highschool included studying, asking for help, peer support, talking to someone they trust about their problems in highschool, telling an adult about bullying situations, ignoring bullies and walking away, talking together about bullying and how to deal with it, learning new strategies to manage highschool, and using coping strategies such as deep breathing, music, and drawing. Participants expressed excitement about being able to play sports in highschool (n=5), highschool clubs, getting to choose electives, meeting new people, their friends attending the same school, and the cafeteria food options.

Academic Interest/Academic Success

In the surveys, the researchers asked program participants about their academic interest or academic success in the pre- and post- tests *(see Table 6)*. The results of these items demonstrated a negative change. The weighted average for the item "Doing well at school is important to me" decreased from 3.8 to 3.57 (-0.23). The weighted average for the item "I think it's important to go to school and learn new things" decreased from 3.72 to 3.59 (-0.13).

In the surveys, the researchers asked the parents of the program participants several items about their child's academic interest or academic success *(see Table 6)*. The results of these items demonstrate negative changes in the participants' academic interest/success. The weighted average for the item "Doing well at school is important to my child" decreased from 3.63 to 3.3 (-0.33). The weighted average for the item "My child enjoys learning new things" decreased from 3.64 to 3.43 (-0.21).

In the surveys, the researchers asked the teachers of the program participants several items about their student's academic interest or academic success *(see Table 6)*. The weighted average for the item "This student will seek assistance when needed" increased from 3.08 to 3.18 (+0.10), indicating a positive improvement. Whereas, the weighted average for the item "Doing well in school is important to this student" decreased from 3.25 to 3.08 (-0.17), demonstrating a negative change.

Table 6. Weighted averages for survey academic interest/success items.

Academic Interest/Success Items

Item	Survey Time Point	Weighted Average	n
Participants			
Doing well at school is important to me.	Pre-Test	3.80	44
	Post-Test	3.57	42
	Difference	-0.23	
I think it's important to go to school and learn new things.	Pre-Test	3.72	29
	Post-Test	3.59	29
	Difference	-0.13	
Parents			
My child enjoys going to school.	Pre-Test	4.20	5
	Post-Test	3.50	6
	Difference	-0.70	
Doing well at school is important to my child.	Pre-Test	3.63	19
	Post-Test	3.30	20
	Difference	-0.33	
My child enjoys learning new things.	Pre-Test	3.64	14
	Post-Test	3.43	14
	Difference	-0.21	
Teachers			

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The student enjoys and engages in academic activities.	Pre-Test	3.08	12
	Post-Test	3.17	12
	Difference	+0.09	
Doing well in school is important to this student.	Pre-Test	3.25	12
	Post-Test	3.08	12
	Difference	-0.17	
This student will seek assistance when needed.	Pre-Test	3.08	12
	Post-Test	3.18	11
	Difference	+0.10	

Outcome #4: Increase in Awareness of Post-Secondary Pathways

We used the following indicators to evaluate how well the program has increased the participants' awareness of opportunities available to them after highschool: the participants' thoughts about post-secondary pathways, their questions about post-secondary pathways, post-secondary/future aspirations, and preparation for the future.

In the interviews, the program staff noticed that the participants had become more goal-oriented and better able to think toward the future (n=2) as a result of participating in the ACHIEVES program. One staff member found that the program allowed the participants to establish hope for the future and increase their confidence in post-secondary education as an option for them.

Thoughts about Post-Secondary Pathways

Within the focus groups, researchers asked the program participants if they had an idea as to whether they would attend post-secondary education or training, about any worries they had about post-secondary education or training, strategies they had learned to help with their worries about post-secondary, and anything about post-secondary education or training that they were excited for. Although the majority of participants were unsure about their plans for post-secondary education or training, two participants planned to attend college, and one planned to attend university. Participants described being worried about the difficulty of the programs/courses (n=3), passing, the class sizes, increasing homework, their own ability to

listen and pay attention in lectures, and the financial strain of tuition costs and living expenses. The strategies they identified to mitigate their worries about post-secondary education or training included, communicating and problem solving with their teacher or professor, getting a job, and applying for scholarships. Participants expressed excitement about learning new things (n=2), playing college/university sports (n=2), gaining independence, having roommates, and planning for the future.

Questions about Post-Secondary Pathways

At the end of both participant focus group sessions, researchers gave the participants the opportunity to ask any questions they had about being a student and/or post-secondary education. The questions participants had for the research team were: (1) How do you pick a university or college to attend?; (2) How do you choose between going to college or going to university?; and (3) How do you choose which program you want to do?

Post-Secondary/Future Aspirations

In the surveys, the researchers asked program participants about their post-secondary or future aspirations in the pre- and post- tests *(see Table 7)*. The weighted average for the "I think about going to college/university one day" decreased from 3.67 to 3 (-0.67), demonstrating a negative change.

In the surveys, the researchers asked the parents of the program participants a couple of items about their child's post-secondary or future aspirations *(see Table 7)*. The weighted average for the item "My child has expressed hopes about attending college/university one day" increased from 3.57 to 3.86 (+0.29), indicating a positive improvement. However, the weighted average for the item "My child has hopes and dreams about what they would like to do when they grow up" decreased from 3.79 to 3.25 (-0.54), demonstrating a negative change.

In the surveys, the researchers asked the teachers of the program participants one item about their student's post-secondary or future aspirations *(see Table 7)*. The weighted average for the item "The student has expressed hopes about what they would like to do when they grow up" increased from 0.92 to 1.58 (+0.66), indicating a positive improvement.

Table 7. Weighted averages for survey post-secondary/future aspirations items.

Post-Secondary/Future Aspirations Items			
Item	Survey Time Point	Weighted Average	n
Participants			

I sometimes think about what kind of job I will have when I am grown up.	Pre-Test	3.67	15
	Post-Test	3.00	15
	Difference	-0.67	
I think about going to college/university one day.	Pre-Test	3.43	28
	Post-Test	3.83	29
	Difference	+0.40	
Parents			
My child has hopes and dreams about what they would like to do when they grow up.	Pre-Test	3.79	19
	Post-Test	3.25	20
	Difference	-0.54	
My child has expressed hopes about attending college/university one day.	Pre-Test	3.57	14
	Post-Test	3.86	14
	Difference	+0.29	
Teachers			
The student has expressed hopes about what they would like to do when they grow up.	Pre-Test	0.92	12
	Post-Test	1.58	12
	Difference	+0.66	

Preparation for the Future

In the focus groups, researchers asked the program participants if they felt that the program had prepared them for the future in any way. Some participants endorsed that the program helped to prepare them for the future but did not know in what way (n=3). The ways in which other participants felt it had prepared them for the future were by helping them to manage

relationships (n=2), learning new things, helping them to be less angry, helping to plan for the future, better preparing them for highschool, and assisting them in dealing with judgement from others.

Conclusions

Results from this research are mixed, particularly within the surveys, making it difficult for the researchers to arrive at conclusions about the effectiveness of the program. This may be due in part to the small sample sizes of some of the items or the influence of factors external to the program. Evaluative conclusions are described below.

Program Implementation

The ACHIEVES program appears to be implemented well. Program attendance is high except for those with transportation barriers or who live far away from the program site. Participants appear engaged in the program, and the majority state being interested in taking the program again or completing a similar program (i.e., Grad Group). Factors that make the program successful include the flexibility of the program funder, staff allocation, having a cohesive relationship between program facilitators, the participants' awareness of the program expectations, and the program site being located near participants' homes. The challenges staff faced in implementing the program were behavioural disruptions from the participants during the sessions and lack of funding. Suggestions to improve the program include having more staff or staffing hours, hiring/training youth mentors, increasing participants' awareness of why they are in the program, recruiting program volunteers, providing childcare for parents attending sessions, doing more to support the transition to highschool, and adding in more breaks, games, healthy snacks, and recreational activities.

Outcome #1: Soft Skill Development and Sense of Belonging

The focus groups and interviews demonstrated that ACHIEVES has a positive impact on the participants' social skills—particularly in their interactions with family members and other participants of the ACHIEVES program—as well as their self-awareness and self-confidence. The surveys yielded mixed results about participants' friendship development, relations at school, and self-confidence., with some positive and some negative changes to measures pre- and post-program.

Outcome #2: Reduction in Behavioural Issues

The interviews and focus groups demonstrated that ACHIEVES helped participants with their emotion regulation. The focus groups also demonstrated that participants felt that ACHIEVES helped them in their behavior management, specifically in terms of getting into less physical fights and reduced arguments with their parents and others.

The survey items indicated mixed findings in terms of the participants' emotion regulation and behaviour management skills, with some positive and some negative changes to measures pre- and post-program.

Outcome #3: Assistance with Transition to Highschool

Participants were able to identify concerns that they had about going to high school and strategies that the program helped them identify to better manage their concerns.
The survey results for the items related to the participants' academic interest or success demonstrated mostly negative changes. For instance, the participants showed negative changes in their belief in the importance of doing well in school and thinking that it is important to go to school and learn new things. Similarly, parents endorsed a decrease in the importance of doing well in school to their child and in their child's enjoyment of learning new things.

Outcome #4: Increase in Awareness of Post-Secondary Pathways

The participant focus groups demonstrated that participants were thinking about post-secondary education as an option. The participants described excitement about post-secondary education, as well as academic and financial worries. However, they were able to describe strategies to help with these worries, such as communicating with teachers/professors, finding a job and applying for financial aid.

The survey items related the participants' post-secondary and future aspirations show mixed findings. For instance, the parent survey results demonstrated an increase in the participants having hopes about attending college or university. However, participants reported thinking about going to college or university less post-program compared to pre-program.

Recommendations

(1) JHS-HBA should standardize their surveys using reliable measures.

To maximize the utility of information obtained from these surveys, the team recommends the use of standardized measures for survey administration. As mentioned in the Background section of the report, standardized measures will ensure that the questionnaires measure what they intend to (i.e., validity), and that they are being understood and answered similarly by respondents (i.e., reliability) (Price, Jhangiani & Chiang, 2014).

There are several standardized youth program evaluation tools that have been validated to assist organizations in determining the effectiveness of their youth programming. The David P. Weikart Center for Youth Program Quality has developed an open-access Youth Program Quality Assessment that has been validated for measuring program quality and staff training needs (2018). This assessment is completed by a rater that is external to the program and measures the following constructs: (1) safe environment (i.e., emotional safety, healthy

environment, emergency preparedness, accommodating environment, and nourishment); (2) supportive environment (i.e., warm welcome, session flow, active engagement, skill-building, encouragement, and reframing conflict); (3) interaction (i.e., belonging, collaboration, leadership, and adult partners); and, (4) engagement (i.e., planning, choice, and reflection). Silliman and Schumm (2013) developed a youth-oriented program quality survey for youth program participants, measuring safety (i.e., physical and psychological), support, social norms, social inclusion, skill-building opportunities, self-efficacy, program structure, and synergy, that has shown promise as a research and programming tool.

There are also standardized measures that can be used to assess the individual outcomes that ACHIEVES aims to enhance for participants. For example, staff can use the Social Skills Improvement System-Rating Scales (SSIS-RS) to evaluate social skills of individuals between the ages of 3-18 (Gresham, 2016). It has scales for multiple raters (the youth themselves, parents, and teachers) and measures social skills in terms of cooperation, engagement, assertion, responsibility, empathy, and self-control (Gresham, 2016). Furthermore, the teacher-assessed scale includes an assessment of the child's academic performance in reading, math, motivation, support, and cognition domains (Gresham, 2016). To assess future aspirations, staff can use the Aspirations Index to measure both intrinsic (i.e., internally motivated) and extrinsic goals (i.e., motivated by external reward) in adolescents (Davids et al., 2017). The pre-test/post-test questionnaires can utilize the full tools or include only items relevant to the ACHIEVES program.

In the case that JHS-HBA is designing their own survey items, they should assign a timeframe to the questions, so that they are able to measure change. The goal is to see whether the change in responses coincides with the participants' involvement in the program; therefore, the items should clearly reflect the timeline of the program. For example, the pre- and post- tests ask the teacher to rate "The student has had issues with social media", from Strongly Agree to Strongly Disagree. If the teacher endorsed in the pre-test that the student had had issues with social media, and were asked to respond to the same item in the post-test, they might provide the same response, even if they have seen a reduction in the participant's issues with social media, because they had previously experienced these issues and no clear timeline is referenced. However, if JHS-HBA were to ask the teachers to respond to "In the past two weeks, the student has issues with social media", they would be able to establish a better understanding of the participant's more recent behaviour (during or following the ACHIEVES program).

(2) JHS-HBA should use focus groups to collect data about their programs.

It would be useful for JHS-HBA to incorporate focus groups into the last session of the program. Conducting focus groups would allow JHS-HBA to gather rich information about the implementation of the program and outcomes of the program for the participants, in their own words. Focus groups could be done with both the students and the parents. However, it is important that JHS-HBA conduct them separately to ensure that the participants and parents feel comfortable enough to answer the questions honestly.

Successful focus groups require careful design and execution. JHS-HBA should develop a focus group guide, made up of a series of open-ended questions that provide insight into the areas of the program that they would like to examine, similar to what we have done in *Appendix B*. Ideally, a focus group should contain between four and 12 participants in addition to the group facilitator. The focus group should not last more than two hours and should be held in a location that is comfortable and accessible to all participants. When conducting focus groups with youth, it is also important to ensure the space is free from distractions, and it may be necessary to offer the youth participants a break if the session is longer than an hour. The focus group facilitator should follow the focus group guide, asking the participants questions, allowing each to provide input (if they choose to do so), and clarifying the question or asking follow-up questions when necessary. It is often helpful to record the focus groups, so that details are not missed, and have notetaker making notes on the participant responses.

Sometimes youth participants may be hesitant when participating in focus groups with their peers. There are some strategies that can be used to help shy participants feel more comfortable expressing their thoughts in a group setting. For example, participants can be provided with sticky notes at the beginning of the focus group. These sticky notes can be used by participants to write their thoughts on and then posted on a wall or blackboard. The facilitator can then cluster the notes together that contain similar thoughts and ideas and participants can comment on their answers if they would like to. This technique allows participants to express their ideas without being singled out or pressured. Other techniques that can be used include writing ideas on chart paper and asking participants to draw their ideas and then share with the group. However, it is important to consider time restrictions when incorporating these techniques into the design of the focus group.

> **(3) JHS-HBA should implement a participant self-awareness assessment and progress meetings.**

We recommend that JHS-HBA implement a participant self-awareness assessment at the beginning of the ACHIEVES program. During the interviews we conducted, staff indicated that an important determinant of participant success is self-awareness. Program participants tend to have higher chances of succeeding if they were aware of why they joined the program in the first place, what their strengths are, and how their skills or behaviours could be improved throughout the program by setting tangible goals for themselves.

The self-awareness assessment could be done in a variety of ways. It could be done one-on-one between a participant and a facilitator, or in small groups of three to six. There are various activities that could be played to assess the self-awareness of the participants. There are many self-awareness exercises available. We present a few below:

a) The "My Identity" activity can help youth understand different aspects of their own identity. The materials required for this activity are six blank cards, tape, any kind of music, a dice, and a timer. On the six pieces of paper, the facilitator writes "I am good

at," "I can, " "I believe that," "I enjoy," "I am here because," and "I would like to improve" and numbers the cards one to six. The facilitator places the blank cards at an even distance from each other in a circle on the ground, and tapes them there. They then ask each participant to stand behind a card. Then they have them walk around the circle, carefully stepping behind a card each time they take another step, as music is played for 15 seconds. They then roll the dice. If the dice falls on the number five, "I am here because," for example, they would ask the child standing behind number five to answer, or, alternatively, ask everyone to answer number five. This way, one facilitator can take down notes to assess the self-awareness of the participants in a manner that is both engaging and informative.

b) The "I am interesting" self-awareness assessment allows participants to reflect on their characteristics. The facilitator first gives each participant a postcard-sized paper with three columns identifying physical, social and inner characteristics respectively, and three colored sketch pens. They then tell them to identify three of their own physical characteristics (e.g., I am tall or I have curly hair), three social characteristics (e.g., I like spending time with my dad or I like going swimming with my friends), and three inner characteristics (e.g., I am confident, I dream a lot, or I get angry easily).

c) The facilitators could print out a self-awareness assessment questionnaire asking them to identify why they are in the program, their areas of strength and weaknesses, and goals for the program. The facilitators should help participants get through the assessments by explaining the questions (as needed) and assisting them in their self-reflection.

One of our findings was that some participants find it challenging to integrate the acquired skills from ACHIEVES into their personal or academic environments. JHS-HBA should monitor, to the best of their abilities, participants' progress by conducting one-on-one mid-program meetings in addition to one of the aforementioned activities. In this meeting, the facilitator should review areas (e.g., emotion regulation, social skills, etc.) or contexts (e.g., school, home, etc.) where improvements have been made and areas or contexts where the participant is still experiencing challenges in order to identify targets for which participants require more support.

(4) JHS-HBA should integrate more academic and career-oriented activities into the program.

Suggestions to improve the program from staff included increasing access to workshops, career-based skill building, and providing more information about high school, post-secondary education, and careers. In our focus group sessions, the students were keen to ask questions about post-secondary education and careers, such as how to pick a university/college. As a result, the team recommends that ACHIEVES includes more academic and career-based content.

The Institute of Medicine proposes that integrating school and community in youth programs improves the effectiveness of learned skills and program activities (2002). For example, topics of discussion in ACHIEVES are related to healthy relationships, decision-making, conflict resolution, anger management, and healthy social media use. During each session, the program leader could discuss how the specific topic relates to skills that can benefit the participant in school. This will provide the participants with more information about education and how to conduct themselves outside of the program setting. In addition, a feasible career workshop could be inviting individuals from different professions to speak to the participants about their jobs. These individuals can provide the participants with information about the education and skills required for their jobs, which facilitators can connect back to the topics covered during ACHIEVES programming. Invited professionals could include multiple speakers with diverse educational backgrounds and careers, or one individual whose career the students show interest in hearing about. Speakers could be individuals from the community or parents of the students. Kaskey (2012) surveyed high-school students after they attended an accounting-based career day and found that most students expressed an increased interest in the field after attending the career day. Thus, exposure to working professionals may increase students' interest in future career options. By relating the professionals' skills to those covered during ACHIEVES, these workshops can also reiterate the importance and applicability of ACHIEVES' program content. For instance, ACHIEVES aims to enhance participants' conflict-resolution skills, which are essential to most careers involving interaction with others (e.g., teaching, counselling, social work).

(5) *JHS-HBA should consider adding volunteers and youth mentors to assist with the ACHIEVES program.*

We recommend that the ACHIEVES program consider involving youth mentors or volunteers to help facilitate program activities. Staff members of the ACHIEVES program mentioned the need for additional staff support multiple times, along with the suggestion to incorporate volunteers or mentors into the program structure. Including youth mentors or volunteers will help to ease the program load on staff facilitators and will also allow participants to interact with positive peer influences. Though positive relationships between youth participants and adult facilitators are important for successful youth programming, it is also important for youth to witness positive social modelling from mentors of similar age and cultural/community background (Institute of Medicine, 2002).

Mentors could consist of previous program graduates who have demonstrated exceptional engagement in the program and are able to relate to the experiences of the program participants, as well as prove insight and guidance for the transition into highschool (for example, Grad Group alumni). Involving youth who have previously demonstrated positive change as a result of participating in the program helps to engage the program participants, model positive behaviour and fulfill the need for extra program support. These mentors could be recruited following their participation in the Grad Group program, as they have demonstrated that they wish to continue their involvement in these types of programs through

their continued participation. This is beneficial for the mentors as they continue to grow, master new challenges and develop leadership skills. Additionally, this allows the relationships between the mentors and the facilitators at JHS-HBA to continue to develop.

Youth mentors would need an orientation session where the expectations and tasks involved with their role are explained. Similarly, volunteers would need to be trained to better understand the structure and objectives of the program and their role within the program. Although volunteer training can consume time and resources, there are ways to minimize the effort required to prepare volunteers to work within the program. To assist with volunteer recruitment, JHS-HBA could connect with local universities/colleges (e.g., Mohawk College, McMaster University, and Brock University Teachers College) to find individuals who are interested in working with children to complete a student practicum placement or volunteer with the program. As staff mentioned in the interviews, Child and Youth Workers are uniquely equipped to work with this population. Therefore, it might be beneficial to connect to the Child and Youth Worker program at Mohawk College to enlist the support of student trainees for the program. In terms of orientation and training, it is useful to create a handbook for all volunteers that overviews the program and JHS-HBA's rules and expectations of them. Creating short training videos that the volunteers can watch and providing hands-on experiential training within the program, starting with observation of the facilitators, and graduating to performing tasks, can help reduce the burden of training volunteers.

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Appendices

Appendix A: Analytical Framework

<table>
<tr><td colspan="4" align="center">ACHIEVES Program Evaluation Framework</td></tr>
<tr><td>Construct Measured</td><td>Source</td><td>Method</td><td>Items</td></tr>
<tr><td colspan="4"><u>Program Overview:</u></td></tr>
<tr><td>Participant Recruitment</td><td>Staff</td><td>Interviews</td><td>· How are things going with the ACHIEVES program overall?
· What are the main reasons that participants are referred to this program?
· What are the enrollment criteria?
· What does the referral process look like?
· Is there anything that might prevent a participant from being able to be enrolled in the program?
· Are the participants told why they were asked to join the program?</td></tr>
<tr><td></td><td>Participants</td><td>Focus Groups</td><td>· What is ACHIEVES?
· What did you do over the past twelve weeks in the ACHIEVES program?</td></tr>
<tr><td>Program Curriculum</td><td>Staff</td><td>Interviews</td><td>· From the materials you have provided to us, it looks like the topics covered in the twelve weeks are predetermined by a schedule. How are the topics of each of the twelve sessions chosen (e.g., were they pre-planned by staff, chosen by past participants, or based on a curriculum guide)?
· Are the same outings/activities repeated with each of the groups each term (e.g., the trip to McMaster)?
· Do you have any flexibility in the way the sessions are planned? Are the topics listed on the schedule always covered or are there any reasons that a topic might be skipped?</td></tr>
<tr><td colspan="4"><u>Program Implementation:</u></td></tr>
<tr><td>Perceptions of Program Implementation</td><td>Staff</td><td>Interviews</td><td>· How are things going with the ACHIEVES program overall?</td></tr>
</table>

Attendance	Staff	Interviews	· What is attendance like in the program? · Are there any challenges to maintaining attendance? · From your perspective, do you think there are any barriers that make it difficult for participants to attend? If so, has there been anything done to resolve them (e.g., giving rides/bus tickets, incentives, etc.)?
Engagement	Staff	Interviews	· How engaged do participants seem in the program? Does this improve throughout their involvement in the program?
	Participants	Focus Groups	· What were your favourite parts of the program? · If you had the option, would you do this program again?
Challenges	Staff	Interviews	· Have you experienced any challenges with the participants (e.g., not following instructions, disrespecting the facilitator or their peers, etc.)? If so, how did you resolve them? · Are there any factors that you feel help make the program run smoothly? · Are there any other factors that you feel cause challenges?
Organization Openness to Change/Receptiveness to Feedback	Staff	Interviews	· Do you find that the management of the program/organization is receptive to feedback and change? · What changes to the program have been made in the past, based on feedback? · Do you think that these changes were beneficial?
Resources	Staff	Interviews	· Do you feel like you have sufficient resources in making the program successful?
Program Strengths/Areas for Improvement	Staff	Interviews	· Do you have any suggestions to improve the program? If so, what are your suggestions? · Do you feel there are any areas in which participants are in need of more support?

	Participants	Focus Groups	· Is there any part of the program that you didn't like, or that you think should change? · Is there anything you wish you could have done more of or less of?
Training	Staff	Interviews	· Did you receive any training to enable you to work in this program? If so, what types of training? · Are there any areas in which you feel you could use more training?
Supports	Staff	Interviews	· Are there supports available to assist you in managing recurring problems (e.g., guidelines or resources)? If so, what are they?
Program Learning	Participants	Focus Groups	· What are some things that you learned in the program?

Outcomes/Perceived Outcomes:			

Increase in soft skill development and sense of belonging:			

	Staff	Interviews	· Have you noticed, or heard about, any difference in the way participants are interacting with each other, their family and friends, teachers, etc.? How so?
Relational Skills/Social Relationships	Participants	Focus Groups	· Are you getting along with friends, family, or strangers differently? Can you give some examples of how?
	Participants	Surveys	· I get along well with my classmates · You can disagree with someone, but still be their friend · I have 2 or 3 friends that I feel close to and trust · Writing nasty comments about other people on social media is a form of bullying · I try to find a good way to end a disagreement with someone · My teachers at school care about me and my learning

			· People are always trying to get me into trouble by starting fights with me · I get along with my teachers and they care about my learning
	Parents	Surveys	· My child has 2-3 friends at school that they spend time with · My child gets along with their teachers and other adults at school · My child has frequent conflicts with their friends and peers · My child shares their problems with me openly
	Teachers	Surveys	· The student has at least 2 or 3 friends in the school setting · The student has frequent conflicts with friends and peers · I have been able to build a positive teaching relationship with this student
Self-Confidence/ Self-Awareness	Participants	Surveys	· I can do anything I want to do in the future if I just work at it · I can accomplish anything if I set my mind to it
Reduction in behavioural issues:			
Emotion Regulation	Participants	Focus Groups	· Have you noticed a change in the way you react in certain situations?
	Participants	Surveys	· People should try to solve their own problems · When I am mad, I don't care if someone gets hurt · I know how to calm myself down when I get angry · I can't stop losing my temper a lot · I get in trouble at school when I can't control my anger
	Parents	Surveys	· My child has difficulty controlling their anger at home

	Teacher	Surveys	· The student has difficulty controlling their anger
Behaviour Management	Staff	Interviews	· Have you noticed, or heard about, any changes in the participants' skills or behaviour? How so?
	Participants	Focus Groups	· Based on what you learned, have you noticed yourself doing anything differently? · Has this program inspired you to change anything about your life?
	Participants	Surveys	· If someone leaves a cell phone in their desk, it's OK for me to take it · It is possible to change the outcome of a situation by changing how I act · It's OK to steal if you don't get caught · If someone doesn't show you respect, you should get even · When I make a choice, I think about how it will affect other people · I often do things without thinking · I get into trouble for taking things that don't belong to me
	Parents	Surveys	· My child tries to resolve conflicts in a positive way · My child will take things that do not belong to them
	Teacher	Surveys	· The student has had issues involving social media · The student will take things that don't belong to them
Assistance with transition to highschool:			
Thoughts about Highschool	Participants	Focus Groups	· Do you have any fears or worries about going to highschool? If so, what are they? · What do you think would help you to get over these fears? · Is there anything about going to highschool that you think is exciting?

Academic Success/Interest	Participants	Surveys	· Doing well at school is important to me · My teachers at school care about me and my learning · I get along with my teachers and they care about my learning · I think it's important to go to school and learn new things
	Parents	Surveys	· Doing well at school is important to my child · My child enjoys learning new things
	Teachers	Surveys	· The student enjoys and engages in academic activities · Doing well in school is important to this student · This student will seek assistance when needed
Increase in awareness of post-secondary pathways:			
Thoughts about Post-Secondary Pathways	Participants	Focus Groups	· What excites you most about post-secondary education? · What worries you the most about post-secondary education? · What do you think would help you to get over these fears?
Questions about Post-Secondary Pathways	Participants	Focus Groups	· Do you have any questions about being a post-secondary student? · Are there any questions about McMaster or what it's like to attend university?
Post-Secondary/Future Aspirations	Staff	Interviews	· Do you think the program has impacted participants' beliefs of or interest in secondary/post-secondary education?

	Participants	Focus Groups	· Has anyone thought about what you might like to do when you get older? Can you please share your ideas? · I heard from Careena that you had a field trip to McMaster · University. What did you think of the tour? Does anyone want to go to university or college? What other options are available to you after highschool?
	Participants	Surveys	· I sometimes think about what kind of job I will have when I am grown up · I think about going to college/university one day
	Parents	Surveys	· My child has hopes and dreams about what they would like to do when they grow up · My child has expressed hopes about attending college/university one day
	Teachers	Surveys	· The student has expressed hopes about what they would like to do when they grow up
Preparation for the Future	Participants	Focus Groups	· Do you think ACHIEVES has helped to prepare you for your future? If so, in what ways?

Appendix B: Interview Guide

Focus Group Questions	
Construct	*Question*
1-Staff Role	1.1 What is your role within the program(s)?
	1.2 How long have you worked for the John Howard Society? 1.21 How long have you been in your current role?

2-Program Processes/ Implementation	2.1 How are things going with the ACHIEVES program overall?
	2.2 What are the main reasons that participants are referred to this program? 2.21 What are the enrollment criteria? 2.22 What does the referral process look like? 2.23 Is there anything that might prevent a participant from being able to be enrolled in the program 2.3 What is attendance like in the program? 2.31 Are there any challenges to maintaining attendance? 2.32 From your perspective, do you think there are any barriers that make it difficult for participants to attend? 2.33 If so, has there been anything done to resolve them (e.g., giving rides/bus tickets, incentives, etc.)?
	2.4 How engaged do participants seem in the program? 2.41 Does this improve throughout their involvement in the program?
	2.5 From the materials you have provided to us, it looks like the topics covered in the twelve weeks are predetermined by a schedule. How are the topics of each of the twelve sessions chosen (e.g., were they pre-planned by staff, chosen by past participants, or based on a curriculum guide)? 2.51 Are the same outings/activities repeated with each of the groups each term (e.g., the trip to McMaster)?
	2.6 Do you have any flexibility in the way the sessions are planned? 2.61 Are the topics listed on the schedule always covered or are there any reasons that a topic might be skipped?
	2.7 What factors, if any, impact how well a participant does in the program (e.g., personal circumstances/qualities, interpersonal circumstances, learning ability, etc.)? If so, what are they?
	2.8 Have you experienced any challenges with the participants (e.g., not following instructions, disrespecting the facilitator or their peers, etc.)? If so, how did you resolve them?
	2.9 Are there any factors that you feel help make the program run smoothly? 2.91 Are there any other factors that you feel cause challenges?
3-Program Outcomes	3.1 What do you think is the biggest impact of the program for participants? 3.11Have you noticed, or heard about, any changes in the participants' skills or behaviour? How so? 3.12 Have you noticed, or heard about, any difference in the way participants are interacting with each other, their family and friends, teachers, etc.? How so? 3.13 Do you think the program has impacted participants' beliefs of or interest in secondary/post-secondary education?

4-Organizational Support	4.1 Do you find that the management of the program/organization is receptive to feedback and change? 4.11 What changes to the program have been made in the past, based on feedback? 4.12 Do you think that these changes were beneficial?
	4.2 Did you receive any training to enable you to work in this program? 4.21 If so, what types of training? 4.22 Are there any areas in which you feel you could use more training?
	4.3 Are there supports available to assist you in managing recurring problems (e.g., guidelines or resources)? If so, what are they?
	4.4 Do you feel like you have sufficient resources in making the program successful? Probes: Training of staff, hiring of staff, resources, policies, finances, space, etc.
5-Suggestions to Improve the Program	5.1 Do you have any suggestions to improve the program? 5.11 If so, what are your suggestions? 5.12 Do you feel there are any areas in which participants are in need of more support?

Closing

Thank you so much for taking part in this interview. If you have any other questions about this project, please feel free to ask us now.

Appendix C: Focus Group Guide

John Howard Society ACHIEVES Program Participant Focus Group Guide

Information and Consent Process

[Go around the circle ensuring every participant gives their consent.]

Focus Group Questions	
Construct	*Question*
1-Overall Program Feedback	1.1 What is ACHIEVES?

	1.2 What did you do over the past twelve weeks in the ACHIEVES program? 1.21 What were your favorite parts of the program?
	1.3 Is there any part of the program that you didn't like, or that you think should change? 1.31 Is there anything you wish you could have done more of? Less of?
2-Skill Development	2.1 What are some things that you learned in the program? 2.11 Probe: soft skill development, withdrawal, aggression
3-Behavioural Change	3.1 Based on what you learned, have you noticed yourself doing anything differently? 3.11 Has this program inspired you to change anything about your life? 3.12 Are you getting along with friends, family, or strangers differently? Can you give some examples of how? 3.13 Have you noticed a change in the way you react in certain situations?
4-Post-Secondary Goal Setting	5.1 Do you have any fears or worries about going to highschool? If so, what are they? 5.11 What do you think would help you to get over these fears? 5.12 Is there anything about going to highschool that you think is exciting?

	5.2 Has anyone thought about what you might like to do when you get older? Can you please share your ideas? 5.21 I heard from Careena that you had a field trip to McMaster University. What did you think of the tour? Does anyone want to go to University or college? What other options are available to you after highschool? 5.22 What excites you most about post-secondary education? 5.23 What worries you the most about post-secondary education? 5.24 What do you think would help you to get over these fears?
	5.3 Do you think ACHIEVES has helped to prepare you for your future? If so, in what ways?
6-General Comments	6.1 Do you have any other comments you would like to share?

Closing

Thank you so much for taking part in this focus group. If you have any other questions about this project, please feel free to ask us now.

[Take questions]

Now we would like to take some time to answer any questions you have about conducting a research study or being a post-secondary student? Are there any questions about research in general?

[Take questions]

Are there any questions about McMaster or what it's like to attend University?

[Take questions]

Appendix D: Coding Framework

ACHIEVES Program Coding Framework	
Node Name	*Node Description*
Operations and Procedures:	
Staff Role	Main parent node for any references related to the staff member's role within the organization.
Manager of Youth Services	Main child node for any references related to the staff members' role being Manager of Youth Services.
Program Coordinator	Main child node for any references related to the staff members' role being the ACHIEVES program coordinator.
Co-Facilitator	Main child node for any references related to the staff members' role being the co-facilitator of the ACHIEVES program.
Parent Support	Main child node for any references related to the staff members' role being providing parent support.
Staff Duties	Main parent node for any references related to the staff members' duties within the organization.
Supervision of Staff/Volunteers	Main child node for any references related to the staff members' duties including supervision of staff and/or volunteers.
Budgeting	Main child node for any references related to the staff members' duties including budgeting.
Supervise Program Operations	Main child node for any references related to the staff members' duties including supervision of program operations.
Reporting on Programming	Main child node for any references related to the staff members' duties including reporting on the programming.
Assist Program Coordinator	Main child node for any references related to the staff members' duties including assisting the program coordinator.
Engage in Activities with Participants	Main child node for any references related to the staff members' duties including engaging in activities with the participants.
Discuss Topics with Participants	Main child node for any references related to the staff members' duties including discussing the topics with the participants.
Meeting with Parents and Providing Support	Main child node for any references related to the staff members' duties including meeting with participants' parents and providing support to them.
Contacting Referrals	Main child node for any references related to the staff members' duties

	including contacting the community referrals.
Organizing Participants into Groups	Main child node for any references related to the staff members' duties including organizing the participants into the groups.
Organizing Program Location	Main child node for any references related to the staff members' duties including organizing the location of the program with community partners.
Providing Transportation	Main child node for any references related to the staff members' duties including providing transportation for the participants.
<u>Length of Time with Organization</u>	Main parent node for any references related to the staff members' length of time with the organization.
<u>Length of Time in Current Role</u>	Main parent node for any references related to the staff members' length of time in their current role within the organization.
<u>Program Information</u>	Main parent node for any references related to information about the ACHIEVEs program. This node encompasses the purpose of the program, the staffs' perceptions of how the program is going, reasons participants are referred to the program/reasons for program ineligibility, the referral process, and the participants' knowledge of why they are in the program.
ACHIEVES Purpose	Main child node for any references related to the participants' perceptions of the purpose of participating in the ACHIEVES program.
Learning about Healthy Relationships	Any references related to the participants learning about healthy relationships.
Managing Anger	Any references related to the participants learning how to manage their anger.
Highschool Relationships	Any references related to the participants learning about highschool relationships.
Learning Basic Life Skills	Any references related to the participants learning basic life skills.
Perception of How Program is Going	Main child node for any references related to the purpose of participating in the ACHIEVES program.
Going Well	Any references related to the perception that the program is going well.
--Satisfied with Program Outcomes Given the Resources Allocated	Any references related to the perception that the program is going well because the staff member is satisfied with the program, given the resources that have been allocated to it.
--High Community Demand for Program	Any references related to the perception that the program is going well because there is a high community demand for the program (especially for male youth) because the program caters to youth who may be too young for other programs.
Going Okay	Any references related to the perception that the program is going okay.
--More Youth in the Program	Any references related to the perception that the program is going okay because they feel that there is supposed to be more youth in the program.

Successful	Any references related to the perception that the program is successful.
High Parental Engagement	Any references related to the perception that the program is successful due to high parental engagement.
Reasons for Referral to Program	Main child node for any references related to the reasons participants are referred to the ACHIEVES program.
Behavioural Issues in School	Any references related to participants being referred to the ACHIEVES program due to behavioural issues in school.
Mental Health Concerns	Any references related to participants being referred to the ACHIEVES program due to mental health concerns.
Issues with School Engagement	Any references related to participants being referred to the ACHIEVES program due to issues with school engagement.
Being Bullied	Any references related to participants being referred to the ACHIEVES program due to being bullied.
Lack of Social Skills/Life Skills	Any references related to participants being referred to the ACHIEVES program due to a lack of social skills or life skills.
Experiencing Adversity	Any references related to participants being referred to the ACHIEVES program due to experiencing any form of adversity.
Reasons for Program Ineligibility	Main child node for any references related to the reasons a potential participant may be ineligible to participate in the ACHIEVES program.
Significant Mental Health Concerns	Any references related to a potential participant being ineligible to participate in the program due to significant mental health concerns.
Concerns Beyond the Scope of the Program	Any references related to a potential participant being ineligible to participate in the program due to them having concerns that are beyond the scope of the program.
Referral Process	Main child node for any references related to the referral process.
Send Out Email to School Contacts for Referral to Program	Any references related to sending out emails to the school contacts as part of the referral process.
Word of Mouth from Other Agencies	Any references related to participants being referred through word of mouth from other agencies.
Send Out Brochure/Intake Form	Any references related to sending out the brochure and intake forms to community referrals.
Telephone Intake	Any references related to a telephone intake as part of the referral process.
Initial Meeting	Any references related to an initial meeting as part of the referral process.
Consent to Participate	Any references related to obtaining consent to participate as part of the referral process.

Participant Knowledge of Reason for Referral to Program	Main child node for any references related to the participants' knowledge of the reason they have been referred to the program.
Program Curriculum	Main child node for any references related to the program curriculum.
Menu of Evidence-Based Programming	Any references related to the program curriculum being made up of a menu of evidence-based programming.
Cognitive Behavioural Programming	Any references related to the program curriculum being made up of cognitive behavioural-based programming.
Social Learning Theory	Any references related to the program curriculum being derived from social learning theory.
Field Trip to Post-Secondary Institution	Any references related to the program curriculum consisting of a field trip to McMaster University or Mohawk College.
Fun Field Trip	Any references related to the program curriculum consisting of a field trip to fun activity as decided by the participants' feedback (e.g., laser mania, rock climbing, art gallery).
Tailored to the Interests/Needs of the Group	Any references related to the program curriculum being tailored to the interests and needs of the group of participants.
Program Structure	Main child node for any references related to the program structure.
Flexible	Any references related to the program structure being flexible due to the participants being children and youth.
May Skip Activities if Over Allotted Time	Any references related to the facilitators skipping over some activities if they go over the allotted session time, but still ensuring the core elements of the session learning are met.
May Combine Two Topics into One Session	Any references related to the facilitators combining two topics into one session if they have to cancel a session due to illness.
Topics/Themes Covered Standardized	Any references related to the topics and themes covered in the sessions each week being standardized (or predetermined from a set out curriculum).
Factors Affecting Participant Success	Main child node for any references related to the factors that may affect participant success in the program.
Open Mindedness	Any references related to the participant's ability to be open minded affecting the participant's success in the program.
Parent Support/Participation	Any references related to parental support and participation affecting the participant's success in the program.
Accountability	Any references related to the ability of the participant to hold accountability for their actions and following the rules of the program affecting the participant's success in the program.
Ability to Show Up	Any references related to the participant's ability to show up affecting the

	participant's success in the program.
Participant Awareness of Why they're in the Program	Any references related to the participant's awareness of why they are in the program affecting the participant's success in the program.
Wanting to Change/Improve their Lives	Any references related to the participant's attitude toward wanting to change/improve their life affecting the participant's success in the program.
Participant Challenges	Main child node for any references related to any challenges the facilitators may experience with the participants in the program.
Swearing	Any references related to participant swearing as a challenge in the program.
Bullying	Any references related to bullying as a challenge in the program.
Interruptions During Lessons	Any references related to interruptions during lessons as a challenge in the program.
Lack of Interest	Any references related to lack of interest as a challenge in the program.
Participant Attitude	Any references related to the participants having an attitude as a challenge in the program.
Strategies to Avoid Challenges with Participants	Main child node for any references related to strategies used to avoid challenges with participants.
Hiring Qualified Staff	Any references related to hiring qualified staff (i.e., Child and Youth Workers and individuals with the right type of personality) in order to avoid challenges with participants.
Using Behaviour Management Techniques	Any references related to using behavioural management techniques in order to avoid challenges with participants.
Building Relationships with Participants	Any references related to the staff building relationships with the participants in order to avoid challenges with participants.
Allowing the Participants to Provide Input	Any references related to allowing the participants to provide input into the program in order to avoid challenges with participants.
Building a Positive Community	Any references related to building a positive community in order to avoid challenges with participants.
Address/Discuss Issue and Repeat Rules	Any references related to addressing issues right away and repeating the rules to the participants in order to avoid challenges with participants.
Factors that Improve Program Implementation	Main child node for any references related to factors that improve program implementation.
Staff Allocation	Any references to staff allocation being a factor to improve program implementation. This includes the ability to give enough hours to the staff and having two facilitators at a time to assist in managing crisis situations.
Flexibility of Funder	Any references to the flexibility of the funder (i.e., program-centred approach)

	being a factor to improve program implementation.
Participant Living in Close Proximity to Program Site	Any references to the participant living in close proximity to the program site being a factor to improve program implementation.
Awareness of Program Expectations	Any references to the participants' awareness of the program expectations being a factor to improve program implementation.
Cohesive Relationship between Program Facilitators	Any references to the cohesive relationship with the program facilitators as a factor to improve program implementation.
Challenges to Program Implementation	Main child node for any references related to any challenges to program implementation.
Finding Free Community Spaces to Use	Any references to finding free community spaces to use to hold programming as a challenge to program implementation.
Distance from Program Site	Any references to the participants' distance from the program site as a challenge to program implementation.
Limited Funding	Any references to limited funding amount as a challenge to program implementation.
<u>**Attendance**</u>	Main parent node for any references related to participant attendance in the program.
Good	Main child node for any references related to program attendance being good.
Due to Voluntary Nature of Program	Any references related to program attendance being good due to the voluntary nature of the program.
Due to Rides Being Provided	Any references related to program attendance being good due to rides being provided.
<u>**Barriers to Program Attendance/Participation**</u>	Main parent node for any references related to any barriers to program attendance and/or participation.
Transportation for Youth/Parents	Main child node for any references related to youth or parent transportation being a barrier to program attendance/participation.
Limited Space in Vehicle	Main child node for any references related to limited space in the vehicle being a barrier to program attendance/participation.
Parents Failing to Notify Facilitators when Participant is Going to be Absent	Main child node for any references related to parents failing to notify the facilitators when the participant is going to be absent being a barrier to program attendance/participation.
Parent Participation (Parent Nights)	Main child node for any references related to parents not showing up to parent nights within the program.
Parents Declining Support of Program	Main child node for any references related to parents declining the support of the program for their children.

Participant Moving	Main child node for any references related to the participant moving and not telling the facilitators being a barrier to program attendance/participation. Addresses without telling facilitators
Other Conflicting Commitments	Main child node for any references related to other conflicting commitments being a barrier to program attendance/participation.
Program Not a Good Fit	Main child node for any references related to the program not being a good fit for the participant as a barrier to program attendance/participation.
No Child Minding for Children	Main child node for any references related to not having access to child-minding as being a barrier to parental participation in the program.
Working	Main child node for any references related to working as being a barrier to parental participation in the program.
Missing Sessions/Removal from Group	Main child node for any references to the participant missing three or more sessions and therefore, being removed from the current group (and added into a later group) as a barrier to program attendance/participation.
Proximity to Program Site	Main child node for any references to the participant living in far proximity to the program site as a barrier to program attendance/participation.
Resolving Barriers to Attendance	Main parent node for any references related to the ways in which staff attempt to resolve barriers to attendance.
Picking Up/Dropping off Participants	Main child node for any references related to the staff pickin up and dropping off the participants as a way to resolve barriers to attendance.
Program Engagement	Main parent node for any references related to program engagement and engagement factors.
Staff Perceptions of Program Engagement/Improving Engagement	Main child node for any references related to the staff's perceptions of program engagement or ideas to improve program engagement.
Dependent on Interest	Any references to the staff indicating that program engagement is dependent on the participants' interests.
Attempt to Make Program Fun	Any references to the staff indicating that they attempt to make the program fun in order to improve program engagement.
Participants Have Input	Any references to the staff indicating that engagement is increased by giving participants input into the activities that they will do.
Increases as Participants Become More Comfortable	Any references to the staff indicating that program engagement increasing as the participants become more comfortable in the group setting and establish a sense of trust and community.
Depends on Activity	Any references to the staff indicating that program engagement is dependant on the activity (e.g., engagement is higher when they are moving around, but when they are sitting down they get restless and need redirection).
Depends on Topic Being Discussed	Any references to the staff indicating that program engagement is dependent

	on the topic being discussed.
High Parental Engagement in Discussion and Ongoing Support	Any references to the staff indicating that program engagement is high for parents when there is group discussion and in seeking ongoing support.
High Participant Engagement	Any references to the staff indicating that participant program engagement is high.
--Enjoy Programming and Activities	Any references to the staff indicating that participant program engagement is high due to the participants enjoying the programming and the activities.
--Interactive Nature of the Program	Any references to the staff indicating that participant program engagement is high due to the interactive nature of the program.
Favourite Sessions/Program Content	Main child node for any references related to the participants' favourite sessions and/or program content.
Anger Exercise	Any references related to the anger exercise being the participants' favourite session.
McMaster Trip	Any references related to the McMaster trip being the participants' favourite session.
Balloon Activity	Any references related to the balloon (anger) activity being the participants' favourite session.
Brags and Drags Activity	Any references related to the Brags and Drags activity being the participants' favourite session.
Food	Any references related to the food being the participants' favourite part of the program.
Talking	Any references related to the talking (group discussion) being the participants' favourite part of the program.
Breaks	Any references related to the breaks being the participants' favourite part of the program.
Careers Activity	Any references related to the careers activity being the participants' favourite session.
Marshmallow: Teambuilding/Relationship Building Activity	Any references related to the marshmallow (teambuilding/relationship building) activity being the participants' favourite session.
All of It	Any references related to the participant enjoying the program as a whole.
Would/Would Not Do the Program Again If Given the Option	Main child node for any references related to whether the participant would choose to take the program over again or not, if given the option.
Yes	Any references to participants' endorsing that they would take the program over again if given the option.

--Because it is Fun	Any references to participants' endorsing that they would take the program over again if given the option because it is fun.
--Because You Learn New Things	Any references to participants' endorsing that they would take the program over again if given the option because you can learn new things.
--Because it has Lessened Anxiety/Anger	Any references to participants' endorsing that they would take the program over again if given the option because it has lessened their anxiety or anger.
--Because it has Improved Life/Relationships	Any references to participants' endorsing that they would take the program over again if given the option because it has improved their life or relationships.
--To Learn How to Help Yourself	Any references to participants' endorsing that they would take the program over again if given the option because you can learn how to help yourself.
--To Escape from Bad Family Situation	Any references to participants' endorsing that they would take the program over again if given the option to escape from bad family situations.
Organizational Support	
Funder Support: ABACUS	Main parent node for any references related to support from the program funder (ABACUS).
Receptive to Feedback	Main child node for any references related to the funder supporting the program by being receptive to the feedback of program staff/management.
Able to Tailor the Support to Meet Needs of Program	Main child node for any references related to the funder supporting the program by giving the organization the ability to tailor the support to meet the needs of the program.
Allowing Program to Run Full Year	Any references related to the funder allowing the program to run full year (as opposed to only during the school year).
Staff Training	Main parent node for any references related to staff training received to assist them in their role within the program.
Program Evaluation	Main child node for any references related to the staff receiving program evaluation training.
Volunteer Supervision	Main child node for any references related to the staff receiving volunteer supervision training.
Report Writing	Main child node for any references related to the staff receiving training on report writing.
Developing Funding Proposals	Main child node for any references related to the staff receiving training on developing funding proposals.
Health & Safety	Main child node for any references to the staff receiving training regarding health and safety.
Mental Health Training	Main child node for any references to the staff receiving training regarding

	mental health.
First Aid	Main child node for any references to the staff receiving training regarding first aid.
General	Main child node for any references to the staff receiving general/unspecified types of training.
Open to More Training	Main child node for any references to the staff's willingness to receive additional training.
No Additional Training Received	Main child node for any references related to the staff not receiving any additional training due to their educational background/experience.
Supports Available to Staff/Manager	Main parent node for any references related to the supports available to the program staff and manager.
Executive Director	Main child node for any references related to the executive director of John Howard Society as a support for program staff/management.
Hamilton Community Foundation	Main child node for any references related to the Hamilton Community Foundation (funder) as a support for program staff/management.
Program Facilitator	Main child node for any references related to the program facilitator as a support for program staff.
Manager of Youth Services	Main child node for any references related to the manager of youth services as a support for program staff.
Program Resources	Main parent node for any references related to resources allotted to the program.
Pulling Resources from Other Programs	Main child node for any references related to pulling resources from other programs to help with the ACHIEVES program (e.g., staff, funding).
Outcomes/Perceived Outcomes:	
Increased Interest in Grad Group	
Program Learning	Main parent node for any references related to things that the participants have learned in the program.
Make Better Decisions	Main child node for any references related to participants learning to make better decisions.
Social Media	Main child node for any references related to participants learning about social media.
Managing Anger	Main child node for any references related to participants learning to manage their anger.
Awareness of What they Need to	Main child node for any references related to participants gaining an awareness

Work On	of what they need to work on (i.e., problem behaviours, skills, areas).
Goal Setting	Main child node for any references related to participants learning to set goals.
Learning About Highschool	Main child node for any references related to participants learning about highschool.
Picking Courses	Any references related to the participants learning about picking highschool courses.
Dealing with Bullies	Any references related to the participants learning about picking dealing with highschool bullies.
Healthy Relationships	Main child node for any references related to participants learning about healthy relationships.
Not Everyone Can Be Your Friend	Any references to participants learning that not everyone can be your friend (and that that is okay).
What a Healthy Relationship is	Any references related to participants learning what a healthy relationship is.
Conflict Resolution	Main child node for any references related to participants learning conflict resolution strategies.
Ignoring Bullies	Any references related to participants learning to ignore the aggressor, as opposed to responding in violence.
Not Engaging in 'Trash Talk'	Any references related to participants learning to avoid engaging in 'trash talk'.
<u>**Emotion Regulation**</u>	
Getting Angry Less/Using Strategies to Control Anger	Main child node for any references related to participants getting angry less or using strategies they have learned in the program to control their anger.
Building Self-Confidence	Main child node for any references related to participants building their self-confidence.
Increased Comfort/Relaxation	Main child node for any references related to participants increasing their sense of comfort or relaxation.
<u>**Behaviour Management**</u>	Main parent node for any references related to the perceived behavioural outcomes of the program.
Stopped Leaving Class	Main child node for any references related to participants no longer leaving their classroom when angry/upset and instead using tools like deep breathing and the aid room.
Setting Goals	Main child node for any references related to participants setting goals for themselves.
Do Better in School	Any references to the participant's goal being to do a little better in school.
Getting Better at a Sport	Any references to the participant's goal being to get better at a sport or sport-

	related skill.
Perseverance	Main child node for any references related to participants demonstrating more perseverance (not giving up right away).
Asking for Help	Main child node for any references related to participants beginning to ask for help when it is needed.
Not Getting into (Physical) Fights	Main child node for any references related to participants no longer getting into physical fights.
Reducing Arguments with Parents	Main child node for any references related to participants reducing the amount of arguments they have with their parents.
Relational Skills/Social Relationships	Main parent node for any references related to the perceived relational outcomes of the program.
Relationship Building among Program Participants	Main child node for any reference related to participants building relationships with other program participants.
Listening More	Main child node for any reference related to participants listening to others more.
Better Communication	Main child node for any reference related to participants engaging in better communication strategies.
Being More Forgiving	Main child node for any reference related to participants being more forgiving of others.
Stopped Fighting with Family Members	Main child node for any reference related to participants no longer fighting with family members.
Thinking about how Family Feels	Main child node for any reference related to participants thinking about how their family feels about their actions.
Sense of Support and Community	Main child node for any reference related to participants establishing a sense of support and community among the group.
Being Accepted	Main child node for any reference related to participants feeling accepted in the group.
More Open to Sharing	Main child node for any reference related to participants becoming more open to sharing within the group.
Highschool Achievement	Main parent node for any references related to the perceived outcomes of the program on highschool achievement.
Worries About Highschool	Main child node for any reference related to participants' worries about highschool.
Classes/Homework Difficult	Any references related to participants' worries about highschool classes or homework being difficult.

Teachers Stricter	Any references related to participants' worries about highschool teachers being stricter.
Getting Bullied	Any references related to participants' worries about getting bullied in highschool.
Failing/Doing Poorly	Any references related to participants' worries about failing or doing poorly in highschool.
Getting Misgendered	Any references related to participants' worries about getting misgendered in highschool.
Skipping	Any references related to participants' worries about skipping classes in highschool.
Transition to Highschool	Any references related to participants' worries about the transition into highschool.
Moving to a New Environment	Any references related to participants' worries about moving into a new environment in their highschool.
Strategies to Mitigate Highschool Worries	Main child node for any reference related to participants' strategies to mitigate their worries about highschool.
Studying	Any references related to participants identifying studying as a strategy to mitigate their worries about highschool.
Talking to Someone You Trust about Problems	Any references related to participants identifying talking to someone that they trust about their problems as a strategy to mitigate their worries about highschool.
Asking for Help	Any references related to participants identifying asking for help as a strategy to mitigate their worries about highschool.
Peer Support	Any references related to participants identifying peer support as a strategy to mitigate their worries about highschool.
Talking About Bullying and How to Deal with It	Any references related to participants identifying talking about bullying and how to deal with it as a strategy to mitigate their worries about highschool.
Ignoring Bullies and Walking Away	Any references related to participants identifying ignoring the bullies and walking away as a strategy to mitigate their worries about highschool.
Telling an Adult About Bullying	Any references related to participants identifying telling an adult about bullying as a strategy to mitigate their worries about highschool.
Learning New Strategies	Any references related to participants identifying learning new strategies to mitigate their worries about highschool.
Coping Strategies	Any references related to participants identifying coping strategies to mitigate their worries about highschool.
--Deep Breathing	Any references related to participants identifying deep breathing as a strategy

	to mitigate their worries about highschool.
--Music	ny references related to participants identifying music as a strategy to mitigate their worries about highschool.
--Drawing	ny references related to participants identifying drawing as a strategy to mitigate their worries about highschool.
Excitement About Highschool	Main child node for any references related to things about highschool that excite the participants.
Sports	Any references related to the participants being excited to play sports in highschool.
Clubs	Any references related to the participants being excited to join clubs in highschool.
Electives	Any references related to the participants being excited to choose elective classes in highschool.
Food Options	Any references related to the participants being excited for better food options in highschool.
Friends Going to the Same School	Any references related to the participants being excited for their friends to attend the same highschool.
Meeting New People	Any references related to the participants being excited to meet new people in highschool.
Post-Secondary Aspirations	Main parent node for any references related to the perceived outcomes of the program on post-secondary aspirations.
Schooling/Training	Main child node for any references related to the participants' plans in terms of post-secondary schooling or training.
College	Any references related to the participant planning to attend college.
University	Any references related to the participant planning to attend university.
Not Sure	Any references related to the participant being unsure of what schooling/training is needed for their future occupation.
Worries About Post-Secondary Schooling/Training	Main child node for any references related to the participants' worries about post-secondary schooling or training.
Passing	Any references related to participants' worries about passing post-secondary school or training.
Difficulty	Any references related to participants' worries about the difficulty of post-secondary school or training.
Class Sizes	Any references related to participants' worries about large class sizes in post-

	secondary school or training.
Homework	Any references related to participants' worries about the homework involved with post-secondary school or training.
Ability to Listen/Pay Attention	Any references related to participants' worries about their ability to listen and pay attention in post-secondary school or training.
Financial Strain	Any references related to participants' worries about the financial strain of post-secondary school or training.
Strategies to Mitigate Post-Secondary Schooling/Training Worries	Main child node for any reference related to participants' strategies to mitigate their worries about post-secondary schooling or training.
Get a Job	Any references related to participants identifying getting a job as a strategy to mitigate their worries about post-secondary schooling or training.
Apply for Scholarships	Any references related to participants identifying applying for scholarships as a strategy to mitigate their worries about post-secondary schooling or training.
Problem Solving with Teacher/Professor	Any references related to participants identifying problem solving with your teacher/professor as a strategy to mitigate their worries about post-secondary schooling or training.
Excitement About Post-Secondary Schooling/Training	Main child node for any references related to things about post-secondary schooling or training that excite the participants.
Independence	Any references related to the participants being excited for their independence in post-secondary schooling or training.
Having Roommates	Any references related to the participants being excited about having roommates in post-secondary schooling or training.
Sports	Any references related to the participants being excited about playing sports in post-secondary schooling or training.
Learning New Things	Any references related to the participants being excited for learning new things in post-secondary schooling or training.
Planning for the Future	Any references related to the participants being excited for planning out their future in post-secondary schooling or training.
Career Aspirations	Main child node for any references related to the participants' career aspirations.
Hockey Player	Any references related to the participant aspiring to be a hockey player.
Football Player	Any references related to the participant aspiring to be a football player.
Builder/Construction Worker	Any references related to the participant aspiring to be a builder or construction worker.

Military Mechanic	Any references related to the participant aspiring to be a military mechanic.
Electrician	Any references related to the participant aspiring to be an electrician.
Doctor	Any references related to the participant aspiring to be a doctor.
Heart Surgeon	Any references related to the participant aspiring to be a heart surgeon.
Marine Biologist	Any references related to the participant aspiring to be a marine biologist.
Preparation for Future	Main parent node for any references related to the perceived outcomes of the program on preparing the participants for the future.
Hope for the Future	Main child node for any references related to the program helping to prepare participants for the future by giving them hope for the future.
Planning for the Future	Main child node for any references related to the program helping to prepare participants for the future by increasing their ability to plan for the future.
Awareness of Post-Secondary Opportunities	Main child node for any references related to the program helping to prepare participants for the future by increasing their awareness of post-secondary opportunities.
For Highschool	Main child node for any references related to the program helping to prepare participants for the future by preparing them for highschool.
Dealing with Judgement from Other People	Main child node for any references related to the program helping to prepare participants for the future by teaching them how to deal with judgement from other people.
Managing Relationships	Main child node for any references related to the program helping to prepare participants for the future by teaching them to manage relationships.
Less Angry	Main child node for any references related to the program helping to prepare participants for the future by helping them to be less angry.
Learning New Things	Main child node for any references related to the program helping to prepare participants for the future by teaching them new things.
Feels it has Been Helpful	Main child node for any references related to the program helping to prepare participants for the future because they just have a feeling that it was helpful.
Suggestions to Improve Program:	
Suggestions for Program Improvement	Main parent node for any references related to any suggestions to improve the program.
Longer Time in Program	Main child node for any references related to spending longer time in the program to have more time together.
Offering More Experiences/Workshops	Main child node for any references related to offering more experiential learning or workshops to the participants such as career-oriented learning.

Healthier Food Options	Main child node for any references related to providing healthier food options.
Use of Technology in Program	Main child node for any references related to using more technology in the program.
More Breaks	Main child node for any references related to providing more breaks during the sessions.
More Activities	Main child node for any references related to doing more activities in the program.
More Games	Main child node for any references related to playing more games in the program.
Remove Drawing Board Activity	Main child node for any references related to removing the drawing board activity from the program.
Less Conflicts/Better Conflict Resolution within Group	Main child node for any references related to having less conflicts and better conflict resolution strategies within the group.
Adding Part Time Position to Train Youth Mentors	Main child node for any references related to adding a part-time position to assist with training and supervising youth mentors for the program.
More Staff/Staff Hours	Main child node for any references related to having more staff or staff hours to support the program.
More Sessions/Information about Highschool and Post-Secondary Education	Main child node for any references related to providing more information and having more sessions about highschool and post-secondary education.
Volunteers	Main child node for any references related to having volunteers to support the program.
Childcare	Main child node for any references related to providing childcare to parents to better support the program.
More Company Vehicles	Main child node for any references related to having more company vehicles to support the program.
<u>Areas in Which Participants Could Use More Support</u>	Main parent node for any references related to areas in which participants are in need of more support.
More Support/Resources for the Transition to Highschool	Main child node for any references related to the participants being in need of more support or resources for the transition to highschool.
Existing JHS Programs	Main child node for any references related to existing JHS programs that can provide support to program participants.
Additional Comments/Questions:	
<u>Comments</u>	Main parent node for any references related to additional participant comments about the program.

Likes to Hang Out with Peers and Program Facilitators	Main child node for any references related to the participant enjoying hanging out with their peers in the program and the program facilitators.
Expressed Interest in Other Similar Programs	Main child node for any references related to the participant expressing interest in similar programs or the Grad Group program.
Questions	Main parent node for any reference related to questions the participants have about the program, highschool, or post-secondary schooling or training.
How to Pick a University	Main child node for any references related to the participant wondering how to pick a university.
How to choose between going to college or university	Main child node for any references related to the participant wondering how to choose between university or college.
How to choose a program	Main child node for any references related to the participant wondering how to choose a program.