Sharing the Stories

The Students Commission
Centre of Excellence for Youth Engagement

Aspire for Higher Elite Basketball

Evaluation Report 2019-2020

Presented by The Students Commission of Canada, November 2020

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Program Information

Aspire for Higher is a not-for-profit grassroots organization that has provided basketball programming for youth in the Greater Toronto Area since 2013. They offer a variety of youth programs for children aged 4 to 17 including: introductory basketball programs, development leagues and summer camps. Their unique basketball programming is built off of Canada's Sport for Lifelong Term Athlete Development Model - it is athlete-centered, coach driven, and government, sport science, and sponsor supported. It is through their unique programming that their organization is able to facilitate a clear path to better sport, greater health and higher achievement among athletes.

Having all played university basketball at the highest level in North America, the A4H executive team understands first-hand how valuable skills developed through participation in sport are. Their curriculum and programming builds on the understanding that sports are a great way to develop goal setting, teamwork skills and tools to help manage adversity - all of which can be applied off the court.

This evaluation report focuses on the YOF Development Program funded by the Ontario Trillium Foundation. The program focuses on mentorship, basketball and educational programming for Black youth in Peel. The YOF league teaches fundamental basketball skills, teamwork, sportsmanship and a passion for the love of the game of basketball while also learning about what it takes to be a student athlete through different educational workshops.

Youth participants have access to caring staff and feel a sense of belonging in the community where they can access support, friendship, and share experiences with their peers.

Process and Tools to Date

The Aspire for Higher program chose four quantitative survey modules to identify trends and measure outcomes of the program; one module (*Leadership Qualities*) was used with program staff and coaches along with the *Workforce Preparation* module. The youth participants completed the *Consistent Caring Person* module as well as the *Youth Engagement Qualities* module. Descriptions of the four modules are listed below.

- **Workforce Preparation** module aims to evaluate the workforce readiness of the staff in the program in terms of their problem-solving abilities and ability to search and use information.
- **Leadership Qualities** module aims to evaluate the extent to which individuals in the program possess qualities of leadership during the program.
- **Consistent Caring Person** module aims to explore the extent to which they have adult support as well as social support, partnerships and connections
- **Youth Engagement Qualities** module examines the extent to which youth participating in a program are experiencing key qualities of engagement that are associated with positive outcomes, such as safety, involvement in decision-making, partnership with adults, and identity exploration.

Youth in the Aspire for Higher program as well as the program staff and coaches also filled out a **Demographics** tool to share more about themselves.

Program staff (youth coaches) participated in a **focus group**. The focus group provided a space for the young coaches to reflect on their experiences, share ideas for improving the program, and share impacts that participation has had on their lives. 6 coaches contributed to the focus group held on October 2019. The focus group was facilitated by SCC staff and was recorded and transcribed to be analyzed for significant themes. Significant quotes were drawn from the analysis with participants' thoughts, feelings, and personal experiences. Names or identifying information have been removed from the quotes and replaces with denotations such as "[name]" or a letter in place to insure anonymity.

Program	Quantitative Tools	Qualitative Tools
Aspire for Higher – YOF Development Program	**Program Youth:** - Consistent Caring Person (n=75) - Youth Engagement Qualities (n=71) - Demographics (n=65) **Program Staff:** - Workforce Preparation (n=13) - Leadership Qualities (n=13) - Demographics (n=30)	**Program Staff:** - Focus Group (n=6)

Each module consists of 10-20 questions.[1] The *Youth Engagement Qualities* and *Consistent Caring Person* modules used a 5-point scale (1= Strongly disagree, 5= Strongly agree) to determine how much participants agreed or disagreed with the statements. The *Workforce Preparation* module used a 4-point scale (1= Completely disagree, 4= Completely agree) to determine how much participants agreed or disagreed with the statements.

[1] Questions are grouped into statistically reliable sets. Reliability is a measure of internal consistency of a set of questions. In other words, each set of questions is good at measuring the related, but different aspects of what is being studied.

Organization of the Report

This report will be broken down into six sections. The sections will be as follows:

1) **Demographics – Program Staff:** This section will give an overview and breakdown of the demographics of youth who took part in the program. The information in this section will be displayed as an infographic to allow for a visual representation of the data.
2) **Quantitative Results – Program Staff**
    a. **Leadership Qualities Module:** This section is a quantitative analysis of how youth answered the leadership qualities module and is graphed alongside the 2019 StS aggregate to provide a visual representation and comparison of the data.
    b. Workforce Preparation: This section is a quantitative analysis of how youth answered the workforce preparation module and is graphed alongside the 2019 StS aggregate to provide a visual representation and comparison of the data.
3) **Qualitative Results – Program Staff**
    a. **Focus Group**: This section is a qualitative analysis of the focus group where staff members were asked to share their experiences with the program.
4) **Demographics – Youth Participants:** This section will give an overview and breakdown of the demographics of youth who took part in the program. The information in this section will be displayed as an infographic to allow for a visual representation of the data.
5) **Quantitative Results – Youth Participants Cohort 3**
    a. **Consistent Caring Person Module POST-RETROSPECTIVE**: This section is a quantitative analysis of how youth answered the consistent caring person module.
    b. **Youth Engagement Qualities POST-RETROSPECTIVE:** This section is a quantitative analysis of how youth answered the youth engagement qualities module.
6) **Quantitative Results – Youth Participants Cohort 4**
    a. **Consistent Caring Person Module**: This section is a quantitative analysis of how youth answered the consistent caring person module.
    b. **Youth Engagement Qualities:** This section is a quantitative analysis of how youth answered the youth engagement qualities module.

Demographics - Coaches

24
Average Age

This section outlines the demographic breakdown of the Aspire for Higher **program staff and coaches**.

Gender

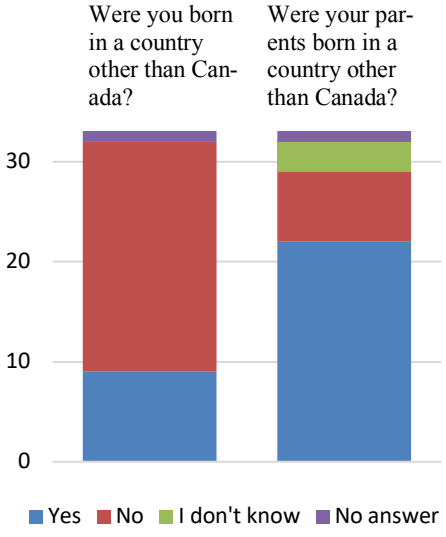
Girl/Woman:	23.5%
Boy/Man:	70.6%
Genderfluid:	2.9%

Cultural Backgrounds

East African:	2.9%
West African:	8.8%
Caribbean	29.4%
South Asian:	2.9%
West Asian:	2.9%
Filipino:	2.9%
Latin American:	8.8%
Chinese:	5.9%
North American:	20.6%

Country of Origin

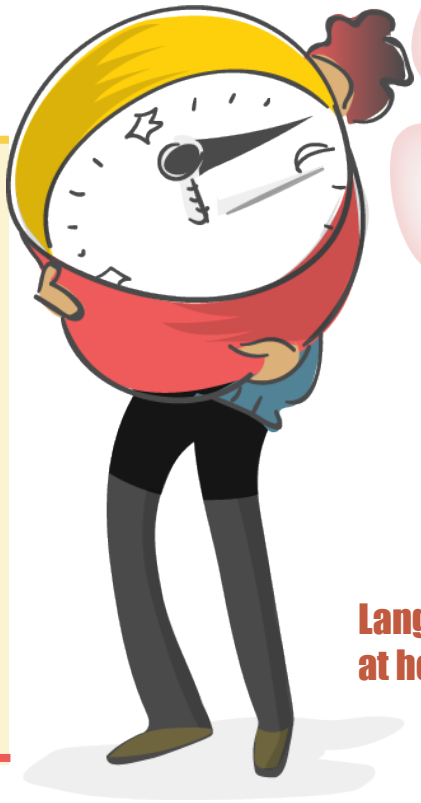
Participants were asked two questions to determine their country of origin.



Sexual Orientation

Heterosexual / Straight: 91.2%

Lesbian: 2.9%



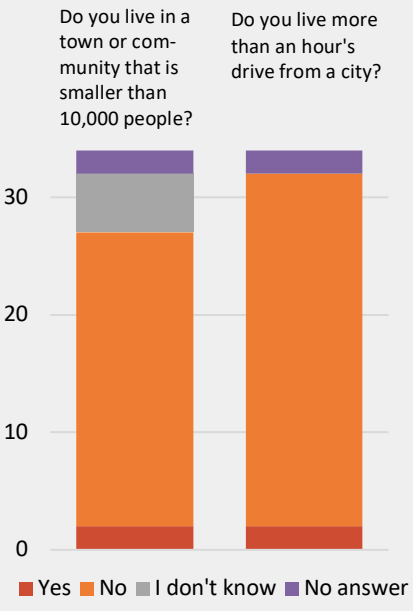
85.3%
English

11.8%
French

Languages spoken at home

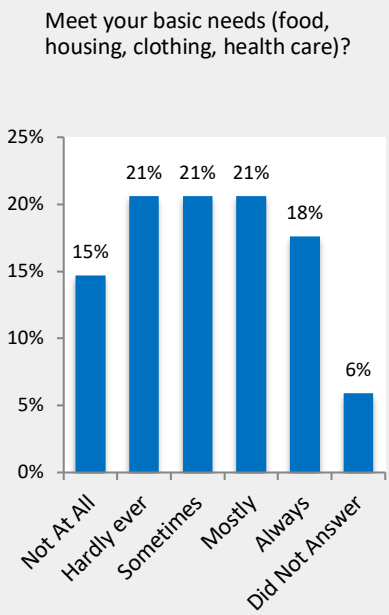
Rural or Urban

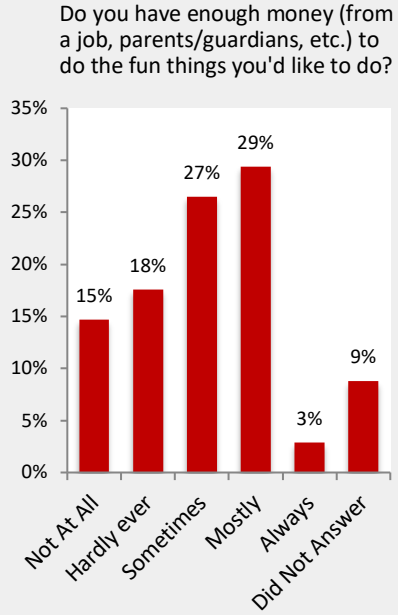
Participants were asked two questions to determine whether they lived in rural or urban areas.



Money for Basic Needs & Fun Activities

Finally, participants were asked the degree to which they had enough money to meet their basic needs and participate in fun things



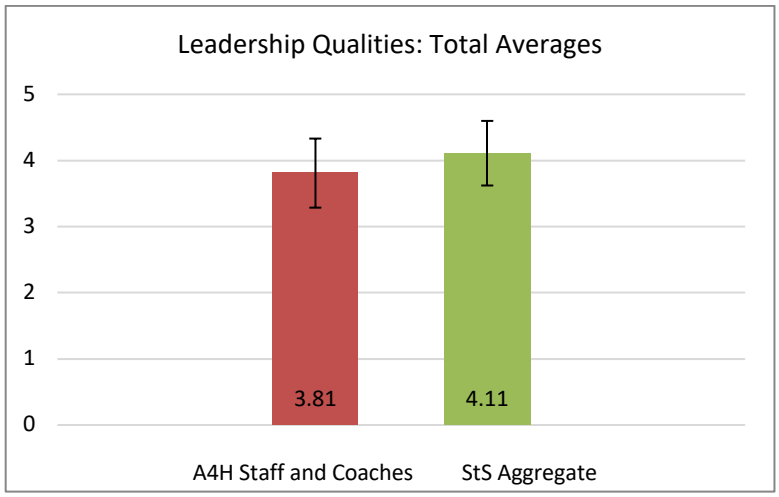


Quantitative Results: Program Staff

Leadership Qualities Module

The *Leadership Qualities* module was answered by the staff of the program (young coaches) and is compared to the StS aggregate data (program participant data from across Canada for 2019). This module aims to evaluate the extent to which staff in the program exhibited leadership qualities. Since numbers of participants were quite low, we were unable to conduct statistical analyses for this module. Instead, a comparison of averages is done.

As seen in the graph below, the staff scores for the program and the 2019 StS aggregate data are relatively similar. This data collection occurred at the beginning of the program. The staff had yet to learn and gain from their experience as program staff and coaches whereas the aggregate data contain data from participants both before and after their programs. This could also mean that the young adults who are part of the coaching team are an appropriate group to offer such an opportunity to as they have potential to learn and grow. Additional data collection will be required to conduct statistical analyses in the future.



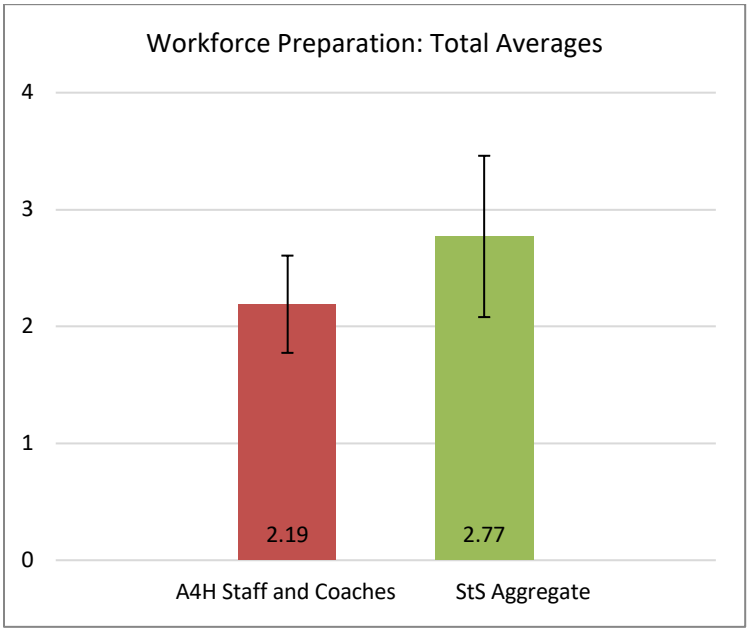
For this module, the questions that were answered with the highest scores were “I am careful to talk in ways that youth can understand and are comfortable with.” (4.77/5), “I feel like I am teaching the youth new skills” (4.31/5) and “I actively seek opportunities to support youth without being condescending or assuming that they need or want my help.” (4.31/5).

“If I find myself making negative assumptions about youth, I ask myself why I am thinking this way.” (2.75/5) had the lowest reported score.

Workforce Preparation Module

The *Workforce Preparation* module was answered by the staff of the program (young coaches) and is compared to the StS aggregate data (program participant data from across Canada). This module aims to evaluate the workforce readiness of the staff in the program in terms of their problem-solving abilities and ability to search and use information. Since numbers of participants (including for the aggregate) were quite low, we were unable to conduct statistical analyses for this module. Instead, a comparison of averages is done.

As seen in the graph below, the staff scores collected at the beginning of the program are low compared to the aggregate data. This is normal and to be expected given that it was at the beginning of the program. The staff had yet to learn and gain from their experience as program staff and coaches whereas the aggregate data contain data from participants both before and after their programs. This could also mean that the young adults who are part of the coaching team are an appropriate group to offer such an opportunity to as they have potential to learn and grow.



For this module, the questions that were answered with the highest scores were “There is no one for me to observe directly in order to find out about the kind of work I might like to do.” (2.46/4) and “I do not know which talents to work on that will help me in the future.” (2.38/4).

“I can compare and look carefully at the various ideas I develop.” (2/4) had the lowest reported score.

Qualitative Results: Program Staff

Focus Group

During a one-hour focus group, coaches were asked a series of questions about their experience with Aspire for Higher. Aspire for Higher is committed to continuously improving the experience of their youth and staff; therefore, participants were encouraged to offer feedback and recommendations for program improvements and growth. Focus group findings have been broken down into several themes below.

Connection, Teaching and Mentorship

When coaches were asked about what they liked best about the program, they responded that they were pleased to have gotten the opportunity to not only help youth but also mentor them but also connect with everyone involved in the organization (youth, parents and other staff).

> *"I work for A4H uh one interesting thing about me is I like encouraging the youth and uh helping them prosper so that they don't make the same mistakes other people make going into adulthood"*

> *"We are a[…] year-round mentorship program that helps build um helps capacity build and uh teach social skills, increase employment, decrease violence, and educate"*

> *"Getting to know every kid. Every kid has a story, and you know just different personalities"*

Commitment to Learn & Improve

Some coaches stated that the best things about Aspire for Higher is that there always seems to be an effort to keep improving the program. Later in the focus group, coaches gave suggestions for how to build an even stronger program next year (please refer to the *Recommendations Form Staff* section below for more information).

> *"Um I like that we focus on growth, and we're constantly changing and tryna figure out ways to like get better, not only as coaches but like the program itself. Um implementing different things uh I like the self-reflective nature of the organization um I don't honestly, I just love that it's focused on basketball. That's what I love about it."*

> *"Yeah so every year we're always like changing. And we're always adding something new or improving on something from the past whether it may be uh how we organize, like the schedule and sometimes the schedule, there'll be a conflict so um we kinda reflect on it and we'll make changes so it kinda betters everyone. Not only like the kids but also the staff members."*

Personal Development and Learning

During the course of the program, the young coaches reported learning increased patience, workforce preparation and general life skills including increased punctuality, accountability, communication skills, teamwork skills, leadership skills, and instructional skills.

> *"I'd say being able to adjust, um just you don't know how the days gonna go. Thing's don't always go the way you think there gonna go, so you gotta be able to adjust on the fly, um adjust just in terms of coaching and stuff, every kids' different, so it's like I know most of us we talk about coaching, at least for basketball is like more, you're used to working with more advanced more skilled kids, but here the ages vary, the skill vary. So just being able to adjust the way you coach, you know what kinda group of kids you have and then yeah patience, and yeah."*

> *"I feel like as I grew up like I kinda didn't realize like how much stuff goes on around us that we don't know about, right? So, I feel like with these kids like I know like each kid has an individual story, and when they come here it's not because, like it's usually an escape, you know? For like whatever they can just relax themselves and have fun, you know?"*

Supporting Youths' Growth and Development

Coaches were also able to work closely with young people to help them grow and develop. Coaches supported young people to reach their dreams, helped them increase their confidence, leadership skills, physical health and applied skills in basketball.

> *"If you're going through drills and practices and watching them execute those same stuff, or even attempting to execute those things uh in a game situation you're seeing that's a change right there."*

> *"I guess you kinda like, you see a child from day one, observe them, you see how they act, and then it's like moving forward week by week you kinda see the progress whether there more quiet and they start to be more talkative you know. Whether there's someone that didn't walk with confidence and now they walk with their chest up. Um whether there's someone that didn't uh I don't know, didn't ask questions and second guessed them self, and now they're asking question you know like there more open about whatever they're thinking."*

> *"With some kids who are like better than others, you know kinda like teaching them to be leaders, you know cause often like, if you don't teach them the right way they'll just hold onto the ball, do whatever they want. But teach them to actually lead by example, you know be vocal, telling them where to go, what to do and um having an impact on their team, you know through their growth."*

"Like what he was saying, um at the end of the day we're all teachers at the end of the day we always teach, everyone has something to teach someone so it's just like what you said when you see someone that's more skilled in anything, it doesn't have to be basketball just anything that's like if you see, if you teach them to be a leader then it's like you see the progress where it's like okay, we're the coaches but we can take a step back, we don't have to explain every single thing because there's a kid taking initiative and being a leader and telling them, okay you messed up in the drills, you didn't do that properly you should do this cause you can't, you can only be at so many plays at the same time so like if you're teaching the drill you can't, you know there's, let's say you're working with ten kids it's like you can't speak to all of them, all at once, and observe all of them all at once all at the same time".

Coaches attributed their ability to do this to the diversity of means through which they are able to connect with youth and allow them to escape their realities. They provided examples of youth who started off in the program with tumultuous home lives and poor physical health for whom the program is beneficial both in terms of physical health and in terms of providing a peaceful and safe space to learn and grow.

"I like that we offer different programs, or like different things. Um like the one-on-one. we have the summer program, we have the fall program for school, but like related to school and you know making sure the students are focused. I like the groups, or the group discussions that we have in the classroom. We have variations and we're constantly creating different ways in which we can reach them. And keep them engaged not only on the court but in life."

"[In group discussions] we'll touch on things like financial literacy, self-esteem anti-violence, bullying, education [and] basketball, whether it's goal setting, time management. We [also] had like a nutritionist come in too"

Close, Healthy Relationships

Program Connectedness and Relationship Skills and Knowledge

The coaches explained that the sport brings everyone together. It helps build relationship even with people you wouldn't normally think you would build relationships with. By having youth play a sport that they are all interested in, it makes them relate with others in a way that is unique from other types of relationships in their lives.

"it's like a close environment like a family environment almost like especially the repeat coaches, the repeat um campers, parents, stuff like that. It's like a big family, whatever you wanna call it."

Safe Space for Youth

Having a recreational program available to youth with structured workshops, instead of youth just playing on the streets, is something that a lot of the coaches wish they had

when they were growing up. Having a space where young people (Black youth in particular) can participate in activities that are engaging and meaningful to them and having a space where young people feel welcomed can help decrease anti-social behaviour.

> *"I feel like we're a very um, we're a community. We're very like we're like a family, um you know a lot of people grew up within our organization whether they started as a camper, or then became a volunteer to becoming an employee um yeah, we have a caring and safe environment"*

> *"Like I said we have we stand by our three pillars so like employment, decreasing violence and education. So, like that alone, our three pillars are affecting community because we're providing jobs, we're decreasing violence and we're educating."*

Building Trust

The coaches attributed part of the organizations success to the trust they have been able to establish with youth's parents.

> *"A lot of parent's trust. that's actually a big one um we have a lot of trust in our um organization. A lot of parents trust us to leave their kids here and feel confident and come back and pick their kid up same way they left them"*

Recommendations from Staff

Program Structure and Regular Sessions

The coaches mentioned that they believe the program would benefit from having more time to spend with the youth throughout the week.

> *"I think for me it's like you know, we have these kids for one day or three hours or whatever but like kinda expanding that and seeing how we can affect kids more throughout their week cause like we only have them for a couple hours so if could try and ex - I don't know if extend the actual session time or just find other - I don't know, I don't know what the solution to that is but just being, if we could continue to affect them through their weeks then It's tricky cause after they're done here they go back to their families and what supports they are getting and all that kind of stuff. So, a way to keep them engaged throughout the week and different things.*

More Understanding from the Parents

The coaches expressed that a big challenge for them was to have confidence that the parents of the youth participants might now recognize the positive impacts that they are able to witness during the sessions.

> *"Keeping everyone happy, um I mean at the end of the day these parents they use they spend their money, they take time out of their day to take their kids here, and someone's always gonna have a problem with something, you know you can't always keep everyone happy. But we want to, we wanna make everyone, keep everyone happy. So, that's just one of like, the biggest challenges. And um I guess for me, just from my position um just trying to keep everything organized."*

Increased Connections & Resources

Having budget to provide a meal (such as lunch) to youth participants who come from families with varying financial situations. Coaches also expressed that they would like to be able to provide more field trips opportunities for the youth (i.e. going to basketball games).

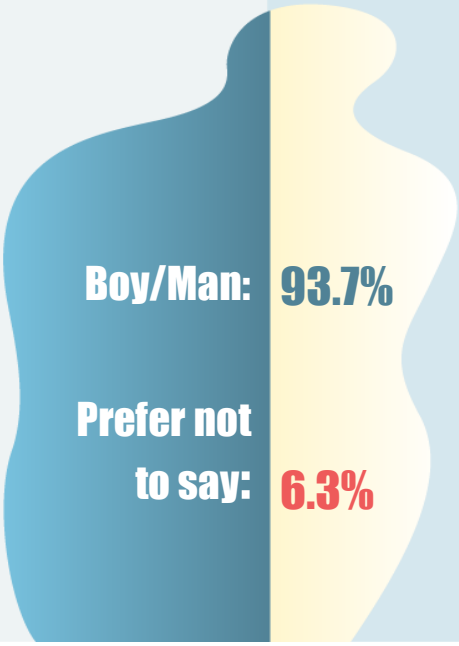
> *"We should get some funding so we could have like a big like maybe at the ending have something where it's like you invite all the kids and maybe have a big dinner or something like with the parents and the kids."*

Demographics - Youth

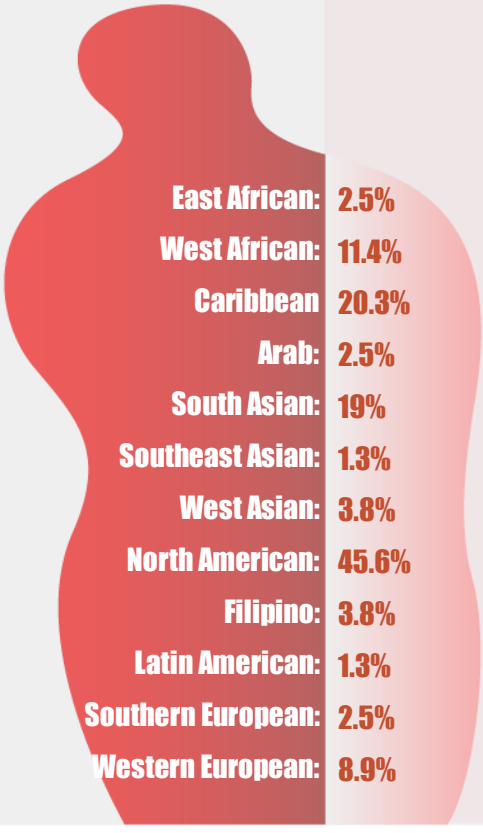
13.5
Average Age

This section outlines the demographic breakdown of the Aspire for Higher **youth participants** (Cohort 3 and 4 combined).

Gender

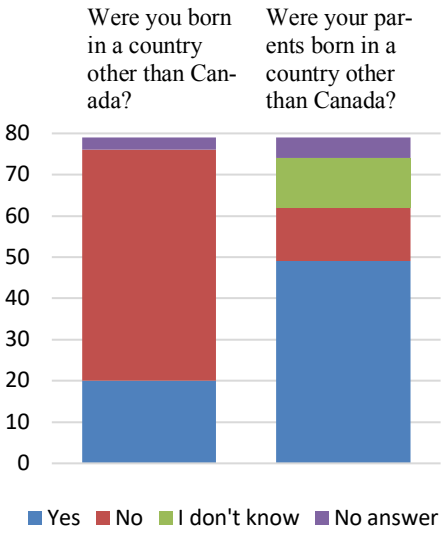


Cultural Backgrounds



Country of Origin

Participants were asked two questions to determine their country of origin.



Sexual Orientation

Heterosexual / Straight: 88.6%

Asexual: 2.5%

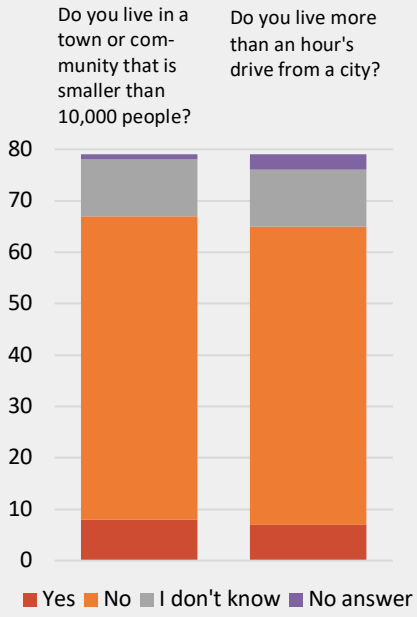
I prefer not to say: 8.9%

Languages spoken at home

- 91.1% English
- 2.5% Filipino/Tagalog
- 15.2% French
- 7.6% Hindi
- 5.1% Spanish
- 10.1% Punjabi
- 1.3% Vietnamese

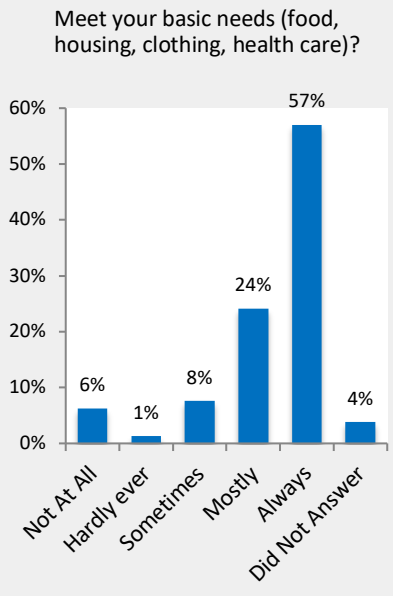
Rural or Urban

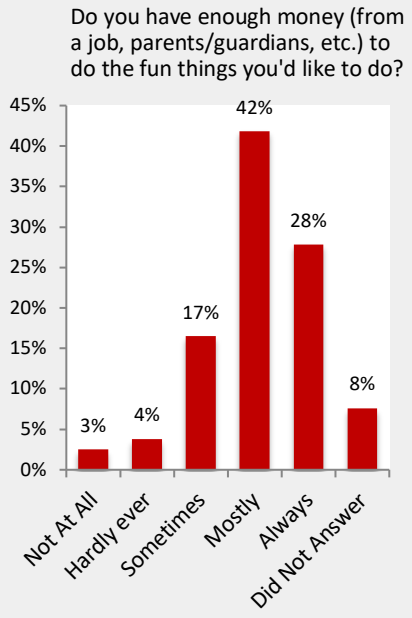
Participants were asked two questions to determine whether they lived in rural or urban areas.



Money for Basic Needs & Fun Activities

Finally, participants were asked the degree to which they had enough money to meet their basic needs and participate in fun things



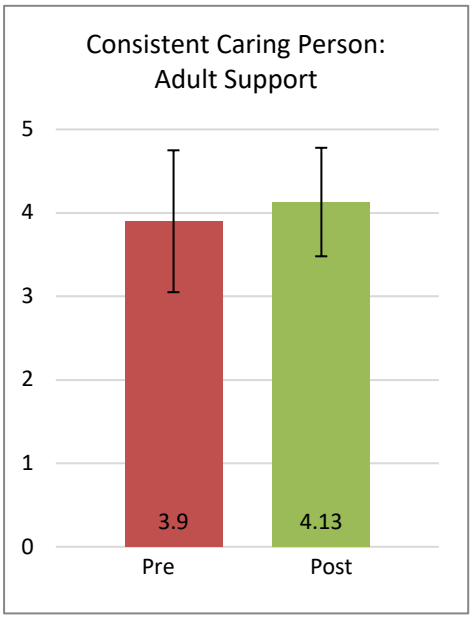


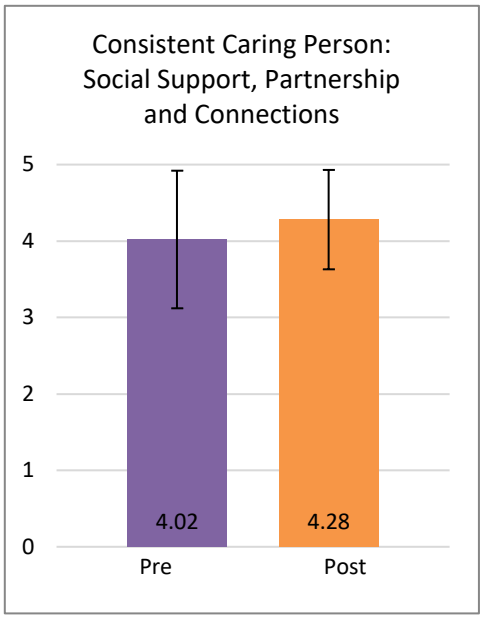
Quantitative Results: Youth Participants Cohort 3

Consistent, Caring Person Module

In the *Consistent, Caring Person* module, youth answered eight (8) questions that aimed to explore the extent to which they have ***adult support*** and ***social support, partnerships and connections***. In this case, we have used a post-retrospective questionnaire, meaning that this data was collected at the end of the program, but youth were asked to reflect on their answers to the eight questions both before (pre) and after (post) the program. This means that we are comparing the *pre* and *post* answers in the graph below.

As shown by the graph and as confirmed by statistical analyses, scores for the *Consistent Caring Person* module were significantly different (both for adult support and social support, partnerships and connection) when participants thought of their answer for before the program versus after the program. This suggests that participants, when reflecting on where they are now and comparing to where they were at the beginning of the program, perceived that they had better levels of adult support and of social support, partnerships and connection.





For this module, the questions that were answered with the highest scores at the beginning of the program were “How well do you feel connected to your parents or guardians?” (4.5/5 – answers between “a lot” and “completely”) and “There are adults I can ask for help when I need it.” (4/5 – answer equivalent to “agree”).

The questions that were answered with the highest scores at the end of the program were “How well do you feel connected to your parents or guardians?” (4.5/5 – answers between “a lot” and “completely”) and “Outside of my home and school there is an adult who believes I will be a success.” (4.4/5).

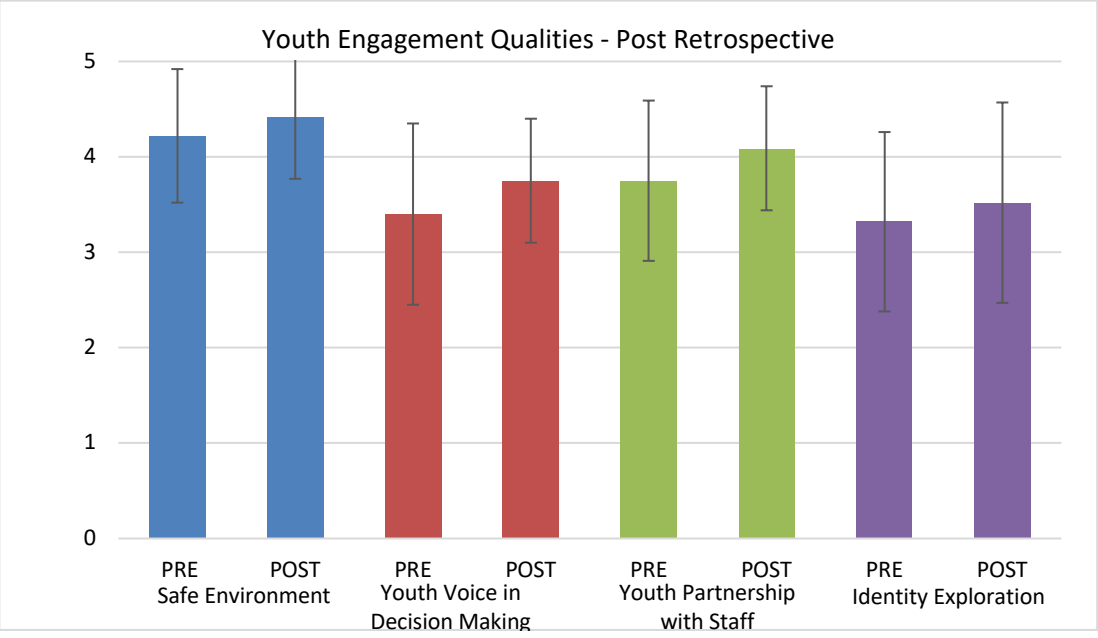
"Do you have help or support from people when you need it?" (3.65/5 at the beginning of the program - – answers between "moderately" and "a lot") had the lowest reported score.

Youth Engagement Qualities Module

The *Youth Engagement Qualities* Module contains 5 components related to program qualities that promote and support youth engagement: safe environment, youth voice in decision-making, youth staff partnerships, diversity, and features of positive developmental settings. The first four components contain the traditional response format (Strongly disagree to Strongly agree) and the last component uses a response format of Not at all (1) to Completely (5).

In this case, we have used a post-retrospective questionnaire, meaning that this data was collected at the end of the program, but youth were asked to reflect on their answers both before (pre) and after (post) the program. This means that we are comparing the *pre* and *post* answers in the graph below.

As shown by the graph and as confirmed by statistical analyses, scores for the *Youth Engagement Qualities* module were significantly different when participants thought of their answer for before the program versus after the program for all four components of youth engagement qualities measured except for *identity exploration*. This suggests that participants, when reflecting on where they are now and comparing to where they were at the beginning of the program, perceived that they had an increased perception of certain qualities of youth engagement.



For this module, the questions that were answered with the highest scores were “Bullying and aggression are not tolerated here.” (4.64/5 at the end of the program and 4.62/5 at the beginning of the program) as well as “I learn a lot from staff in this program.” (4.56/5 at the end of the program).

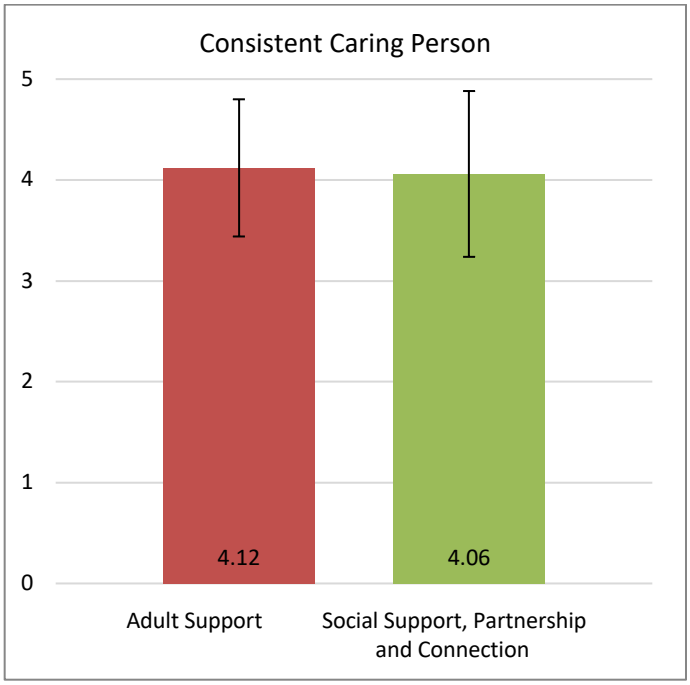
“I have a say in planning this program.” (2.96/5 at the end of the program) had the lowest reported score.

Quantitative Results: Youth Participants Cohort 4

Consistent, Caring Person Module

In the *Consistent, Caring Person* module, youth answered eight (8) questions that aimed to explore the extent to which they have ***adult support*** and ***social support, partnerships and connections***. In this case, we are reporting data collected at the beginning of the program. We had planned to collect a data again at the end of the program in order to compare, however, due to COVID-19, activities were momentarily suspended, and we were not able to proceed with a second data collection meaning that outcome changes cannot be tracked over time.

However, as seen in the corresponding graph, youth participants from cohort 3 scored quite high on both the adult support and social support, partnership and connection components of the *Consistent Caring Person* module at the beginning of the program.



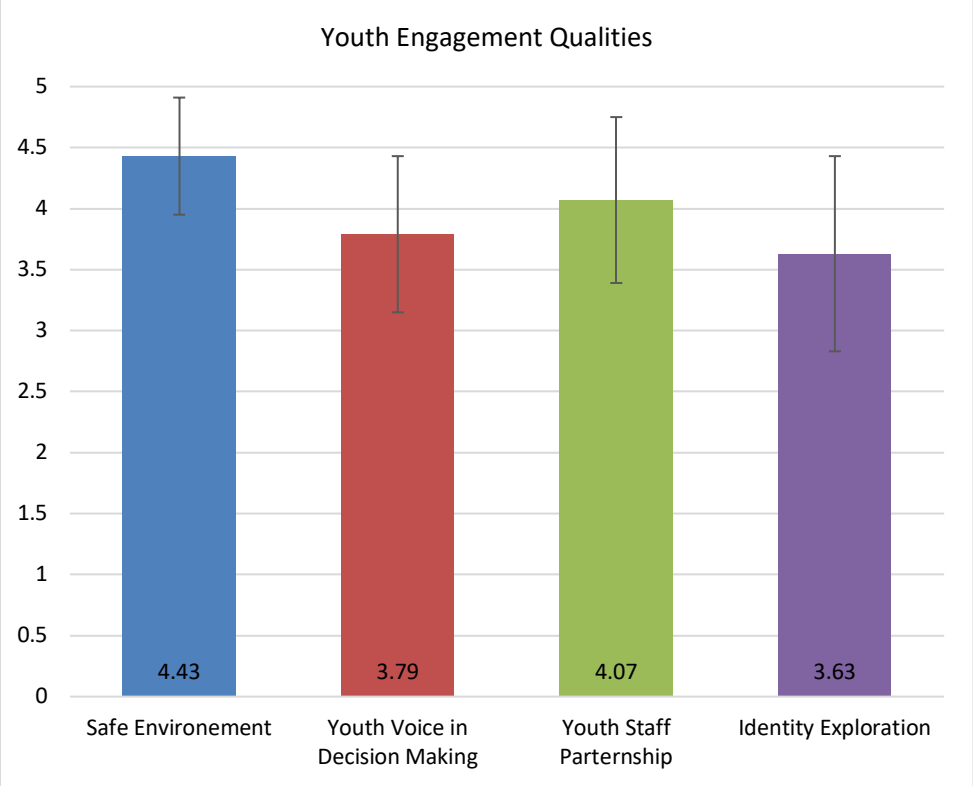
For this module, the questions that were answered with the highest scores at the beginning of the program were “How well do you feel connected to your parents or guardians?” (4.38/5 – answers between “a lot” and “completely”) and “Outside of my home and school there is an adult who believes I will be a success.” (4.27/5 – answers between “a lot” and “completely”).

“How well do you work with adults?” (3.73/5 at the beginning of the program - answers between “moderately” and “a lot”) had the lowest reported score.

Youth Engagement Qualities Module

The *Youth Engagement Qualities* Module contains 5 components related to program qualities that promote and support youth engagement: safe environment, youth voice in decision-making, youth staff partnerships, diversity, and features of positive developmental settings. The first four components contain the traditional response format (Strongly disagree to Strongly agree) and the last component uses a response format of Not at all (1) to Completely (5).

Since numbers of participants (including for the aggregate) were quite low, we were unable to conduct statistical analyses for this module. Instead, a comparison of averages is done. We had planned to collect a data again at the end of the program in order to compare, however, due to COVID-19, activities were momentarily suspended, and we were not able to proceed with a second data collection meaning that outcome changes cannot be tracked over time. Additional data collection will be required to conduct statistical analyses in the future.



For this module, the questions that were answered with the highest scores were “This program makes me feel welcome.” (4.71/5) and “I feel safe when I'm in this program.” (4.45/5).

“I tried a new way of acting around people.” (3.27/5) had the lowest reported score.

Conclusion

The purpose of this report is to evaluate the experiences of youth and coaches (young adults) of the YOF Development League program. Coaches reported moderately high levels of leadership qualities at the beginning of the program. Their scores are similar, although a bit lower, compared to the 2019 StS aggregate data. Notably, while the coaches had a good understanding of how address and interact with the youth in a way that was developmentally appropriate and of the had been teaching the youth new skills, they tended to have less of an understanding of how to challenge their own negative assumptions about the youth. Similarly, the program staff reported relatively low workforce preparation compared to the 2019 StS aggregate data. Notably, the coaches reported an absence of role models to observe and help them determine what they might like to do as well as a lack of sense of direction with regards to which skills and talents to home in on and help them in the future. This is normal and to be expected given that it was at the beginning of the program. The staff had yet to learn and gain from their experience as program staff and coaches whereas the aggregate data contain data from participants both before and after their programs. This could also mean that the young people who are part of the staff are an appropriate group to offer such an opportunity to as they have potential to learn and grow.

This program aims to offer youth and young coaches an opportunity to bond and learn from each other. The focus group data strongly suggests that this goal is achieved as many of the coaches mentioned the valuable feelings of community connection and mutual understanding they had built with the youth. Additional data, collected, at a later point in the program might help show change in the areas where scores were low.

The youth participants cohort 4 who answered two pos-retrospective survey modules (*Consistent, Caring Person* and *Youth Engagement Qualities*) showed a significant increase in presence of both adult support and social support/partnership and connection as well as in all aspects of youth engagement qualities measured (safe environment, youth voice and decision making, youth staff partnership and identity exploration). Most notably, youth at the end of the program, indicated that they felt that there were adults outside of their home and school life that cared about them. Given that this is one of the main goals of this program, these results suggest that the program is fulfilling its expectations. This would suggest that similar results would be found with cohort 3 as the data collected at the beginning of the program was similar to that of cohort 4 at the beginning. Additional data collected at a later point would help confirm this.

The program can consider looking into the recommendations that were offered by coaches during this year's focus group. Next year, participants can be evaluated at the beginning and at the end of each cohort so that the evaluation scores can be compared over time, which offers more accurate conclusions about the program and its effect on participant. An in-depth discussion with the participants will be beneficial in the future; stories shared by participants will complement and confirm the quantitative findings in this report.

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Appendix

A — Leadership Qualities

1. I ask the youth what activities they would like to do before I plan them.
2. If I find myself making negative assumptions about youth, I ask myself why I am thinking this way.
3. I am careful to talk in ways that youth can understand and are comfortable with.
4. I encourage group members to discuss things and ask questions of each other.
5. I encourage and support the youth in my group to solve problems in new ways.
6. I feel like I am teaching the youth new skills.
7. I feel like I am learning from the youth.
8. Decisions about the activities of the group are made with the group.
9. The group participates in setting its own rules and guidelines.
10. If the group wants to do an activity that for some reason isn't appropriate (e.g., too expensive, ruled out by the organization), I tell them right away and explain the
1. reasons why.
11. I create opportunities for youth to learn on their own (e.g., when I see the potential for a mistake, I try to start a discussion about the issue, rather than telling them what to
2. do).
12. I make sure that everyone knows that all group members have a say in laying out our purpose, expectations, motivations and roles.
13. I am not afraid of discussing issues of respect, conflict, or discipline with the group.
14. I actively seek opportunities to support youth without being condescending or assuming that they need or want my help.

B — Workforce Preparation Module

1. I contact experts and gather as much information as possible before making decisions about my education.
2. There is no one for me to observe directly in order to find out about the kind of work I might like to do.
3. When solving a problem, I am able to think everything through in my own head.
4. Once I have decided what kind of work I want to do, I know how to go about getting it.
5. I can compare and look carefully at the various ideas I develop.
6. I like to make plans and take action steps before making a final decision about a job.
7. When it is time to make an important educational or occupational decision, I am able to develop an appropriate plan of action.
8. When it comes to solving a problem, I consider all of the things that are part of the problem before deciding what to do.
9. I do not know which talents to work on that will help me in the future.
10. I can tell the differences between talk that is backed up by facts and talk that is not backed up by anything.
11. I use information I gather to help me develop several different ways to solve a problem.
12. I know where to go to find dependable information about jobs.
13. I am able to solve problems through the use of logic.
14. I know how my actions and decisions will affect my occupational choice.
15. In exploring the kind of work I might want to do, I get information about it, talk to people who work at it, and get a part-time job that is like the work I am considering.

C — Consistent Caring Person

Adult Support

1. There are adults I can ask for help when I need it.
2. I know adults who are willing to help me find a job when I need it.
3. When I have a personal problem there are adults I can turn to for help.
4. There is at least one adult outside of school and home that I really admire.
5. Outside of my home and school there is an adult who believes I will be a success.

Social support, partnerships, connection

1. Do you have help or support from people when you need it?
2. How well do you work with adults?
3. How well do you feel connected to your parents or guardians?

D — Youth Engagement Qualities

Safe Environment

1. I feel safe when I'm in this program.
2. This program makes me feel welcome.
3. Bullying and aggression are not tolerated here.
4. All the people in this program treat me with respect.

Youth Voice in Decision Making

1. In this program, I get to make decisions about the things I want to do.
2. I have a say in planning this program.
3. In this program, I am encouraged to express my ideas and opinions.
4. I am expected to voice my concerns when I have them.
5. The program staff take my ideas seriously.

Youth Staff Partnership

1. In this program, it is clear that youth and staff respect each other.
2. I learn a lot from staff in this program.
3. Staff learn a lot from youth in this program.
4. There is a good balance of power between youth and staff in this program.
5. Youth and staff trust each other in this program.
6. Youth and staff learn a lot from working together in this program.

Identity Exploration

1. I tried doing new things
2. I tried a new way of acting around people
3. I do things here I don't get to do anywhere else