
Youth Action to Reduce Drug Use (YARD) Project

Final Report

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Eva's Satellite

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Section 1: Introduction

Background

Eva's Satellite, located in Toronto, is the first youth shelter in Canada for homeless and at-risk youth who use illicit drugs and alcohol. The shelter provides emergency shelter and services to up to 32 youth, ages 16 to 24 residing in the Greater Toronto Area. These youth may have lost access to other shelters and services as a result of behavioural problems or substance use.

Launched in August 2010, the Youth Action to Reduce Drug Use (YARD) Project was designed by Eva's Satellite to respond to the need for an intervention that takes into account the unique factors that place homeless and street involved youth at greater risk for substance use. Funded by Health Canada's Drug Strategy Community Initiatives Fund (DSCIF), this three-year project aimed to reduce illicit drug use among street involved and homeless youth through the provision of a comprehensive and collaborative program of health education peer training, recreation, and skills development.

YARD commenced in April 2010 with project planning and development activities including the hiring of a Project Coordinator. The period April 2010 to July 2010 was defined to be an implementation phase with the project being officially launched in August 2010 and funded until March 31, 2013. StrategiSense Inc. was hired as the evaluator in May 2010 to conduct the evaluation over the entire period of the program.

The overall purpose of the evaluation is to examine and report on both the process and outcomes related to the YARD program. Eva's Satellite retained StrategiSense Inc. to support both process and outcome evaluation activities. StrategiSense Inc.'s role included:

- Design of the process and outcome evaluation approach informed by Health Canada DSCIF guidelines,
- Writing of the process and outcome evaluation plan,
- Preparation of all process and outcome evaluation tools,
- Select process and outcome data gathering,
- Informing the approach to defining and collecting monitoring or activity data by Eva's Satellite,
- Preparation of a database to store evaluation data,
- Analysis of process and outcome evaluating findings, and
- Preparation of an interim evaluation report midway through the project and a final evaluation report within 90 days of completion of the program in March 2013.

Eva's Satellite was responsible for collecting all monitoring or activity data and for all progress reporting to DSCIF.

Purpose of this Report

The purpose of this report is to provide a summary of the process (formative) and outcome evaluation findings for YARD for the period April 2010 to March 31 2013 and to highlight lessons learned and opportunities for projects of a similar nature.

Section 2: Project description

For many homeless and street involved youth, experimentation with drugs and alcohol can lead to long-term substance use issues such as poly-drug and injection drug use. In a review of relevant Canadian literature, Eva's Satellite found that:

- During the period 1993-2003, 95% of the homeless/street involved youth surveyed in a national study reported having used illicit drugs.
- Among a sample of Toronto street youth (2004), 84% of respondents had used alcohol at least once per month, followed by marijuana (84%), crack/cocaine (60%), prescription pills (41%) and methamphetamines (37%).
- In the City of Toronto, homeless and street involved youth reported higher rates of drug and alcohol use than their housed counterparts.¹

The fact that street involvement and homelessness impact substance use within the youth population indicates that efforts to address these issues must be tailored in order to be relevant and effective. In its surveillance report of street youth across Canada, the Public Health Agency of Canada concluded that drug use among homeless and street involved youth can be reduced through comprehensive, targeted programs. Other relevant researchers have cited the importance of recreation in addressing substance use among street involved youth. Recreational activities have been proven to be an effective means of reducing substance use among youth while simultaneously increasing protective factors such as self-esteem, community belonging and skills development.²

The goal of the YARD project is prevent illicit drug use by providing comprehensive programming comprised of recreation, health education, and a supportive system of care that includes shelter, case management, peer support, primary health care and psychiatric services. YARD involves collaborating with youth to help them realize their potential to lead productive, self-sufficient and healthy lives. The project targets youth aged 16 to 24 years of age who are homeless and using illicit drugs residing in or accessing services at Eva's Satellite.

The project commenced in April 2010 and was funded until March 31, 2013. The project was designed to support interested youth with opportunities to participate in a training program aimed at teaching them to be effective Peer Leaders. Once the training was complete, Peer-Leaders were intended to work alongside staff, facilitating workshops and providing support and information to participants.

The following partners were identified in the original proposal to DSCIF:

- Inner City Health Associated (ICHA) to provide youth participants with primary health care and psychiatric services within the shelter. They were also intended to participate in and co-facilitate weekly case management meetings with the Project Coordinator and Youth Service Workers to enhance coordination of care for the youth.
- YOUTHLINK Innercity to provide consultative support and guidance in helping to develop and evaluate Eva's peer support program. They were also intended to provide trained

¹ Eva's Satellite: Health Canada Drug Strategy Community Initiatives Fund Application 2009

² ibid

peer educators to facilitate workshops on life skill programming and create a comprehensive referral process to assist you in gaining access to both programs.

- Central Toronto Youth Services (CTYS) to provide a mental health worker who will provide case management and referrals. The worker will also participate in weekly case management meetings, participate in the Project Advisory Committee and assist with project evaluation activities.

The following activities and outputs were planned for the project:

- Convene quarterly meetings of a Project Advisory Committee consisting of youth residing in the shelter, staff of Eva's Satellite and one staff representative from each partnering organization.
- Recruit and train 16 Peer Leaders to support the delivery of YARD programming.
- Implement programming targeted at the unique needs of the target youth, including:
 - Drop-in recreation programming.
 - Recreation outings to community, arts, cultural and sporting events.
 - Health and drug education workshops using fun and interactive activities such as trivia games and role-playing.
 - Fitness classes for residents of Eva's Satellite.
 - Stress management sessions for youth with guest speakers, meditation and yoga.
 - Training sessions for Peer Leaders on providing peer support and health and drug education workshops.
 - Peer-led support and drug education sessions/workshops.
- Conduct a process and outcome evaluation.
- Create a project manual and develop a program model.
- Disseminate findings across Canada through the Eva's National Initiatives Program and the Learning Community through the following approaches:
 - Posting of materials and tools on the Eva's and Learning Community web-sites;
 - Communications strategy including notification of program tools available through Shared Learnings, Tamarack, National Network on Youth Homelessness, national Learning Community;
 - Participation in 3-5 conferences or meetings annually; and
 - Responding to requests for information from community organizations, government representatives and funders.
 - Continuously share findings with the other shelters of Eva's Initiatives (Eva's Place and Eva's Phoenix) through quarterly leadership meetings and with the Board of Directors through presentations at monthly Board meetings.
 - Within local networks, Eva's Satellite will present and disseminate the evaluation report and manual as a program model.
 - Distribute the findings to all project and agency partners, post documents on their website and share findings at relevant conferences and workshops.

The YARD logic model in Appendix 1 provides an overview of the key components of the program, activities, outputs and expected outcomes for the project.

Section 3: Evaluation Scope and Methods

Evaluation Scope

The evaluation of YARD included both an evaluation of the project’s implementation and outcome.

A logic model and evaluation plan were developed at the commencement of this project to define the evaluation questions and the process and outcome indicators that would be used to evaluate the program and the approach. The evaluation plan was submitted to DSCIF at the commencement of the project of the evaluation activities for approval. The evaluation plan was developed as a roadmap for the evaluation and outlines the evaluation questions, indicators and sources as well as the evaluation approach. The evaluation plan was updated after the completion of the interim evaluation to reflect modifications in the evaluation approach that were informed by lessons learned in the gathering of data from youth participants in a drop in setting.

Three (3) process evaluation questions and nine (9) outcome evaluation questions were developed for this project. Each question has a list of performance indicators that attempt to address the evaluation question (see Tables 1 and 2)

Table 1. Process Evaluation Questions and Indicators

Process Evaluation Questions	Performance Indicators
A1. Did YARD implement the activities as intended?	<ul style="list-style-type: none"> • Adherence to workplan and description of activities submitted in DSCIF proposal (#/% of tasks on time, %/#delayed) • Adherence to human and financial plans developed for the project. • Adherence to roles and responsibilities. • Identified adjustments to the workplan human and financial plans. • Identified unexpected problems or challenges.
A2. Did YARD reach the number of peers and participants as intended?	<ul style="list-style-type: none"> • Number of peers and participants involved with YARD by target population • Presence and use of peer and participant outreach strategies
A3. What project factors and activities contributed to the outcomes of the project?	<ul style="list-style-type: none"> • Type and frequency of factors and activities reported by Peer Leaders, Project Leadership and Partners as contributing to the outcomes of the project.

Table 2. Outcome Evaluation Questions and Indicators

Outcome Evaluation Questions	Performance Indicators
Immediate Outcome 1.0 – Increased knowledge about <i>local issues</i> * for Eva’s Satellite Staff and Peer Leaders. *e.g., issues and context that affect or impact the ability of target youth to access their desired quality of life	
B1. Did the knowledge about <i>local issues</i> increase among Eva’s Satellite Staff and Peer Leaders?	<ul style="list-style-type: none"> • % of Eva’s Satellite and YARD staff indicating an increase in knowledge related to local issues. • % of Peer Leaders indicating an increase in knowledge related to local issues
Immediate Outcome 2.0 - Increased knowledge of Eva’s Satellite Staff and Peer Leaders regarding the impact of illicit drug use on youth	
B2. Did the knowledge about the impact of illicit drug use increase amongst Eva’s Satellite Staff and Peer Leaders?	<ul style="list-style-type: none"> • % of Eva’s Satellite and YARD staff indicating an increase in knowledge related to the impact of illicit drug use. • % of Peer Leaders indicating an increase in knowledge related to local issues
Immediate Outcome 3.0 – Increased knowledge of Peer Leaders related to drug use prevention and risk reduction strategies for youth.	
B3. Did the knowledge of Peer Leaders related to drug use prevention and risk reduction strategies for youth increase?	<ul style="list-style-type: none"> • % of Peer Leaders with increased scores on post-test knowledge related to drug use prevention and risk reduction strategies.
Immediate Outcome 4.0 - Increased knowledge about how to support peers in making choices that reduce risks and prevent drug use	
B4. Did the knowledge about how to support peers in making choices that reduce risks and prevent drug use increase among Peer Leaders?	<ul style="list-style-type: none"> • % of Peer Leaders with increased scores on post-test knowledge related to how to support peers in making choices that reduce risks and prevent drug use.
Immediate Outcome 5.0 - Increased knowledge of Program Participants related to illicit drug use and consequences	
B5. Did the knowledge of Program Participants and Peer Leaders related to illicit drug use and consequences increase?	<ul style="list-style-type: none"> • Types of knowledge changes
Immediate Outcome 6.0 - Increased knowledge about the benefits of participating in recreation and leisure activities.	

Outcome Evaluation Questions	Performance Indicators
B6. Did the knowledge of program participants and Peer Leaders about the benefits of participating in recreation and leisure activities increase?	<ul style="list-style-type: none"> • Types of knowledge changes noted in interviews and direct observation
Intermediate Outcome 1.0 - Increased capacity to make informed decisions that reduce the risk of illicit drug use among youth aged 16 – 24 who are homeless and residing or accessing services at Eva’s Satellite.	
B7. Did Peer Leaders and program participants increase their capacity to make decisions to avoid drug use?	<ul style="list-style-type: none"> • % of Peer Leaders with change in attitudes about personal drug use • % of participants able to describe a coping strategy they would use when faced with peer pressure to use drugs • Direct observation to identify examples and types of capacity changes
B8. Have Peer Leaders and program participants actually made any decisions not to use drugs since participating in the project?	<ul style="list-style-type: none"> • Direct observation and interviews of Peer Leaders and program participants regarding how YARD supported them to make decisions not to use drugs
Intermediate Outcome 2.0 - Increased resiliency of Peer Leaders participating in YARD.	
B9. Did resiliency factors for Peer Leaders increase?	<ul style="list-style-type: none"> • % of Peer Youth with a change in cooperation and communication attributes. • % of Peer Leaders with a change in capacity for positive peer bonding. • % of Peer Leaders with a change in self-efficacy attributes. • % of Peer Leaders with a change in self-empathy attributes. • % of Peer Leaders with a change in self-esteem attributes. • % of Peer Leaders with a change in problem solving attributes. • % of Peer Leaders with a change in leadership attributes. • % of Peer Leaders with a change in self-awareness attributes. • % of Peer Leaders with a change in goals and aspirations attributes

Methods

The evaluation took a mixed method approach using both quantitative and qualitative methods to examine and explore the evaluation questions. The methods employed in this evaluation were surveys, direct observation, depth-interviews and document review. The sampling, data collection and data analysis of each of these methods are described below.

Surveys

Sampling

All 68 youth who participated in the Peer Leader training and work component of YARD were invited to complete and pre and post survey. This sample includes Peer Leaders who underwent the training from Fall 2010 to January 2013 in 10 separate cohorts.

Data collection

A pre-post quasi-experimental design was used to gather information through a structured survey (see Appendix 2). The survey was administered to Peer Leaders in week 1 of training and again in week 5 during their work component. Initially, Peer Leaders completed the post-survey at the end of their 8 week placement in YARD but high attrition resulted in a low response rate so the decision was made to complete the post survey at week 5.

Data analysis

The survey consisted of 10 sections aligned with the evaluation questions. There were quantitative and qualitative data in the surveys that were analyzed separately. Changes in Likert scale data were analyzed with Mann-Whitney U test (analogous to a t-test but used on ordinal data that doesn't have a normal distribution) or when both pre and post data existed for the same participant a Wilcoxon signed-rank test (analogous to a t-test for matched pairs used on data with a normal distribution). Qualitative data was coded using a grounded theory approach and sorted into categories.

Direct observation

Sampling

Thirty-six participants of YARD were observed during programming. Each participant was observed at different times by different staff. The sample was a convenience one and included participants of YARD who were identified by Eva's Satellite staff and who were present in YARD activities during the month of data collection. It was determined by the evaluators that between 30-40 observations would be sufficient to supply varied and detailed accounts for the purpose of the evaluation.

Count of Age (in years)	
Age	Total
16	2
17	1
18	5
19	2
20	6
21	5
22	3
23	5
24	7
Grand Total	36

Count of Gender (male, female, trans-identified)
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Gender Identity	Total
Female	8
Male	27
Trans Male	1
Grand Total	37

Count of Ethnicity (white, black, Chinese, South Asian, Filipino, Latin American, Arab, Aboriginal, Korean, Multiracial, Southeast Asian, Other)	
Ethnicity	Total
Black	9
Filipino	2
Jewish	1
Latin American	3
Multiracial	2
Other	1
Russian	1
South Asian	4
White	13
Grand Total	36

Count of Was this person a resident at Eva's (yes or no)	
Resident Status	Total
No	3
Yes	33
Grand Total	36

Count of Was this participant also a Peer Leader?	
Peer Leader Status	Total
No	27
Yes	1
Yes, afterwards	3
Yes, previously	5
Grand Total	36

Count of Was this person employed?	
Employment Status	Total
No	29
Yes	7
Grand Total	36

Count of What is the highest education that the person completed	
Highest Education	Total
Some college	3
Some high school	19
Some university	2
unknown	12
Grand Total	36

Data collection

Before monthly staff meetings, staff were sent a list of participants for whom they would participate in a conversation about their progress towards drug use reduction and more resiliency. The YARD Project Coordinator recorded observed behaviours and expressed changes witnessed by the staff according to a structured guide (see Appendix 3). The results were expanded at a later time with the YARD Project Coordinator and member of the evaluation team to include a contextual background on each participant. All data was entered into a Microsoft Excel spreadsheet.

Data analysis

The data was categorized according to the 3 questions in the structured guide about: 1) increased capacity to make decisions to avoid drug use; 2) actual decisions not to use drugs and 3) resiliency factors for youth. Line-by-line coding in the style of a grounded theory approach to data analysis occurred. Preliminary codes from several observations were compared to look for overlap and gaps in coding. This helped to create a coding structure. The remainder of responses was coded and all codes were sorted into categories. All codes fit in the categorical structure that emerged from the data.

Depth-interviews

Sampling

A sample of 2 Advanced Peer Leaders, 15 Peer Leaders, 9 participants, 1 partner, 1 YARD Project Coordinator, 1 YARD Manager, 1 Administrative Assistant, 1 Community Outreach Worker, 3 Recreation Coordinators and 3 Harm Reduction workers were interviewed for this evaluation. All staff who were involved in the project were interviewed and the sample of Advanced Peer Leaders, Peer Leaders and participants was a convenience sample. It was felt that between 5-15 youth respondents would be sufficient to reach saturation of themes.

Data collection

A member of the evaluation team conducted all interviews at interim and at project end. A semi-structured interview guide was developed to guide the interviews (see Appendix 4). The interviews lasted between 15 and 45 minutes each and were conducted on site. The decision to conduct the interviews on-site was made to help ensure the comfort and convenience of interviewees. All interviews were typed at the time of the interview or recorded and transcribed at a later date. The transcripts were then coded with unique identifiers to help guard confidentiality and kept on a password protected electronic filing system.

Data analysis

2 members of the evaluation team read all of the interview transcripts. The transcripts were entered into Excel and line-by-line coding in the style of a grounded theory approach to data analysis occurred. Proposed codes were shared between the members of the evaluation team and refined the codes used. As more interview transcripts were coded, initial codes were sorted into categories that continued to be refined with the additional coding of interviews until a stable structure remained.

Document review

Data collection

DSCIF Progress Reports and program statistics were requested from Eva's Satellite on a monthly basis. The program statistics requested included counts of participation, descriptions of issues and challenges, activities with Peer Leaders and program administrative activities. Program statistics were input into an Excel spreadsheet by Eva's Satellite and emailed to the evaluation team on a monthly basis.

Data analysis

DSCIF Progress Reports provided the structure for following the work plan and any changes to the work plan over time. There were 10 categories within the work plan that were analyzed for completion and evidence for completion. Findings were reported in tabular format with a descriptor of any adjustments. Program statistics were gathered and participation counts were calculated from program data from May 1, 2012 to February 22, 2013.

Section 4: Process Evaluation Findings

Evaluation Question A1. Did YARD implement the activities as intended?

Key Findings - Implementation Success

YARD was successful in implementing its proposed activities. The work plan functioned as a guide for the implementation of YARD and through the life of the project, additional items were added to the work plan to meet the needs of participants and ensure the efficient running of the program. Of the 17 work plan items indicated in the report from second quarter of 2012-2013, all 17 were completed (see Table 3). There were adaptations to the work plan as a result of both internal and external factors that is further explained in Appendix 5.

Table 3. Work Plan Items and Level of Completion

Workplan Item	Status of Completion
Plan and facilitate Project Advisory Committee	<p>A Youth Recreation Advisory Committee was struck comprised of peers and the YARD Project Coordinator to assist with the design and implementation of YARD.</p> <p>Eva's Satellite experienced challenges with scheduling quarterly meetings with the individuals originally identified for the Advisory Committee. No Advisory Committee meetings were held, instead Eva's Satellite opted to consult on an as needed basis with the individuals from the Committee as Advisors through phone and email communication.</p>
Plan and schedule recreation outings to community, arts, cultural and sporting events	Completed. With at least biweekly activities. Some problems with attrition.
Develop and co-facilitate twice weekly health and drug education workshops. Using fun and interactive activities, such as trivia and role playing	Completed.
Schedule daily morning fitness class for staff and resident's of Eva's Satellite. Fitness classes at Eva's were well attended.	Completed. Not consistent about what morning activities look like.
Develop and co-facilitate peer training modules on providing peer to peer support and facilitating health and drug education workshops.	Completed for every Peer Leader cohort (10 in total). Advanced Peer Leader roles were defined in implemented in the second year of the project with coordination responsibility and oversight of the peers.
Hold a drop in recreation program three times per week for three hours each.	Completed, but a challenge in engagement.
Modify drop in programming and add a girls recreation drop in time for any female identified youth accessing services.	Completed, girls programming was addressed but a challenge in participation.
Develop and schedule twice weekly stress management group for youth and staff with guest speakers, meditation and yoga.	Completed. Problems with youth engagement and consistency of external supports
Create a monthly schedule of project activities to be posted in the shelter and sent to all staff of Eva's and partnering agencies.	Completed
Work with youth to develop, post and disseminate project promotion material. This is a piece of work that was in progress.	Completed. But it looks different from quarter to quarter. Sometimes it is youth, Peer Leaders, and Advanced Peer Leaders.
Develop statistics collection and evaluation tools	Completed
Create a logic model for the project	Completed

Workplan Item	Status of Completion
Provide individual support and referrals for all youth involved with the project as needed	Completed
Identify and support peer leaders from the youth attending health and drug education workshops	Completed
Schedule peers to co-facilitated health and drug workshops	Completed
Conduct surveys and focus groups with staff, partners and participants	Completed with a substitution of interviews instead of focus groups
Participate in weekly case management meetings with youth service workers, counsellors, YARD Project Coordinator and managers	Completed and occurred on a monthly basis from the fall of 2012 onwards.

Key Findings - Challenges And Areas For Improvement

Depth interview and document analysis indicated various challenges and adaptations to the implementation of YARD. Data was coded and then sorted into categories that emerged primarily from the qualitative depth interviews.

Challenge with Clarity

Various respondents talked about their lack of clarity with YARD. This lack of clarity was voiced by partners, participants, advanced Peer Leaders and Peer Leaders. Additionally, several respondents also couldn't name the goals and expectations in YARD. Participants and Peer Leaders talked about the lack of knowledge of some staff about the roles and rules associated with YARD leading to tension.

"Consistency around how rules are enforced or not would be good since some staff are very strict with rules and other staff are more flexible and that creates confusion and tension and arguments." ~ Participant

"I tried to start a group but was told that I could not do that -- staff didn't realise that could be part of my role." ~ Advanced Peer

Challenge with engaging partners

Partners were seen as an important resource for the project. Partners provided health, referrals, mental health supports and education to the program. Some partners couldn't attend meetings but participated by telephone and in fact the advisory committee turned into a panel where partner agencies (as well as the youth advisory committee) would be emailed questions that the project needed some support around. Other partners indicated that they did not have the resources to participate fully in YARD and another partner agency closed. One partner expressed frustration about communications with YARD

"I had no idea what YARD was ...(then a) frantic phone call: we need you to sign this letter immediately if you don't sign it we are going to lose all our funding for this project ... Then

a single email talking about a mandatory meeting. That was the entirety of the communication I received from YARD” ~ Partner

Challenge with staffing and scheduling

Issues of staffing and scheduling go hand-in-hand. A schedule would be created where Eva’s Satellite staff and Peer Leaders would be responsible for running an event. Staff were not necessarily staff dedicated to YARD. Emergency, illness or other competing demands would arise and staff could not co-facilitate a group. The problem arose from inability for coverage as one staff member indicates

*“Scheduling. Not sure ... people who were supposed to run the program sometimes they didn't show up and there was very little time to transfer responsibility. Not sure if that was an issue of accountability. A lot of the reasons were legitimate; family issues for example”
~ Staff*

It is unclear from the interviews if staff report their absence to the YARD Project Coordinator or not. Additionally, staff dedicated to YARD may not be working that shift or engaged in other project activities. Nonetheless, activities that were planned that did not happen causing frustration for some Peer Leaders

“CONSISTENCY! I am not the only person who has had the problems who have had the problems I am going to mention. I know two advanced peers who have said they've had the same problems. It didn't help that this was the last session. Overall it's been inconsistent. This week I came in from 10-12 no one else showed up. A staff person showed up. I am here when I am told I need to be here. Last week we were told we would have our schedules and we didn't receive them there was a conflict last week with a scheduled activity. There was a staffing gap last week when I was supposed to implement a YARD activity. I feel that the second half where we were running groups, has been inconsistent, why did I not get a phone call about the group activities that I am supposed to be a part of. If you are going to say [expletive deleted] the schedule and just do meetings then you need to call people. The consistency issues are brutal.” ~ Peer Leader

Several adaptations were made to address this challenge, suggestions included having higher expectations of youth who do not show up for their shifts; scheduling Peer Leaders on consistent days where coverage is easier; having regular slots where Peer Leaders would work. One staff talked about other staff being able to do something as easy as opening up the gym

“if someone is not here or isn't going to be here a program comes to a halt and if it runs it runs minimally. If at all possible get more staff involved with groups. For example get staff more comfortable doing a workshop or a training or to open up the gym and just sit in the gym.” ~ Staff

In the end, one adaptation that appeared to help was the hiring of a full-time recreation coordinator for YARD.

Challenge with the gym being closed

One advantage of having YARD at Eva's Satellite is the presence of a gymnasium downstairs. The gym was used for a variety of recreation activities planned in YARD. At some times, as much as 70% of YARD activities happened in the gym. Additionally, having the gym in the building provided multiple benefits. It allowed easy access for youth to a safe space for recreation for youth who may have felt uncomfortable and marginalized in public. Having the gym downstairs in the shelter allowed some hesitant participants a chance to step in for only 5 minutes and try an activity out. When the role of Advanced Peers was in place, some Advanced Peers could facilitate groups with a staff member in close range rather than in the room with them. Unfortunately, in May 2011, there was a flood in the gym that prevented its use for several months. The YARD Project Coordinator describes the impact of the gym closure on YARD

"Other modifications to the workplan – when the gym was out of commission. Affected our programming. The schedule now with the gym closed – had something every afternoon and evening. Have not been able to implement a drop in program since we have not had the gym. Harder to engage the youth when it is offsite. Can use the gym for buffer space and cool off. Hard to engage youth to leave the site – weather, walking, mental health issues re. safety and not wanting to go out in the community, going out in the community with shelter staff identifies the youth as living in the shelter, or simply that much more that we are asking them to do – get dressed and leave the site – not easy to do. When the program was downstairs they could check it out and leave easily but now -won't go to a recreation centre to check it out is more than they can cope with right now." ~ YARD Project Coordinator

Evaluation Question A2. Did YARD reach the number of peers and participants as intended?

Key Findings - Implementation success

Peer Leaders

YARD did reach the number of Peer Leaders that it had intended to reach over the lifetime of the project (see Table 4 for a comparison of estimated vs. actual). In fact, the program exceeded the number of Peer Leaders by bringing in new recruits approximately every two months. This solved an issue of attrition that happened in the program for a variety of reasons (e.g., the chaotic life of youth, service restrictions, youth moving out of the shelter and into new experiences) and allowed new youth to experience the program and potential benefits. Additionally, the position of Advanced Peer Leaders was created to support the YARD Project Coordinator in the delivery of training and the work component of YARD. This was a new position that wasn't planned for at the beginning of the project.

Table 4. Comparison of Estimated vs. Actual Participation

Group	Estimated #	Actual #
Peer Leaders	16	68
Program Participants	250 per year	268 per year ³
Project Advisory Committee	6	0

There were 68 Peer Leaders who participated in YARD. Peer Leader recruitment happened through a variety of methods from making presentations at Eva's sites, getting referrals from other Eva's staff and encouraging youth who were active in recreational activities. Peer Leaders completed applications, interviews and had specific rules and responsibilities laid out by the YARD Project Coordinator. Of these 68 Peer Leaders, 3 were promoted to Advanced Peers and had additional responsibilities for planning, oversight of the Peers, and ensuring the running of the program. These 68 Peer Leaders joined the program in 10 cohorts. Each cohort had a training component in the first several weeks and a work component in the second half of their involvement. The amount of time in the training and work component shifted over time and at the end of the project, Peer Leaders were involved in 4 weeks of training and 4 weeks of work (See Table 5 for the number of Peer Leaders per cohort and Appendix 6 for demographic information about the Peer Leaders). The training modules expanded over time to give more contextual knowledge to Peer Leaders about supporting youth in the shelter. In interviews, Peer Leaders talked about how they learned about drug use, the peer role and learned how to plan.

³ based on a 6 month window from August 1, 2012 to January 31, 2013 when data collection is believed to be a truer reflection of participation

Table 5. Peer Leader Cohorts and Numbers

Cohort	# of Peer Leaders
1	7
2	7
3	7
4	5
5	9
6	7
7	5
8	7
9	6
10	8
Total	68

Participants

YARD had reached its estimated rate of participation near the end of the program (see Table 4 for a comparison of estimated vs. actual). The YARD project used a variety of methods to recruit participants into the program including referrals from youth workers, case workers and partner agencies; monthly and weekly posted calendars; posters for special events; advertising at house meetings and word-of-mouth snowball recruitment. Having peers help with recruitment and enthusiastic staff were seen as facilitators for recruitment. In the words of one YARD staff:

“Encouragement and enthusiasm from all the staff here, to get off your ass and do this and do that; if no one got in their face they would just chill, as much as they could. The fact that it is a peer program, the fact that there is a bridge means so much, if their buddy encourages them to participate it has a huge effect on them ... And then in the end it's a lot of fun, doing things is fun.” ~ YARD Staff

In the six months from August 1, 2012 to January 31, 2013⁴ there were 134 unique participants who participated in YARD activities. These 134 participants had 1,176 visits in the program. The mean number of visits is 9 visits per participant, but the distribution is skewed with the most common number of visits being 1 visit per participant (mean=8.78, median=3, mode=1, bottom quartile=1, top quartile=3). Youth participants were mostly male (66%), residents (70%), identified as white (41%) or black (38%) (see Appendix 7 for demographic information about the participants).

⁴ There were challenges with collecting sufficient participant data at the beginning of the project. Two main challenges included the inconsistent recording of participant visits by staff outside of the YARD team and difficulty in setting up a system of collecting and entering program statistics into Excel. However, these problems were rectified in the last year of the project. For program output data (i.e., number of individual visits, number of participants, length of time in the activity) we have used a six-month window where there is confidence that the program statistics reflect actual program use of participants.

YARD staff talked about how many youth will participate at least once in some of the recreation activities. Even having a low-threshold for participation where participants can come for 15 minutes and see if they like an activity allowed for some participants who may have been more hesitant to attend. However, there were some Eva's Satellite residents who participated in neither cultural, arts or sports activities and were not engaged in YARD. Additionally a girls' group was seen as a need for women residents; however efforts of creating women only activities did not result in a high attendance rate.

There were other youth who were enthusiastic about YARD activities and the opportunities within YARD and wanted to give back. Some staff talked about the unique contribution of youth as peers and bridges between staff. As discussed by one staff member:

"It's made youth want to get involved in the program, they want to become peers, and they want to share their ideas about things we could investigate or offer other youth; it's made youth get more involved; seems more so than other shelters I know; usually starts with participating in activities and then applying to become a peer, plus their is consistency with their participation, they want to get involved and create activities, etc. I think because our youth are transient, this isn't a program they see elsewhere, this is specific to here and gives them a different opportunity to work with staff and with each other" ~ YARD Staff

Eva's Satellite experienced challenges with scheduling quarterly meetings with the individuals originally identified for the Advisory Committee. No Advisory Committee meetings were held, instead Eva's Satellite opted to consult on an as needed basis with the individuals from the Committee as Advisors through phone and email communication. An attempt was made to replace Youthlink, whose participation was limited due to the organization dealing with its own internal challenges, with Parks and Recreation. This Advisor was unable to participate however 1 recreation staff also had a part time position at Youthlink and has provided their input to YARD from this perspective. CTYS has provided informal and on the spot feedback and support with mental health issues. Inner City Health Associates provided primary health care and mental health support.

Key Findings - Challenges And Areas For Improvement

Challenge with monitoring and evaluation

Program monitoring was a challenge for the first part of the implementation of YARD. Early in the project, the evaluation expectations were not clear. Interview respondents indicated that tracking forms were too long and complex and that there were other competing demands on program staff. Part of the challenge was that staff asked to record program statistics were not directly reporting to the YARD Project Coordinator and data would be inconsistent or not forthcoming. Additional supports to train and set the expectation for data collection were placed on staff which helped with data collection, but a major change occurred when an administrative assistant was brought on the team to collate and enter program data on a consistent and regular basis and recreation coordinators became responsible for filling in all program activity log sheets.

“The tracking. The admin side. Keeping track of who participated, when and what they did. This would be both the facilitators and the participants. This wasn't necessarily recorded as well as it could have been. I don't know if the facilitators did it as much. It was done after the fact. I feel that there could have been loss of information there.” ~ Staff

Attrition of Peer Leaders

Interviews with the YARD staff indicate that the retention rate of Peer Leaders was lower than expected. Often there would be attrition during the 4-week training period and many Peer Leaders did not complete the 4-week work component that followed. Interview respondents talked about a range of issues that may have impacted on Peer Youth's ability to complete 8 weeks of training and work including mental health issues, chaotic drug use or lack of job experience. One respondent talked about the role of literacy as a barrier for youth participation

“There are a lot of literacy issues with the youth I refer and it can be very embarrassing for some youth to fill out forms and dealing with the literacy piece. Critical barrier that needs to be addressed: major factor a lot of the kids have left school early. Their literacy can't be at a level where they are going to be picking up things from handouts etc” ~ YARD partner

These barriers could make it tough for some Peer Leaders to really commit as described by this staff member

“Because they have so many other things going on in their lives, to get them to really commit to an activity or really commit to “Okay, we have team meeting Thursday at 10”, sometimes that was a little difficult” ~ YARD Staff

Attempts to address attrition due to these reasons were done through supervision, accommodations, support and changes in screening and recruitment. However, one reason for attrition could not be addressed through these measures – attrition due to service restrictions. Service restrictions for residents occurred due to specific actions like violence or damage which could result in a resident being restricted from Eva's and losing their bed. This was firm rule that could not be adapted in the current setting. For Peer Leaders who were residents, service restrictions could become the contributing factor for them not to complete their training or work component.

“I think a big piece is because there are so many complications with running peer program in regards to the peer portion, is running a peer program where people are living. It just created a lot of barriers because they're providing services, but they're also a client as well, so they're also receiving services, sometimes it was a little difficult to navigate that.” ~ YARD Staff

“I would get a lot of external youth if I were to redo the program” ~ YARD staff

Challenge with Peer Leader work component

Challenges with the Peer Leader work component came from both staff and from Peer Leaders. Some staff respondents talked about the soft job skills like punctuality, reliability and job completion needing to be improved in Peer Leaders.

“They don't understand a resume or recommendations. Yes you did YARD but you did a terrible job when you were doing it. They don't get it. They think that doing it is enough; but they need to keep in mind that their life is a running total, if you want to build something up you gotta keep building good impressions.” ~ YARD staff

“Some kind of performance evaluation and reward system for consistent participation and punctuality etc. Some of it was half-hearted” ~ YARD staff

Peer Leaders however, talked about challenges due to scheduling and staffing (see Challenges section for Evaluation Question A1) and having the appropriate supports when they come to co-facilitate a group. More clarity about schedules and roles was described by this Peer Leader:

“The one thing that didn't work -- the training portion was great -- everyone would show up and function well as a group. But the transition to actually working within Satellite and doing groups as work was a problem. Having concrete schedules would have been great, having more support staff to support youth who were leading groups would have helped. Q. Why do you think that was a problem? A. There wasn't enough staff support and their wasn't enough clarity among the youth and at least some of the staff about what their schedule was.” ~ Peer Leader

Evaluation Question A3. What project factors and activities contributed to the outcomes of the project?

Key Findings - Implementation success

The Peer Leader as a bridge

One respondent likened the role of the Peer Leader to a bridge linking Eva's staff and the youth participants. The Peer Leaders function as holders of knowledge, having credibility and translators of values and principles. This role cannot be understated. Many Peer Leaders talk about having a voice in the work that they do and this voice is evidenced in YARD's Youth Advisory Committee, changes to the modules in training and other input into program implementation. In the end for all the work that YARD can do, the youth have to buy in, as one staff member says:

"we can sell it all we want but if they don't buy in then there is no YARD ... A lot of youth are sceptical of youth workers, and shelters and so called programs and I think it alleviates a lot of the scepticism when youth speak positively about their experience with YARD" ~ YARD Staff

The use of Peer Leaders "speak positively" about YARD may have led to enhanced participant recruitment into YARD. Participants speak about how Peer Leaders and Advanced Peers acted as role models for YARD and sharing the sense of opportunity that YARD provides. In the end, it is the positional power of Peer Leaders as youth and as residents that allow them to be understood and better accepted by other youth.

"The fact that it's very open, the way that it's supposed to be executed is that it's a lot of peer involvement, your voice as opposed to someone else's voice, makes it more relatable, when we do events, it's us, fellow residents or former residents." ~ Peer Leader

With respect to contributing to the drug-related outcomes expected in YARD, the Peer Leader role creates a sense of comfort in other youth to be able to discuss issues of drugs and harms associated with drug use as well as strategies to avoid drug use.

"Non judgemental atmosphere, the whole idea of peers for youth or youth for youth. That it is definitely a realistic approach to drug use, it is aimed towards youth and giving people something to do was always great" ~ Peer Leader

Paying Youth

Many Peer Leaders talked about how the pay was a motivator for them to get involved and support other youth through recreation activities. YARD also has other benefits to youth including job readiness, improved sleep, hygiene, sense of pride, etc. but pay is important. Creating the Peer Leader position as a paid position rather than a volunteer one is linked to the success of YARD.

Supportive environment

Many respondents talked about the supportive environment at Eva's Satellite and YARD. For Peer Leaders, the support could have been that their ideas were listened to, accommodations

provided, flexibility, non-judgemental environment and the space to learn that wasn't "so much of a school setting, more like an open discussion".

Example of accommodations: "I think for the most part, the peers, their use wasn't as chaotic, but I definitely had some peers that their use was quite chaotic. There was sometimes really sitting down with them and problem solving, how do you not use when you're not on shift. It was also about too, because the peer leaders right from the very first training, so from the introduction, they were told that their behaviours in the house, if they lived here, were going to be held to higher regard because they were being paid to be role models. How did we work around that? There were some youth that we had to do a lot more work with." ~ YARD Staff

Example of flexibility: "I am very open and very willing to try different things and do different things with the kids. I would usually try to go with them and flourish a bit if they wanted to try something new or something they wouldn't have felt comfortable doing with a daytime audience. Daytime programming was more regimented I think. Night time if someone was to do open gym and no one wanted to do open gym but you could get a group together for weight room, we would do that. Similarly swimming or skating we would adjust based on who wants to do what" ~ YARD staff

Youth and partners talked about the staff characteristics at YARD and at Eva's Satellite that helped to create a supportive environment. Staff are credited with being about to connect with youth, provide personal support, having passion, having enthusiasm, being accepting, being flexible and encouraging.

"how supportive the staff are of the kids; they really meet them where they are" ~ YARD partner

These characteristics were helpful in supporting Advanced Peers and Peer Leaders. Many Peer Leaders talked about the YARD Project Coordinator's character and support that she provided. Another YARD staff member describes her approach, which was commented on by various respondents.

"Chris, her personality, her way of going about things - meeting people where they are at, being accepting, being flexible, not a black and white program, it's accommodating, so that the youth that you are getting who may have had experiences where they weren't successful, because of someone who is working with them who is accommodating, it works out and they can reach their full potential within that because they are being worked with" ~ YARD Staff

This sense of staff caring was not only for Peer Leaders but also witnessed and felt by YARD participants as well.

"I think how the staff are -- for the most part everybody that works here actually gives a shit about people, they are not just doing it for the pay cheque, a lot of people that work here work for the enjoyment of helping people like me, they want to help people that have messed up get their lives together, they want to help others who want to help themselves"
~ YARD participant

"Sometimes the staff will see that I am not myself, they'll ask me "what's wrong with me". They'll sit me down, talk with me, they'll offer to go for a walk with me. Who are some of the staff -- whichever who are around; staff are very considerate of people who are here."
~ YARD participant

Diversity of programming

There was a variety of programming. Daytime and night time activities, activities in Eva's Satellite and external to Eva's Satellite, arts-based and fitness-based activities. Creating multiple opportunities, spaces and options for youth to participate made participation easier. In all activities, recreation created a space for youth to talk about drug use prevention, share ideas or just be a space to avoid use and boredom. One participant talks about the diversity of programming in this way

"I think the fact that people get to do and experience things that they wouldn't normally be able to do or afford; it gets people to participate and enables youth to get to know one another who wouldn't otherwise get to know one another, the diversity of things that are offered, is pretty big" ~ Participant

Often noted by participants, Peer Leaders and staff, recreation was a substitute for using drugs.

"I think that when he was really participating, he used less so that he could play basketball with the youth. He knew that if he did use then he wouldn't participate. Also, his use is often really high regardless of working or not. When he was playing basketball in the evening for instance, that was 2-3 hours where he wasn't using and participating with staff" ~ from direct observation of how one participant changed their use for recreation

Fun

There are competing demands for youth's attention in YARD. Life struggles, peer pressures and inertia were items that staff mentioned that they needed to overcome for active participation in YARD. YARD's activities had to be based on youth interests and had to be fun. As one participant puts it,

"[YARD] takes peoples minds off of being here, shows that there is fun stuff to do, it's not just a shelter, they interact with us, the staff are good, they are friends first, they all have different characteristics but they are not bad at all. Gets kids of their asses" ~ YARD participant

Fun is a way of connecting with youth and engaging with Peer Leaders. When talking about recreation and engaging with Peer Leaders in training and work, one YARD staff posits

"I think the rec pulls them in, they are still youth, they still want to have fun. The rec component brings them in and gives them a structure but we need to plan a way that it needs to be done and they get involved in that planning and they are also gaining through the meetings learning about food, nutrition, etc." ~ YARD staff

This is echoed by another staff who talks about the engagement of Peer Leaders in YARD

"Seen a lot of youth be excited about something. About running a program. About results – that something that they planned had youth show up and was a result of their hard work and people had fun." ~ YARD staff

Section 5: Outcome Evaluation Findings

This section is divided into answering the 7 guiding evaluation questions for YARD. These evaluation questions marked B1-B8 align with the DSCIF Cluster Outcomes and are indicated in Table 5.

Table 5. DSCIF Cluster Outcomes and Indicators and Alignment with YARD Evaluation Questions

DSCIF Outcome	Indicators	Evaluation Question
Increased awareness/understanding of healthy lifestyle choices and of illicit drugs and their negative consequences	level of awareness of healthy lifestyle choices	B5
	level of understanding of healthy lifestyle choices	B5
	level of awareness of illicit drugs and their effects on individuals including health, family, peers, school, and community	B2
	level of understanding of illicit drugs and their effects on individuals including health, family, peers, school, and community	B2
Acquired/ improved capacity (knowledge/ skills) to avoid illicit drug use and make healthy lifestyle choices	level and nature of knowledge about how to avoid illicit drug use in target population	B2, B3
	level and nature of skills (e.g., coping avoidance, resistance) in targeted population	B3, B5, B6
	Evidence that capacity changes are influencing changes in decision-making & behaviours around illicit drug use in targeted populations	B4, B7
Increased engagement of community structures & networks in health promotion and prevention efforts to prevent illicit drug use among youth	Extent to which <i>existing</i> community structures, networks have been engaged in activities to promote healthy lifestyle choices & prevent illicit drug use among youth as a result of DSCIF program/project activity (nationally, regionally and by communities targeted)	Not applicable
	Extent to which community structures, networks have been <i>newly engaged</i> in activities to	Not applicable

promote healthy lifestyle choices &
prevent illicit drug use among
youth as a result of DSCIF
program/project activity
(nationally, regionally and by
communities targeted)

B1. Did the knowledge about *local issues* increase among Eva's Satellite Staff and Peer Leaders?

Eva's Satellite serves marginalized homeless youth with a variety of complex needs and unique strengths. Many, but not all, youth who are residents at Eva's Satellite may be currently using or have used illicit drugs. Staff are keenly aware of the issues and contexts that affect or impact the ability of target youth to access their desired quality of life. Issues of housing, income security, safety are forefront to the work. Nonetheless, staff did report improving their knowledge about the role of healthy nutrition and coping strategies including recreational strategies. Knowledge about the "voids that youth had around their knowledge" was also learned by staff, knowledge that could help in programming and supporting youth to avoid or reduce illicit drug use. Additionally, staff increased their skill level around the delivery of recreation programming and engaging youth. One staff when talking about the benefits of YARD to youth talked about a change to herself:

"Also it's changed the way that I think about youth too; I've changed by watching a lot of these kids change; I think I've had so many disappointments, not that we set marks for their achievement because every kid is different, but there is so much bad news, that when you see a few youth really achieve it really takes away that little bit of cynicism, it diminishes some of that, it's easy to become hard and cynical in this job; there is so much bad news" ~ YARD staff

Peer Leader youth also have a keen understanding of the issues and contexts that other homeless youth who may be using illicit drugs are living. This knowledge has been gained first hand. Several respondents talked about the unique knowledge and contributions that Peer Leaders had. However, there were also gaps. Training modules were modified to include training on mental health, planning and working in a shelter.

B2. Did the knowledge about the impact and consequences of illicit drug use increase amongst Eva's Satellite Staff, Peer Leaders and Program Participants?⁵

YARD Staff

There are various individual and social harms associated with illicit drug use. Staff at Eva's Satellite are very aware and have great knowledge of these issues. Much of this knowledge is gained from day-to-day work with youth who may be using illicit substances, alcohol and tobacco but as a baseline, most staff have this specific knowledge that didn't increase due to YARD, as one staff member puts it

"I think the staff that are coming to Eva's Satellite specifically, are wanting to work with youth that are actively using substances. I think staff that are coming to Satellite already have a huge knowledge around substance use and impacts." ~ YARD Staff

However, there are the fine details that are unique to an individual, peer group or specific drug that Eva's Satellite staff have learned through the engagement with YARD and YARD participants.

"For staff it was more details and knowledge around the current drugs on the scene from the youth. Very open to talk about what the drugs in use were at that moment. The other specific knowledge that staff got from youth was about how often and where they were using. One of the things that came out of this too was that staff were better able to get a history from the youth about the history and impact of substance use on their relationships, schooling, employment etc, longer term." ~ YARD Staff

Peer Leaders

Depth interview respondents talked about several opportunities where Peer Leaders had an opportunity to learn about the impacts and consequences about illicit drugs. First, Peer Leaders often came to the program with their own intimate and personal understanding of illicit drugs through personal use or use in their peer groups. Second, Peer Leaders learned about illicit drugs and their impacts in the training component of the Peer Leader 8-week training and work component and finally Peer Leaders had an opportunity to learn about drugs in specific programming called Drug and Alcohol Awareness Groups also known as DAAG.

"For the peers, because of some of the conversations, especially in DAAG, allowed them to get greater impact that drug use was having on their lives. Being able to engage in those conversations with staff some of the peers got a greater knowledge about the impact that using drugs was having on their lives." ~ YARD Staff

⁵ This question is a combination of original evaluation questions B2. "Did the knowledge about the impact of illicit drug use increase amongst Eva's Satellite Staff Peer Leaders?" and B5. "Did the knowledge of Program Participants and Peer Leaders related to illicit drug use and consequences increase?" The questions were amalgamated since there was no discernable differences between impacts and consequences discovered in the analysis.

The structured opportunities through DAAG and the Peer Leader training provided opportunities for staff to see the gaps in information, misinformation and myths that existed in the Peer Leader group

“A lot of myths existed, from the harm reduction staff when doing the Drug and Alcohol Awareness groups: myths on how to protect from overdoses, eg. Combining drugs. A lot of myths around if I wanted to stop I could just stop. Less concrete information around the physiological impact of withdrawal/addiction” ~ YARD Staff

Peer Leaders learned the information and used the information in support of program participants

“I remember running the drugs and drug use workshop and a lot of the stereotypes that youth held or misinformation around overdose prevention or things like that and seeing them facilitate drug and alcohol workshops later on in the program, seeing how much knowledge that they had, and then also for youth that were actively using, there were actually youth that identified that being active in YARD, that they weren’t using that much” ~ YARD Staff

or for their own benefit

*“I guess I’ve learned a bit more about how drugs are bad and affect negatively in my life”
~Peer Leader*

Participants

There is evidence from the direct observation that shows that some participants learned about drugs, their consequences and various strategies to reduce or avoid use (see evaluation questions B6 and B7 for further details). When asked directly through depth interviews, some participant respondents indicated that they learned specific skills with dealing with illicit drugs and their consequences.

“I learned things like how to deal with an overdose when someone overdoses how to take care of someone” ~ Participant

Additionally, participants learned about consequences and impacts of illicit drugs from how were able to participate in activities if they were using.

“They are not using when they are participating, with swimming I remember one of the girls had been using all night and then she was upset with herself because she wanted to go swimming but she couldn’t so, kind of a natural consequence.” ~ Participant

It is important to note, that program participants were never banned or restricted from participating in activities if they were using illicit. The low-threshold and supportive environment made it easier for many participants to participate even marginally e.g., watching or sitting.

Having participants at different levels of use together was seen for one participant as reinforcement of learning about the consequences of illicit drug use.

“Q. Is there anything else that you've learned here that has helped you not want to use? A. Seeing other people come through here still using; it's a real eye opener - Q. How? A. There is this guy he came here and did meth and I could smell it. When I see someone I ask myself, was that me, was I like that. You can see that they've just given up. Seeing them makes me want to do so much better. When I see people doing nothing with their lives and they get up and this is all they know, witnessing all that has made me not want to do drugs. Makes you appreciate what you have if you are a person who knows how to appreciate things.” ~ Participant

B3. Did the knowledge of Peer Leaders related to drug use prevention and risk reduction strategies for youth increase?

In the pre and post surveys administered to Peer Leaders there were 6 questions attempting to measure an increase in knowledge about drug use prevention and risk reduction strategies. Using Mann-Whitney U Test for comparing non-linked Likert scale data resulted in no significant change in the distribution of the scores measured from pre (week 1) and post (week 5-8).

Table 6. Survey Questions About Drug Use Prevention And Risk Reduction

Survey question	N (pre survey)	N (post survey)	Exact Sig. (1-tailed)
1. I am aware of the advantages of avoiding drug use	37	22	.293
2. I know about the different ways that drug use can harm me	36	22	.218
3. I think it's possible to live in a way that makes it easier to avoid drug use	35	22	.240
4. I know how to deal with situations that make me want to use drugs without using	35	21	.224
5. I know how to deal with people that make me want to use drugs without using	36	20	.325
6. If I am offered drugs, it is easy for me to refuse them	35	21	.250

The depth-interviews revealed both confirmatory and contradictory findings to the survey data, many peer leaders talked about various risk reduction strategies that they had learned and implemented. One Peer Leader talked about needing to know these strategies to survive

“If you are going to use drugs there are safe ways to do it (he gave seven examples of things he had learned). Q. Have you seen other people apply that knowledge? A. I think this is street knowledge you either learn it or end up dead or in a crack house” ~ Peer Leader

Another Peer Leader talks about her experiences in learning and applying what she learned about drug use

“When I first came here there were different people that stayed here and they were talking about drugs and I didn't get what they were talking about because I haven't experienced what they were talking about. Since I joined YARD I learned about drugs and their effects and now I understand what they are talking about and I can say guys did you know that this drug affect you in this way. Some people don't really care, they claim not to see the affects, others say it's true but it's hard to stop now, some people talk about wanting to stop; I try to give them advice on what they can do and I try to encourage them to talk to a

*staff person ... I gained more knowledge about drug related issues and health and safety”
~ Peer Leader*

But YARD staff talk about the gaps, misinformation and myths that Peer Leaders had about drug use prevention and risk reduction.

B4. Did the knowledge about how to support peers in making choices that reduce risks and prevent drug use increase among Peer Leaders?

There were a series of survey questions examining how Peer Leaders feelings about themselves changed over time in the training and work component. Questions 1-16 in Table 7 refer to feelings about Peer Leaders; question 17 is about knowledge of drug use prevention and risk reduction strategies and questions 18-27 are about being able to support youth. Using the Mann Whitney non-parametric test for ordinal data, only 1 variable “I feel that I have as much worth as others” had a shift that was significant.

Table 7. Survey Questions About How Do You Feel About Yourself

Question 04 How you feel about yourself	
1. On the whole, I am satisfied with myself.	Not significant
2. I feel that I have a number of good qualities.	Not significant
3. I am able to do things as well as most other people.	Not significant
4. I feel I do not have much to be proud of.	Not significant
5. I feel that I have as much worth as others.	Significant. Exact sig, (1-tailed) 0.041
6. I wish I could have more respect for myself.	Not significant
7. I take a positive attitude towards myself.	Not significant
8. I feel that I am a failure.	Not significant
9. I can always manage to solve difficult problems if I try hard enough.	Not significant
10. It is easy for me to stick to and reach my goals.	Not significant
11. I am confident that I could deal well with unexpected events.	Not significant
12. Thanks to my strengths, I know how to handle unexpected situations.	Not significant
13. I am able to deal with difficult situations.	Not significant
14. I can usually handle whatever comes my way.	Not significant

Question 04 How you feel about yourself	
15. I like to challenge myself and set goals for myself	Not significant
16. I can usually do the things that I put my mind to	Not significant
17. I am knowledgeable about drug use prevention and risk reduction strategies	Not significant
18. I know how to help other youth find ways to have their needs met in healthy ways	Not significant
19. I know how to support youth in making choices that reduce or prevent illegal drug use	Not significant
20. It is important for me to help others	Not significant
21. Every choice I make has a consequence and others are often affected by my actions and decisions	Not significant
22. I know how to connect with other YARD participants	Not significant
23. I know how to talk to other YARD participants about drug use	Not significant
24. I know how to help other YARD participants to make choices about drug use	Not significant
25. I know to make positive relationships with other YARD participants	Not significant
26. I know ways to help other YARD participants deal with stressful situations	Not significant
27. I know how to be a good role model for other YARD participants	Not significant

Depth interviews indicated that Peer Leaders did build knowledge about how to support peers. Some knowledge was not illicit drug related but about having learned communication skills that are helpful for dealing with different people

“I got into Eva’s and they have all these programs that I am really interested in so I find out that singing, dancing, making music and communication are all things I am interested in and talented at, it’s really helped me to deal with different types of personalities, different people.” ~ Peer Leader

or developing empathy for peers

“YARD has taught me to be more empathetic of where people come from and try not to judge people. I have a better understanding of the drugs and what people go through doing each and every drug. I am a little more accepting to it and how I perceived it before.”~ Peer Leader

or applying learned drug-related knowledge to support peers, in this example where the peer was supporting someone who smoked marijuana

“The weed smoker, she’s a really good example, she was a heavy user. Q. what do you think made a difference for her. A. We talked about things, I helped her create her own list and I promised her, she promised me. Q. What did you promise? A. That we should cut down on our abusive methods” ~ Advanced Peer

and this skill of supporting peers continued into their personal lives with friends

“Helping people get off of drugs and find different alternatives and different coping skills, being able to help those people makes me a happier person and helps me to keep clean as well. Q. Sounds as if you are not a peer any more but you still do those things? A. Oh yea, I’ve been with one of my friends who just went through a relapse and I am helping her and she is starting to make the right decision, what I learned as a peer really helps.” ~ Peer Leader

B5. Did the knowledge of program participants and Peer Leaders about the benefits of participating in recreation and leisure activities increase?

Findings from direct observation and depth interviews both support that knowledge about the benefits of recreation and leisure activities in program participants and Peer Leaders increased. Findings could be classified into the following categories

Health benefits

Participant respondents indicated various health benefits from recreation activities. These included weight loss, getting fit and “getting healthier”. Two participants who were in the direct observation sample talked about having health goals and having recreation part of their service plans. Most respondents who indicated health benefits were male.

“[getting] better at basketball, going to the gym and exercising, getting healthier” ~ Participant

“I got my health back, gained 30+ lbs from 125 lbs since being here, noticed a physical appearance change” ~ Participant

“made me a better athlete, more physical more athletic, anytime they have an activity I am in it, just to keep my body fit.”

Social benefits

Both male and female program participants talked about the social benefits of recreation. These benefits were seen as a way to connect with people of similar interests, being less shy, stepping up and trying something new and being a better communicator

“I feel like I can keep up a conversation better since I been here. I wasn't really talking to much to other people before. I had the occasional conversation here and there.” ~ Participant

“meeting or interacting with different peers – yeah have met new people. Feeling comfortable speaking openly with peers – yeah” ~ Participant

Effect on mood

Many respondents including participants, Peer Leaders and YARD staff talked about the link between mental health and drug use. There is much written on the impact of exercise on mood and although not in scope of this evaluation, there were comments about recreation and mood. Perhaps this is also related to mood and recreation activities being fun. One participant talks about mood changes as a result of recreation

“I notice especially that the mood is lifted, everyone got to experience something really fun e.g., Canada's Wonderland, people getting the opportunity to do things they wouldn't normally get to do, makes them feel more valued. Could be a gross generalization, but like Cirque du Soleil too, a lot of people got really excited.” ~ Participant

How it helped to “stay clean”

Recreation and leisure activities were also talked about in the context of rehabilitation and an aid in helping youth to reduce drug use

“The programs, the rec program when I first got here doing volleyball and gym and working out kind of snapped me out of my drug induced state got me active and helped me rehabilitate myself, I was looking like crap, all of that and the personal will to stop doing drugs too, which probably has the most to do with it. I am trying to tackle cigarettes now. I quit meth cold turkey, I just stopped, you know what, forget this. I tried to that with cigarettes ... phhhhhh [a lot harder]” ~ Participant

“He daily makes decisions to not use drugs. He makes plans around not using. He goes for daily runs in the neighborhood and has been witnessed teaching other youth how to do proper pushups.” ~ Direct observation from staff

Recreation as a time and space not to use drugs

YARD staff reported the phenomenon of using recreation as a time and space not to use drugs in program participants that were part of the direct observation. They observed recreation as a distraction

“He started working out to distract from using. He would seek out rec staff especially if he was wanting to use and wanting to stop and reduce his use since he know how much it caused problems in his life” ~ Direct observation from staff

Recreation as break from using illicit drugs or drinking

“[The program participant is] not avoiding alcohol use. Use appears very heavy at present ... he would come for rec programming, he’d wait to drink after to play basketball and go to the gym with Ryan.” ~ Direct observation from staff

“[The program participant] participated in the agency camping trip. He went for 3 days without drinking” ~ Direct observation from staff

“[The Program participant] went on an agency weekend camping trip in the Muskoka’s for 3 days. On the last day he told staff that he was proud of himself for not smoking marijuana for the whole weekend” ~ Direct observation from staff

Recreation as a substitute for illicit drugs or drinking

“If you ever thought he was going to use, you could ask him if he wanted to play basketball he was quick and good at basketball. It was engaging in basketball that he would choose to play that over doing other things” ~ Direct observation from staff

Recreation as a way to cope

In the direct observation, YARD Staff talked about how program participants used recreation as a way to cope. This concept of coping was not fully described but may relate to how people deal with stress or other triggers

“He has asked to have recreation as part of his case plan, recognizes it helps him cope” ~ Direct observation from staff

“He was often taking part and even when he aged out. He would participate in recreation since it was one thing that would help him cope and reminded him that he didn’t want to use. He also did an assessment at MARS [a mental health and addiction referral service at the local psychiatric and additions hospital]. He never went to residential treatment. But participated in day treatment.” ~ Direct observation from staff

“The participant has been utilizing many techniques to deal with stress. He often participates in volleyball and basketball. He also makes a point of showing up for baking, he appears to enjoy and contributes a fair amount, though he will not give up the gym for baking. ” ~ Direct observation from staff

Finally, one participant in a depth interview talked about how she was involved in YARD and multiple benefits that it provided her. When asked how she was involved in YARD, she replied

“Some of the outside events, like the soccer, when we go and play soccer, that’s my favorite”

She continues to talk about changes in how she gets along with peers because of soccer

“probably, especially with playing soccer outside, people I wouldn’t normally talk to I end up talking to, because we have a mutual interest. Getting to know people that I didn’t know before, especially when we went to a soccer game outside, getting to know staff as well.”

And changes about how she feels about herself

“I feel more comfortable being able to do something (soccer) that I like to do and that’s made me feel better”

She concludes by talking about how soccer helps with her stress, wishes she had more opportunities to play and how playing more soccer would help her use less illicit drugs.

B6. Did Peer Leaders and program participants increase their capacity to make decisions to avoid drug use?

Peer Leaders were asked “How likely is it that you would try marijuana/cannabis or other illegal drugs in the next 12 months?” and “How likely is it that you would use marijuana/cannabis or other illegal drugs regularly in the next 12 months?”. Using a Mann Whitney test to see if the distributions of the pre and post samples, a significant change for other illegal drugs was found. Peer Leader youth were less likely to try other illegal drugs or use illegal drugs in the next 12 months.

Table 8. Survey Questions About Marijuana and Illegal drug use

1. Q8. Try marijuana in the next 12 months	Not significant
2. Q8. Try other illegal drugs in the next 12 months	SIGNIFICANT. Exact sig, (1-tailed) 0.024
3. Q9. Use marijuana regularly in the next 12 months	Not significant
4. Q9. Use other illegal drugs regularly in the next 12 months	SIGNIFICANT. Exact sig, (1-tailed) 0.034

Peer Leaders were also asked other questions relating to their capacity to make decisions to avoid drug use. There was no significant change in pre and post found

Table 9. Survey Questions About Capacity To Make Decisions To Avoid Drug Use

1. I am aware of the advantages of avoiding drug use	Not significant
2. I know about the different ways that drug use can harm me	Not significant
3. I know the long-harms with using drugs	Not significant
4. I think it’s possible to live in a way that makes it easier to avoid drug use	Not significant
5. I know how to deal with situations that make me want to use drugs without using	Not significant
6. I know how to deal with people that make me want to use drugs without using	Not significant
7. If I am offered drugs, it is easy for me to refuse them	Not significant
8. I try to avoid places and situations where drugs might be available or used	Not significant

9. When I have a chance to use drugs, I think about why I should avoid using them	Not significant
10. I know where I can go to get information about issues related to drugs	Not significant
11. I am aware of the advantages of avoiding drug use	Not significant
12. If I am offered drugs, it is easy for me to refuse them	Not significant
13. I think it is possible to live in a way that makes it easier to avoid drug use	Not significant
14. I can be a success if I make good choices for myself	Not significant
15. When I see drug use in movies, television, magazines, etc.	Not significant
16. I take time to figure out for myself whether something	Not significant
17. When a situation makes me uncomfortable, I know things I can do that will help	Not significant
18. If I am asked to do something I don't feel right about doing, I know what I can say to deal with the situation	Not significant
19. I am not afraid to speak up for myself, even when my opinions	Not significant
20. I would recommend working on drug issues to others my age	Not significant
21. I can start discussions with others about drug use issues	Not significant
22. I have the ability to handle the pressure to use drugs	Not significant

Through the depth interviews, Peer Leader and program participant respondents talked about various ways that they increased their capacity to avoid drug use. These responses could be grouped into the following categories: using the knowledge about illicit drugs and impacts to avoid drug use; using the tools learned in YARD to avoid drug use; and avoiding drug using situations as a strategy.

Using the knowledge about illicit drugs and impacts

Learning the impacts and consequences of illicit drugs may have a protective effect on program participants and Peer Leaders. The knowledge can be used to reason and help with decision making

“Through going through YARD I learned a bit about drugs and their effects on my mind and body. When I decide to use drugs or I decide not to. If I am having a really shitty day. If someone calls me up and asks me to join them in using I will analyse how I am feeling and avoid it if I am in a bad space.” ~ Peer Leader

“I just deny, just say no. Which is pretty easy for me now but hard at first. The yard program helped me with that; kind of made me realise how drugs actually affect you,

makes it easier to say no, when I see people high on drugs, makes it easier as well, it's a turn off. Information on what the drug does, how it affects you, learning about alternatives for using, side effects, extensive knowledge really helped.” ~ Peer Leader

Using tools learned in YARD

There were several practical skills and exercise that Peer Leaders and youth participants learned in YARD to help avoid drug use. Recreation itself has multiple roles for helping youth, drug avoidance being one of them (see Evaluation Question B5 for fuller description)

“one of the exercises we did through YARD was to write out the things that we enjoy doing, and whenever I want to fall back on bad habits, I read that list to remind myself of those good things, for example I enjoy writing poetry and reading books or going out for a walk [she had a book in her hands]” ~ Advanced Peer Leader

“I'll get so angry so mad so heated that I want to use and either some of the staff will come and ask if I want to go to the gym and do some push ups or chin ups. I go to the Y but the staff will let me go down to the gym and supervise me when I go down to the gym which has happened on more than one occasion.” ~Participant

Avoidance as a strategy to support avoid drug use

In the end, walking away is a strategy that youth use. Beyond ‘just-say-no’, youth participants and Peer Leaders in YARD seem to use avoidance in combination with other strategies for avoiding use in a context where drug use and peer relationships seem to be meshed.

“I walk away from others who are using; go to my room, go for a walk. Ignore them or just tell them don't be talking about drugs around me and when I say that they normally just walk away.” ~ Participant

“every Friday night, this is a harm reduction shelter, so they have a mini fridge that they can hold your alcohol and stuff, every one is around, people are often intoxicated. I try to avoid that. We go out, go see a movie, part of the reason is to save money, but YARD is like this is what happens when you do drugs. So it's just not worth it to do that drug and be sketchy for three days and like throw up or overdose, I don't want to take that risk anymore. So I avoid the shelter at those times. Being a YARD peer you can only do so much. But my friends here that I have I try to encourage them to stay away from chemicals, [e.g. reduce risk was his example]” ~ Peer Leader

B7. Have Peer Leaders and program participants actually made any decisions not to use drugs since participating in the project?

There are some program participants and Peer Leaders who have actually made decisions to not use drugs. However, some interview respondents do not indicate a change in their use. The same holds for program participants who were part of the direct observation. There are many reasons why homeless youth may be using and choose not to stop. Interview respondents indicate, peer influences, trauma, mental health, lack of other coping mechanisms, grief, etc. But when choosing to stop, YARD provides alternatives and tools

“used to be a drug user, have learned about coping skills, alternatives, have been clean for a number of months and I think the YARD program has something to do with that.”~ Peer Leader interview

“the ways I avoid drugs, are that drugs give me anxiety and I've learned that drugs are harmful to me, YARD has been giving me the tools. I cut all of the drugs out of my life this year, even smoking. I personally cut out all drugs of my life. I still go out and have drinks with my friends and sometimes I smoke a joint. I try to use drugs in a more casual positive environment, now it's pot and alcohol. It used to be that I used drugs to cope. Also when I was younger some of the drugs were about that "fucking being crazy". I've also experimented with a lot of designer drugs and I haven't found that drug I really liked, I think I've learned that the best drug in life is to be sober.” ~ Peer Leader interview

“right now I don't do pills, I have cut down on smoking and I am getting back in shape, I could be a role model.”~ Participant interview

One program staff asks if an 8-week program for Peer Leaders is enough to cause change in drug use behaviour. In her words

“some youth may have been using recreationally, but then to see all these other rec things that they could do, that might have made a big impact as well. Their use wasn't as chaotic. A lot of the youth that we work with, they've been using for so long that sometimes if they are peer leader, 'Is an 8 week program necessarily going to totally change, it might plant seeds”~ YARD Staff

In light of this, the direct observation data was analyzed through the lens of the Transtheoretical Model of Change.⁶ The Stages of Change looks at behaviour change in a step-wise process from precontemplation, contemplation, preparation for change, action and maintenance.

1) Precontemplation — The person is unaware of the problem or they are resistant to recognizing or modifying the problem behaviour. There is no intention of changing the behaviour for at least 6 months.

⁶ Prochaska JO and DiClemente CC (1984) The Transtheoretical Approach: Towards a Systematic Eclectic Framework . Dow Jones Irwin, Homewood, IL, USA .

- 2) **Contemplation** — There is an awareness or recognition of the problem but ambivalence about change. The person knows what they want to do but they are just not ready to act. However, they are seriously considering change in next 6 months.
- 3) **Preparation for change** — By this point the person has resolved their ambivalence about change. They have every intention to take action in the near future (30 days) and they may have even started making small behavioural changes.
- 4) **Action** — The behaviour is being performed at the criterion or desired level but this change has taken place within the last 6 months.
- 5) **Maintenance** — At this stage there is continuous long-term change. The individual is working to consolidate the behaviour and the cognitive/experiential gains while transitioning through the previous stages and avoiding relapse. The task at this stage is to consolidate the change and integrate it into the person’s lifestyle.

YARD Staff were asked if program participants had made any decisions not to use drugs since participating in YARD. There were 39 program participants, 29 program participants had one observation sheet written, 9 were observed at two points in time and had 2 observation sheets and 1 program participant was observed 3 times. This resulted in 50 separate observations. Of these 50 observations, 14 were for individuals were were not using drugs or not identified as ever having used drugs. The remaining 36 observations had descriptions of their use written down and further based on observations from the YARD Project Coordinator. The observations were then sorted into the 5 stages of change for program participants currently using or who have quit using.

Table 10. Number of Observations at each Stage of Change

Stage	# of observations	% of observations
Precontemplation	7	19%
Contemplation	7	19%
Preparation for change	2	6%
Action	14	39%
Maintenance	6	17%
Total	36	100%

Interestingly the largest percentage of observations was at the Action phase. Of the group 56% of observations are of program participants who either are in the process of reducing illicit drug or alcohol use or maintaining previous gains in previous stages. There may be unique opportunities for YARD to support youth at this (and all phases) with varying supportive techniques tailored to each stage⁷. Some examples of observations from staff for the action stage include:

⁷ see http://currentnursing.com/nursing_theory/transtheoretical_model.html for techniques

Yes. He daily makes decisions to not use drugs. He makes plans around not using. He goes for daily runs in the neighborhood and has been witnessed teaching other youth how to do proper pushups. ~ Direct observation from staff

Yes, yes he did. He would keep himself busy doing other things. His drug use was feeding into his depression even more. And even his drinking after a while ...he would even choose not to drink with people who were drinking after a while since he made the connection to drinking and depression. ~ Direct observation from staff

Yes, she was successful for 3-4 days but used again, but it was something new for her to not use for 3-4 days. ~ Direct observation from staff

At first, yes and then after no. But then emailed months after leaving here and told her that she was back in BC and back in treatment and was doing well and wanted to go back to school ~ Direct observation from staff

Yes, he wasn't always successful, but there were several attempts at stopping drinking (and other drug use). He knew these were barriers to finding and keeping a job and finding and keeping housing. He did often try not to use. He was also attending Art Therapy classes. This surprised me since he didn't talk about feelings with staff. This is the first time we engaged in a deeper conversation. ~ Direct observation from staff

B8. Did resiliency factors for Peer Leaders increase?

The surveys with Peer Leaders indicate 2 variables (of 24 resiliency related variables) that showed a significant shift from pre to post measurement times (see Table 11 for a full list of variables):

- When I get frustrated, I tend to give up rather than waste my time (p=0.041)
- I have a good sense of my strengths and my weaknesses without being told so by other people (p=0.011)

When considering leadership, communication and employability variables there is significant change for (see Table 12 for a full list of variables):

- Leadership: I know how to plan projects (p=0.050)
- Communication: I change the way I talk to someone based on my relationship with them (i.e., friend, parent, teacher, case worker, probation officer, police officer, etc.) (p=0.042)
- Communication: I make sure I understand what another person is saying before I respond. (p=0.039)

There were no significant changes for employability variables

Table 11. Resiliency Variables

1. I find it easy to work with other people	Not significant
2. I have a lot of skills and abilities that will help me to get through life	Not significant
3. I can understand what another person is feeling even when I don't feel the same way	Not significant
4. When I get frustrated, I tend to give up rather than waste my time	SIGNIFICANT. Exact sig, (1-tailed) 0.041
5. I think about how to best use my good qualities and how to improve my not-so good	Not significant
6. When I think about the things I hope to do and have one day, I also think about how I will achieve them	Not significant
7. When I talk with people they understand how I am feeling and what I am trying to say	Not significant
8. I have the ability to learn the things I need to know to accomplish my goals	Not significant
9. When people are going through a tough time, I don't tend to think they did something to deserve it	Not significant
10. I like the challenge of being able to work through a problem	Not significant

11. When good or bad things happen, I am aware of how my thoughts and actions played a role in the events	Not significant
12. I believe that I can make whatever choices that I want for my future	Not significant
13. I feel comfortable speaking openly to other people about how I feel about things	Not significant
14. I have the potential to succeed	Not significant
15. When someone feels upset or sad, I feel bad for them	Not significant
16. I know how to find resources (e.g., information, people) to help me when I am trying to figure something out	Not significant
17. I have a good sense of my strengths and my weaknesses without being told so by other people	SIGNIFICANT. Exact sig, (1-tailed) 0.011
18. I have important goals for the next few years, and I know the actions I need to take to accomplish my goals	Not significant
19. I like meeting and interacting with different people	Not significant
20. Even though I may need help sometimes, I am generally confident in my ability to get things done on my own	Not significant
21. I really notice/pay attention to people who are in need of help	Not significant
22. I can usually figure out a way to do things, even when they seem difficult at first	Not significant
23. I am comfortable with who I am and how I think and feel about things	Not significant
24. I look forward to the future and the things I will accomplish in my life	Not significant

Table 12. Leadership, Communication and Employability Variables

Question 10 Leadership Skills	
1. I handle disagreements with others well	Not significant
2. I follow through on what I promise.	Not significant
3. I lead others by example.	Not significant

4. I take responsibility for my own actions.	Not significant
5. I am considerate of others.	Not significant
6. I seek ways to make things happen.	Not significant
7. I am confident when handling challenging opportunities.	Not significant
8. I set long term goals for myself.	Not significant
9. I am confident about my ability to lead.	Not significant
10. I know how to plan projects.	SIGNIFICANT. Exact sig, (1-tailed) 0.050
Question 11 Communication Skills	
11. When talking to someone, I try to maintain eye contact.	Not significant
12. I recognize when two people are trying to say the same thing, but in different ways.	Not significant
13. I try to see the other person's point of view.	Not significant
14. I change the way I talk to someone based on my relationship with them (i.e., friend, parent, teacher, case worker, probation officer, police officer, etc.)	SIGNIFICANT. Exact sig, (1-tailed) 0.042
15. I organize thoughts in my head before speaking.	Not significant
16. I make sure I understand what another person is saying before I respond.	SIGNIFICANT. Exact sig, (1-tailed) 0.039
17. I interrupt other people to say what I want to say before I forget it.	Not significant
18. I use my own experiences to let my friends know that I understand what they are feeling.	Not significant
19. When I am listening to someone, I try to understand what they are feeling.	Not significant
20. I find it easy to work with other people	Not significant
21. I like meeting and interacting with different people	Not significant
22. I feel comfortable speaking openly to other people about how I feel about things	Not significant

23. When I talk with people, they understand how I am feeling and what I am trying to say	Not significant
Question 12 Employability	
24. I usually get work done on time.	Not significant
25. I am usually able to work with other people.	Not significant
26. I am usually able to follow instructions.	Not significant
27. I am usually able to get more information about a task when I need it.	Not significant
28. I can usually think of good ideas when I am working on a project.	Not significant
29. I can usually work alone when needed.	Not significant
30. I usually enjoy trying to meet new challenges.	Not significant
31. I am usually able to cope with changes.	Not significant
32. I can usually figure out a way to do things, even when they seem difficult at first	Not significant
33. I like the challenge of being able to work through a problems	Not significant
34. I know how to find resources (e.g., information, people) to help me when I am trying to figure something out	Not significant
35. When I get frustrated, I tend to give up rather than waste my time	Not significant

Although the survey data indicated non-significant changes in the majority of variables, there were resiliency factors that were witnessed by YARD staff and youth themselves. One YARD Staff member indicated that:

“Overall the thing that stands out the most in my mind is the impact that engaging youth in the project had on youth self-esteem and on their ability to grab onto a lifeline to change the behaviour around drug use. I think that for some of them as they gain greater insight into the consequences and the impact that their drug use was having and them being offered alternatives, whether rec programming, participating in YARD as a peer or other community engagement, also increased their resiliency. Many of them have some resiliency but to be able to come in as a peer or advanced peer further increased that resiliency, being able to hang on or come back to their goals or choices around reducing or not using.”~ YARD Staff

Various examples of resiliency attributes were noted in Peer Leaders and program participants:

Cooperation and communication attributes

"maybe communicate more, before I would maybe say two or three people, now I can actually have full conversations with them. Q. Why do you think yard helped you with that, like how? A. I dunno, I think it's the way we were working in the class, participation I guess, I skipped school and shit so this was the first time I ever did something class related."~ Peer Leader

Capacity for positive peer bonding

"His ability to deal with conflict is not perfect, but has increased highly. Big changes in that area. Less confrontational and aggressive. Even if he escalated I was able to remove him from the situation and talk to him a little more calmly. Before he would start conflicts with people and after a while he stopped doing that because he realized that this was causing him more stress as well." ~ Direct observation from staff

"if I have an issue with the person or with what's going on I'll say: listen I need to take some space and I'll go out for a cigarette and come back and then I'll be calm, and then I'll be like what's going on, how are we going to fix this. Or i will leave it until afterwards and then I will tell the person I was uncomfortable with what was said and work on an agreement with the person and then try to make sure we don't have that problem again within YARD" ~ Peer Leader

Self-efficacy attributes

"All my strengths have become stronger plus planning. Q. example? A. A few weeks ago we had to do an event, one of the head peers up and quit and I had been second in command so I had to take charge and plan the whole event, and Chris [YARD Project Coordinator] was very busy and asked me to train the new trainees and I planned a whole bunch of activities. Q. and that is something you think you've gotten better at A. yes" ~ Peer Leader

Self-esteem attributes

"Taking care of self, bought new clothing and make-up. Before, hygiene was not necessarily a priority on her list, she was starting to shower more often and dress more appropriately that she was working towards resiliency. She talked about how dressing up and wearing make up made her feel better." ~ Direct observation from staff

Problem solving attributes

"that has changed too, cigarettes, people want cigarettes and no one gives back, I've learned that when there is an argument about this issue, I talk to myself about how to resolve this problem with out a fist fight or without yelling, calmly talk about it and if the person sounds like they are not changing, stop helping him, stop sharing cigarettes. Its a hard thing to do there's a lot of people and you think that "I was in that person yesterday" but I've learned to say no" ~ Participant

“Yes, before I used to be the guy who if something happens I ignored it or it's a fight, now I want to be the bigger person, if the problem could be solved I will try my best to solve it; I don't want to waste my time being mad at something that I could solve in two hours, I would rather solve it in two hours than be mad for six weeks. Since sixteen I haven't had any fights, I just want to live a peaceful And I like to see when other people come to peace so I want to help others solve problems rather than a fight. I just care a lot. I care more now than before, a lot more for people” ~ Peer Leader

Self-awareness attributes

“he talked about awareness of mental health and use were related and talking about how meds affected his medications and drugs.” ~ Direct observation from staff

Leadership attributes

“YARD taught me how to be a lot more resourceful and taught me how to interact with people. I was the YARD PR person for events and I had to call up businesses and spoke to people asking for donations for YARD. Taught me how to harness my own skills and gave me confidence to do that.”~ Peer Leader

Goals and aspirations attributes

“before I was here I wasn't sure what I wanted to be and now I a pretty sure that I want to be a youth counsellor like the staff here to help youth like they helped me, to be a social worker. That's the biggest one that changed” ~ Participant

Section 6: Project Lessons

Key lessons learned for YARD were numerous and included the following:

Importance of Paid Peer Roles and Peer Team Structure

Overall progress in YARD seems to demonstrate that recreation facilitated by paid peers can be an effective means of introducing young people to alternatives to substance abuse by improving self-regard for their physical health, providing an alternative to substance abuse in order to pass the time and providing an incentive to not place themselves under the influence of substances as this will interfere with their enjoyment of recreation. Peers are the bridge to the achievement of successful outcomes by participants.

Holding the responsibility of a paid peer in a shelter environment can improve a range of resiliency factors, and can support and motivate youth to make positive changes in their lives. Peers need to be given real responsibilities and some authority. They also need to be consistently supported so that they can succeed. Failure should be recognized promptly and dealt with fairly and consistently.

Providing an honorarium played a key role in retention of youth. There was a sense by the YARD program staff that the amount provided wasn't enough and that in future providing an hourly wage on par with current wage scales would be more equitable.

For some Peers, working in a place where they live may present complexities in terms of managing their relationships with other residents. One option would be to identify Peers from other organizations to decrease the challenges that residents may face.

Structures that Support Youth Engagement and Retention

Several changes were made over the course of YARD to the Peer training and work assignment timelines to support increased retention of the youth. The time commitment for Peers started out as 3 weeks of training and 3 weeks of working on the program to 6 weeks of both and then 4 weeks of both. The final 4 week balance appeared to result in increased retention of Peers.

There was more peer participation in the training and less participating in the working portion of the program. YARD staff speculated that Peers who experienced the team culture felt less connected in the work portion. YARD thus split the youth into two teams so that they are always feeling a part of a team and connected. This resulted in increased attendance in the work portion of their assignment when they were participating in the delivery as a team versus working on their own.

Flexibility in Partnership Engagement

Moving outside of the traditional Advisory Committee model to a more flexible advisor model allowed for more targeted input and ease of participation by partners, based on their schedule and availability and using modes of communication that increased their contact (e.g., email and phone).

Diversity of Programming - Going Beyond Sports-Related Activities

Expanding activities well beyond sports to include artistic and purely “fun” and novel activities is also important. YARD had a variety of programming - daytime, night time activities, internal to Eva’s and external in the community, arts-base and fitness-based. These multiple opportunities, spaces and options for youth enhanced participation and engagement. Evaluation findings from YARD suggest that the more structured activity that is available to youth is the more frequently youth will choose to participate in recreation rather than substance use.

Drop In Structure and Continuous Intake

Activities that lend themselves to drop-in participation are more likely to be successful than activities that require sequential participation and regular attendance. The nature of drop in programs and the lack of continuity of youth participation can a challenge for conventional evaluation approaches. Using innovative evaluation techniques that meet the participants where they are at are key to accessing valuable data and information regarding the impact of the program.

Continuous intake was felt to more likely work with the youth in Eva’s given the barriers and challenges that they face with participating in programs. While Eva’s was unable to implement this in YARD, they continue to explore ways to support this type of transition into an in progress program in an effective manner.

Skills and Experience of Peers

Care in deciding whom to hire, particularly in terms of who will interact with youth, is important. A balanced and trained team who youth can relate to, and be inspired by, but which can also provide consistency and hold peers accountable appears to contribute to project success. The competence, rapport and consistency of staff and a non-judgemental, accepting shelter culture are reported as important components in ensuring the success of these programs. YARD increased the amount and depth of training to match the needs that were presenting in the peer youth.

Timely Data Collection and Evaluation Capacity

The importance of weekly data collection and enhanced evaluation support in the form of hands on training was noted as a key lesson learned. In addition, the need to ensure clear upfront understanding of external evaluator and internal YARD staff roles in relation to evaluation was noted by project leadership as an important lesson learned.

Ensuring that program staff responsible for evaluation are provided with training and ongoing support throughout the evaluation process was key for YARD. Evaluation can be seen as an onerous additional task that competes with essential service delivery. Approaches to both train on a just in time basis as well as providing guidance on how to integrate evaluation activities into daily routines were instrumental to the ongoing success of the staff in this area. Additional resources such as administrative and data entry support were critical to the consistency of data collection for YARD. Support from management for ensuring protected time for evaluation activities of staff was also a key lesson learned for YARD.

Clear Roles, Responsibilities and Lines of Accountability

Clarification of the various roles and responsibilities related to YARD including Eva's senior leadership, the YARD Program Manager, the YARD peer project coordinator, Peers, the Youth Advisory Committee, Advisors, recreation coordinators, harm reduction staff, and other Eva's Satellite staff is a key lesson learned that will be pursued by the project leadership over the next few months. Ensuring that everyone is clear about their roles and who is responsible for actions and decision making will help to minimize confusion and support the effective functioning of the project.

Communication and Feedback

Ensuring timely communication and feedback between peers to management was noted as a key lesson learned for this project. This timely communication and feedback will create opportunities to further engage peers and support their ability to contribute to the overall effectiveness of YARD.

Accessibility of Spaces for Female Participants

Participation of female participants was lower than that of males in YARD. This raised questions such as do young women deal with the issues of drug use differently from boys. A question that Eva's Satellite continues to explore. Providing private spaces for young women to participate in recreation activities was noted as an *important future consideration for the YARD*.

Cross Organizational Alignment of Program Involvement

Ensure staff from teams from across the organization are clear about their role and responsibilities related to supporting programs such as YARD and any related data gathering and reporting.

Community and Arts Engagement

Community and arts activities were not observed to have been an interest for the youth in YARD. The reason for this lack of interest was not assessed however it was speculated by program staff that YARD included exposure to things that the youth wouldn't normally have an opportunity to experience. With youth driving the agenda, the program staff noted the tendency towards recreation – essentially towards what they know.

Section 7: Conclusion and Recommendations

The following section outlines the conclusions and recommendations have been identified for the YARD program.

The purpose of this review was to conduct a process and impact evaluation of the YARD program. The findings of the evaluation indicate that there is consensus from across the stakeholders interviewed and from the survey data and case conference sessions that overall goals of the program were met. Participants in the overall evaluation reported that the Program had contributed to desired outcomes for Peers and program participants. In addition, the following outcomes were achieved:

- Very positive sense of engagement for the youth, many of whom had significantly complex issues. Some youth were dealing with very serious and persistent mental illness (both diagnosed and undiagnosed).
- Peers that had personal circumstances arise were more likely to rearrange them and make it to work to participate in the training or group organized work.
- Wide range of recreation activities were instrumental in reducing drug use amongst the youth. Opportunities to engage in more recreational activities was helpful in reducing their drug use.

The results from the overall evaluation indicate that there is strong evidence to support that YARD program has had a positive impact on Peer youth and participants. The following recommendations were identified for the program and will be of value to others who are considering the development of similar programming:

Program Integration and Alignment

YARD relied upon the multidisciplinary and collaborative team work within Eva's for its diverse content and resources for youth. Future programs considering a program such as YARD will benefit from up front clarity of the roles and responsibilities and expectations of the entire organization for the program. Ensuring alignment and integration of activities across the organization will be key to the program's success.

Internal Monitoring and Evaluation Capacity

Ensuring internal monitoring and evaluation capacity is a key consideration for future programming like YARD. This capacity will not only support YARD programming but will also provide internal capacity for evaluation activities for other programs within the organization.

Partner Engagement

Partners were an important resource for YARD. As the work across the not for profit sector becomes increasingly complex and relationships and collaborations are the norm, time for attendance and formal participation on advisory committees will be challenging. Supporting the accessibility of partners to a project like YARD – both formally and informally – through flexible advisor arrangements will be key to the success of programs.

Continued Support of Program Features that Support Youth Engagement

Two key features that are somewhat unique to programs serving youth with the complexity of needs such as those at Eva's include drop in and continuous enrolment elements. This flexibility in the design of the program design facilitates access by youth for whom regular attendance at fixed times and days or start and end times would present barriers to participation.

Ongoing Sustainability of YARD

Ensure the sustainability of YARD beyond the DSCIF funding period. Strategies to consider include the identification of champions internal to Eva's for ongoing involvement in both the delivery of the program as well as in identifying and pursuing ongoing resources (e.g., diverse funding from multiple sources and multiple levels of government and private sources). Examine ways in which Eva's can permanently integrate YARD into their service offerings. Ensure comprehensive documentation of the policies, procedures, and content (e.g., manual and related materials and guides) to support future program staff to deliver the program. Identify governance and accountability structures to support future YARD programming within Eva's (e.g., an multidisciplinary Advisory Committee with meaningful youth involvement responsible for examining program refinements). Identify opportunities to increase the visibility of YARD - promote program results, share lessons learned and resources across networks of community based agencies. Integrate learnings from YARD into ongoing programming within Eva's and share with networks of peer agencies.

Section 8: List of References

Reference material used to prepare this report included:

- Project Progress Reports for the fiscal Year 2010-2011, 2011-2012, and 2012-2013.
- Interim Project Evaluation
- DSCIF Funding Proposal
- YARD Workplan
- YARD program tools and materials
- Evaluation Plan, Performance Measurement Strategy and Logic Model

Section 9: Appendices

The following appendices contain evaluation tools and other supporting documentation for the YARD project.

Appendix 1. Logic Model

Components	Recruitment and Training/Orienting	Program Delivery	Dissemination ¹
Activities	<ul style="list-style-type: none"> • Recruit and Hire Project Coordinator • Recruit Peer Leaders (including from those youth attending health and drug education workshops) • Training sessions for Peer Leaders • Orient Eva's Satellite Youth Service Workers, Counsellors, Physician, Psychiatrist and Managers; Advisory Committee • Recruit Peer Leaders for Advisory Committee 	<ul style="list-style-type: none"> • Project activity planning and scheduling • Develop recruitment strategy • Attend Health Canada evaluation training • Develop program logic model and evaluation plan • Develop evaluation tools • Develop, post and disseminate project promotion materials and schedules • Deliver peer-assisted recreation, drugs, and health education and stress management programming • Provide individual support and referrals • Weekly case management meetings with Youth Service Workers, Counsellors, and Managers • Documentation of program activities • Complete process and outcome evaluation activities including data collection and analysis 	<ul style="list-style-type: none"> • Develop dissemination plan • Implement dissemination plan • Attend 3-5 conferences or meetings annually • Respond to requests from community organizations, government representatives and funders

Components	Recruitment and Training/Orienting	Program Delivery	Dissemination ¹
Outputs	<ul style="list-style-type: none"> • Training materials • Trained Project Co-ordinator – Year 1 • Peer Leader job description – Year 1 • 16 trained Peer Leaders – Year 1 • Oriented and trained Youth Service Workers, Counsellors, physician, psychiatrist, and managers; Advisory Committee – Year 1 • Youth representatives for Advisory committee – Year 1 	<ul style="list-style-type: none"> • Program logic model, evaluation plan and tools • Youth-focused, youth-produced project promotion materials • Year 1: 315 hours of drop-in recreation programming (3 afternoons each week for 3 hours) • Year 1: 48 hours of recreation outings to community, arts, cultural and sporting events (2 outings per month for 9 months in Year 1) • Year 1: 70 hours of health and drug education awareness workshops, delivered over 15 sessions and co-facilitated by Peer Leaders (2 hours per week) • Year 1: 175 hours of daily morning fitness class for residents of Eva’s Satellite • Year 1: 70 hours of weekly stress management sessions of youth with guest speakers, meditation and yoga (2 hours per week for 35 weeks in year 1) • Outreach conducted – homeless youth accessing Eva’s Satellite aware of YARD Project • 250 youth recruited for YARD Project each year • Policies, procedures and referral systems (internal and external) • Monthly schedule of project activities • Schedule for Peer Leaders • Outcome and process evaluation findings. • Program manual in year 3. Year 1 outputs are based on 35 weeks of program activity. Years 2 and 3 outputs will be based on 50 weeks of program activity. 	<ul style="list-style-type: none"> • Dissemination plan • Disseminate findings across Canada through the Eva’s National Initiative and the Learning Community • Posted materials and tools on Eva’s and Learning Community websites • Communications strategy • Conference and meeting materials
Target Group	YARD and Eva’s Satellite Staff Peer Leaders	Youth aged 16–24 who are homeless and using illicit drugs residing or accessing services at Eva’s Satellite	Local and National Community-based Service Organizations Working with Youth At Risk

Components	Recruitment and Training/Orienting		Program Delivery	Dissemination ¹
Immediate Outcomes²	For Staff and Peer Leaders: <ul style="list-style-type: none"> • Increased knowledge related to factors associated with resiliency³ • Increased knowledge of the impact of illicit drug use on youth 	For Peer Leaders: <ul style="list-style-type: none"> • Increased knowledge related to drug use prevention and risk reduction strategies for youth. • Increased knowledge about how to support peers in making choices that reduce risks and prevent drug use 	<ul style="list-style-type: none"> • Increased knowledge of illicit drug use and consequences. • Increased knowledge about the benefits of participating in recreation and leisure activities. 	<ul style="list-style-type: none"> • Increased knowledge about ways to improve program interventions related to drug use prevention and risk reduction. • Increased knowledge about how to promote illicit drug use prevention to youth at risk.
Intermediate Outcomes⁴	<ul style="list-style-type: none"> • Increased capacity to make informed decisions that reduce the risk of illicit drug use among youth aged 16 – 24 who are homeless and residing or accessing services at Eva’s Satellite. • Increased resiliency of youth³ 		<ul style="list-style-type: none"> • Increased capacity to make decisions that reduce the risk of illicit drug use among youth at risk 	
Long Term Outcomes⁵	<ul style="list-style-type: none"> • Reduced demand for illicit drug use among youth aged 16–24 who are homeless and residing or accessing services at Eva’s Satellite. • Increased access of local and national youth-serving agencies to a drug reduction program model geared towards homeless and street-involved youth that use drugs by 2013. 			

Appendix 2. Self-Administered Survey

YARD: Pre Peer Leader Survey

About This Survey

This survey is being used to collect information about YARD Peer Leaders. This survey asks questions about your opinion of the Project and questions about illegal drugs, making healthy lifestyle choices, and other topics so we can learn more about how well our Project is working. This survey contains questions that will be shared with Health Canada, our funder, who is also trying to learn more about how well some of their programs are working. The answers you give will help Eva's Satellite and Health Canada continue to develop programs and services for people your age.

Illegal drugs are defined here as "any psychoactive substance that is illegal for purchase or use in Canada."

This is a survey and not a test which means there are no right or wrong answers. You will not be asked for your name or for other information which would reveal your identity. The identity of everyone who answers the survey questions will remain 'anonymous' -in other words -be kept secret. So, we do not want you to give your name and there will be no way for anyone to find out the identity of anyone who takes part in the survey. As well, your answers will be kept confidential and Eva's Satellite and the YARD staff will not see any individual surveys or responses.

Completing the survey is voluntary, and you can skip questions that you do not want to answer. Please answer questions as thoughtfully and honestly as possible.

Thank you.

How to Complete This Survey

Please read these instructions and every question carefully. Each question includes a number of possible answers. Select the answer that most closely matches your own thoughts, experiences or opinions.

The survey will normally take about 30 minutes to complete.

Tell us what you think about YARD ...

- Using the rating scale below, please put an "X" beside each sentence in the box that best describes how you feel.

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1	2	3	4	5	6

	1	2	3	4	5	6
I think YARD will be a good place to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think YARD will be a good place to meet new people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think being a Peer Leader in YARD will challenge me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
Do you think you will use other resources and services or agencies that you learn about from YARD?	<input type="checkbox"/>	<input type="checkbox"/>

Knowing Where To Go For Information And Support About Illegal Drugs.

Now we would like to ask you some questions about where you can go for information and support about illegal drugs.

2. Which of the following sources could you go to for information about illegal drugs? (You may select more than one choice.)

- | | | |
|--|---|---|
| <input type="checkbox"/> Parent/Guardian | <input type="checkbox"/> Internet | <input type="checkbox"/> Health professional |
| <input type="checkbox"/> Other family member | <input type="checkbox"/> Radio | <input type="checkbox"/> Counsellor/Case worker |
| <input type="checkbox"/> Friend/peer | <input type="checkbox"/> Newspapers or magazines | <input type="checkbox"/> There are no sources I could go to |
| <input type="checkbox"/> School | <input type="checkbox"/> Brochures and posters | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Television | <input type="checkbox"/> Youth helpline/crisis line | |

Knowing Where to Go For Information and Support About Illegal Drugs

3. How comfortable would you feel talking to the following people about illegal drugs?

Very Comfortable	Comfortable	Uncomfortable	Very Uncomfortable	Don't Know
1	2	3	4	5

	1	2	3	4	5
Parent/Guardian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other family member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counsellor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some other adult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boyfriend or girlfriend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Agree	Disagree
<i>There is nobody I could talk to</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I don't know who I could talk to</i>	<input type="checkbox"/>	<input type="checkbox"/>

How You Feel About Yourself

Now, we would like to ask some questions about how you feel about yourself.

4. Please put an “x” on the answers that come closest to how you feel about yourself.

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	2	3	4	5

	1	2	3	4	5
On the whole, I am satisfied with myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that I have a number of good qualities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to do things as well as most other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel I do not have much to be proud of.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that I have as much worth as others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wish I could have more respect for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take a positive attitude towards myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that I am a failure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can always manage to solve difficult problems if I try hard enough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is easy for me to stick to and reach my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident that I could deal well with unexpected events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thanks to my strengths, I know how to handle unexpected situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to deal with difficult situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can usually handle whatever comes my way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to challenge myself and set goals for myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can usually do the things that I put my mind to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am knowledgeable about drug use prevention and risk reduction strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to help other youth find ways to have their needs met in healthy ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to support youth in making choices that reduce or prevent illegal drug use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important for me to help others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Every choice I make has a consequence and others are often affected by my actions and decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to connect with other YARD participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to talk to other YARD participants about drug use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to help other YARD participants to make choices about drug use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to make positive relationships with other YARD participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know ways to help other YARD participants deal with stressful situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to be a good role model for other YARD participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your Activities

Now, we would like to ask you some questions about your activities. (Please put an “x” on the answers that come closest for you.)

5. On an average day, how many hours do you watch TV, sit at a computer, take part in social networking, or play video games?

Less than 1 hour

1 to 3 hours

4 hours or more

6. In the last 12 months how often have you participated in the following types of activities or groups?

5 times a week or more	2 or 3 times a week	2 or 3 times a month	Never	Don't Know			
1	2	3	4	5			
			1	2	3	4	5
Music, dance, singing, theatre or other performing arts lessons or performances in or outside of shelter or services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Athletic teams or organized sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School clubs/recreation outings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clubs outside of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth groups organized by a church, synagogue, mosque, or other religious organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community volunteer (unpaid) work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities with friends (e.g. skateboarding or street hockey)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
<i>Have you or will you exceed the 40 hour of community involvement activities required to graduate from High School (for the Ontario Secondary School Diploma)?</i>	<input type="checkbox"/>	<input type="checkbox"/>

Illegal Drugs and You

Now, we would like to ask you some questions about use of illegal drugs.

7. Please put an "x" on the answers that best describes how you feel.

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	2	3	4	5

	1	2	3	4	5
I am aware of the advantages of avoiding drug use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know about the different ways that drug use can harm me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know the long-harms with using drugs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think it's possible to live in a way that makes it easier to avoid drug use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to deal with situations that make me want to use drugs without using.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to deal with people that make me want to use drugs without using.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I am offered drugs, it is easy for me to refuse them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. How likely is it that you would try the following drugs in the next 12 months?

Very Likely	Likely	Unlikely	Very Unlikely	Don't Know
1	2	3	4	5

	1	2	3	4	5
Marijuana/cannabis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other illegal drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. How likely is it that you would use the following drugs regularly in the next 12 months?

Very Likely	Likely	Unlikely	Very Unlikely	Don't Know
1	2	3	4	5

	1	2	3	4	5
Marijuana/cannabis	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other illegal drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Leadership skills

Now, we would like to ask you some questions about leadership skills.

10. How much do you agree or disagree with the following ideas:

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	2	3	4	5

	1	2	3	4	5
I handle disagreements with others well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I follow through on what I promise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I lead others by example.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take responsibility for my own actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am considerate of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I seek ways to make things happen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident when handling challenging opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I set long term goals for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident about my ability to lead.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to plan projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Communication skills

Now, we would like to ask you some questions about communication skills.

11. How much do you agree or disagree with the following ideas. (Please put an "x" on the answers that come closest to your opinion.)

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know			
1	2	3	4	5			
			1	2	3	4	5
When talking to someone, I try to maintain eye contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I recognize when two people are trying to say the same thing, but in different ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I try to see the other person's point of view.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I change the way I talk to someone based on my relationship with them (i.e. friend, parent, teacher, case worker, probation officer, police officer etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I organize thoughts in my head before speaking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make sure I understand what another person is saying before I respond	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I interrupt other people to say what I want to say before I forget it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use my own experiences to let my friends know that I understand what they are feeling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I am listening to someone, I try to understand what they are feeling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I find it easy to work with other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like meeting and interacting with different people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel comfortable speaking openly to other people about how I feel about things.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I talk with people, they understand how I am feeling and what I am trying to say	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Employability

12. How much do you agree or disagree with the following ideas. (Please put an "x" on the answers that come closest to your opinion.)

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know			
1	2	3	4	5			
			1	2	3	4	5
"I usually get work done on time."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"I am usually able to work with other people."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"I am usually able to follow instructions."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"I am usually able to get more information about a task when I need it."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"I can usually think of good ideas when I am working on a project."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"I can usually work alone when needed."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"I usually enjoy trying to meet new challenges."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
"I am usually able to cope with changes."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can usually figure out a way to do things, even when they seem difficult at first.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like the challenge of being able to work through a problem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to find resources (e.g., information, people) to help me when I am trying to figure something out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I get frustrated, I tend to give up rather than waste my time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Some Final Questions

13. Now, we would like to ask you just a few last questions.

What is your date of birth? (Fill in blanks.)

	Year	Month	Day
What is your gender?	<input type="checkbox"/> Male	<input type="checkbox"/> Female	<input type="checkbox"/> Transgender <input type="checkbox"/> I describe myself in a different way:
Select the category that describes you best.	<input type="checkbox"/> White <input type="checkbox"/> Black <input type="checkbox"/> Chinese <input type="checkbox"/> South Asian	<input type="checkbox"/> Filipino <input type="checkbox"/> Latin American <input type="checkbox"/> Arab <input type="checkbox"/> Aboriginal	<input type="checkbox"/> Korean <input type="checkbox"/> Multiracial <input type="checkbox"/> Southeast Asian <input type="checkbox"/> Other _____
What is your first language?	<input type="checkbox"/> English	<input type="checkbox"/> French	<input type="checkbox"/> Other:
Are you racialized/a visible minority?	<input type="checkbox"/> No	<input type="checkbox"/> Yes	
Are you religious?	<input type="checkbox"/> No	<input type="checkbox"/> Yes, specify:	
Did you come to Canada in the past 5 years?	<input type="checkbox"/> No	<input type="checkbox"/> Yes	
Are you a person with a disability (e.g., physical or intellectual)?	<input type="checkbox"/> No	<input type="checkbox"/> Yes	
Are you employed?	<input type="checkbox"/> No	<input type="checkbox"/> Yes	
What is the highest level of education that you have finished?			
<input type="checkbox"/> Grade 1	<input type="checkbox"/> Grade 6	<input type="checkbox"/> Grade 11	
<input type="checkbox"/> Grade 2	<input type="checkbox"/> Grade 7	<input type="checkbox"/> Grade 12	
<input type="checkbox"/> Grade 3	<input type="checkbox"/> Grade 8	<input type="checkbox"/> Some college or university	
<input type="checkbox"/> Grade 4	<input type="checkbox"/> Grade 9	<input type="checkbox"/> College or university degree	
<input type="checkbox"/> Grade 5	<input type="checkbox"/> Grade 10	<input type="checkbox"/> Trade or certificate program	

Thank you!

That is the end of the survey. Your participation will help Project 1234 and Health Canada gather information about the difference this project has made and will help with the development of new programs and services for young people.

Thank you!

FOR OFFICE USE ONLY Participant ID:

Group ID:

Date of Survey:

YARD: Post Peer Leader Survey

About This Survey

This survey is being used to collect information about YARD Peer Leaders. This survey asks questions about your opinion of the Project and questions about illegal drugs, making healthy lifestyle choices, and other topics so we can learn more about how well our Project is working. This survey contains questions that will be shared with Health Canada, our funder, who is also trying to learn more about how well some of their programs are working. The answers you give will help Eva’s Satellite and Health Canada continue to develop programs and services for people your age.

Illegal drugs are defined here as "any psychoactive substance that is illegal for purchase or use in Canada."

This is a survey and not a test which means there are no right or wrong answers. You will not be asked for your name or for other information which would reveal your identity. The identity of everyone who answers the survey questions will remain ‘anonymous’ -in other words -be kept secret. So, we do not want you to give your name and there will be no way for anyone to find out the identity of anyone who takes part in the survey. As well, your answers will be kept confidential and Eva’s Satellite and the YARD staff will not see any individual surveys or responses.

Completing the survey is voluntary, and you can skip questions that you do not want to answer. Please answer questions as thoughtfully and honestly as possible.

Thank you.

How to Complete This Survey

Please read these instructions and every question carefully. Each question includes a number of possible answers. Select the answer that most closely matches your own thoughts, experiences or opinions.

The survey will normally take about 30 minutes to complete.

Tell us what you think about YARD ...

1. Using the rating scale below, please put an “X” beside each sentence in the box that best describes how you feel.

Strongly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Disagree
1	2	3	4	5	6

	1	2	3	4	5	6
YARD was a good place to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
YARD was a good place to meet new people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being a Peer Leader in YARD challenged me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was satisfied with being a Peer Leader in Yard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
Do you think you will use other resources and services or agencies that you learn about from YARD?	<input type="checkbox"/>	<input type="checkbox"/>

Knowing Where To Go For Information And Support About Illegal Drugs.

Now we would like to ask you some questions about where you can go for information and support about illegal drugs.

2. Which of the following sources could you go to for information about illegal drugs? (You may select more than one choice.)

- | | | |
|--|---|---|
| <input type="checkbox"/> Parent/Guardian | <input type="checkbox"/> Internet | <input type="checkbox"/> Health professional |
| <input type="checkbox"/> Other family member | <input type="checkbox"/> Radio | <input type="checkbox"/> Counsellor/Case worker |
| <input type="checkbox"/> Friend/peer | <input type="checkbox"/> Newspapers or magazines | <input type="checkbox"/> There are no sources I could go to |
| <input type="checkbox"/> School | <input type="checkbox"/> Brochures and posters | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Television | <input type="checkbox"/> Youth helpline/crisis line | |

Knowing Where to Go For Information and Support About Illegal Drugs

3. How comfortable would you feel talking to the following people about illegal drugs?

Very Comfortable	Comfortable	Uncomfortable	Very Uncomfortable	Don't Know
1	2	3	4	5

	1	2	3	4	5
Parent/Guardian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other family member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A teacher	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counsellor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some other adult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boyfriend or girlfriend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Agree	Disagree
<i>There is nobody I could talk to</i>	<input type="checkbox"/>	<input type="checkbox"/>
<i>I don't know who I could talk to</i>	<input type="checkbox"/>	<input type="checkbox"/>

How You Feel About Yourself

Now, we would like to ask some questions about how you feel about yourself.

4. Please put an “x” on the answers that come closest to how you feel about yourself.

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	2	3	4	5

	1	2	3	4	5
On the whole, I am satisfied with myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that I have a number of good qualities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to do things as well as most other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel I do not have much to be proud of.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that I have as much worth as others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I wish I could have more respect for myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I take a positive attitude towards myself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel that I am a failure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can always manage to solve difficult problems if I try hard enough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is easy for me to stick to and reach my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident that I could deal well with unexpected events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thanks to my strengths, I know how to handle unexpected situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am able to deal with difficult situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can usually handle whatever comes my way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like to challenge myself and set goals for myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can usually do the things that I put my mind to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am knowledgeable about drug use prevention and risk reduction strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to help other youth find ways to have their needs met in healthy ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to support youth in making choices that reduce or prevent illegal drug use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is important for me to help others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Every choice I make has a consequence and others are often affected by my actions and decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to connect with other YARD participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to talk to other YARD participants about drug use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to help other YARD participants to make choices about drug use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know ways to get along with other YARD participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know ways to help other YARD participants deal with stressful situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to be a good role model for other YARD participants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to get people the help they need.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your Activities

Now, we would like to ask you some questions about your activities. (Please put an “x” on the answers that come closest for you.)

5. On an average day, how many hours do you watch TV, sit at a computer, take part in social networking, or play video games?

Less than 1 hour

1 to 3 hours

4 hours or more

6. In the last 12 months how often have you participated in the following types of activities or groups?

5 times a week or more	2 or 3 times a week	2 or 3 times a month	Never	Don't Know			
1	2	3	4	5			
			1	2	3	4	5
Music, dance, singing, theatre or other performing arts lessons or performances in or outside of shelter or services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Athletic teams or organized sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School clubs/recreation outings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clubs outside of school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth groups organized by a church, synagogue, mosque, or other religious organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community volunteer (unpaid) work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities with friends (e.g. skateboarding or street hockey)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
Have you or will you exceed the 40 hour of community involvement activities required to graduate from High School (for the Ontario Secondary School Diploma)?	<input type="checkbox"/>	<input type="checkbox"/>

Illegal Drugs and You

Now, we would like you to ask you some questions about use of illegal drugs.

7. Please put an “x” on the answers that best describes how you feel.

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1	2	3	4	5

	1	2	3	4	5
I am aware of the advantages of avoiding drug use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know about the different ways that drug use can harm me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to reduce the risks of drug use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think it's possible to live in a way that makes it easier to avoid drug use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to deal with situations that make me want to use drugs without actually using.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to deal with people that make me want to use drugs without actually using.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If I am offered drugs, it is easy for me to refuse them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have cut down on how much drugs I use each week since participating in YARD.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have cut down on how often I use drugs since participating in YARD.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have stopped using drugs since participating in YARD.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. How likely is it that you would try the following drugs in the next 12 months?

Communication skills

Now, we would like to ask you some questions about communication skills.

16. How much do you agree or disagree with the following ideas. (Please put an “x” on the answers that come closest to your opinion.)

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know					
1	2	3	4	5					
					1	2	3	4	5
When talking to someone, I try to maintain eye contact					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I recognize when two people are trying to say the same thing, but in different ways.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I try to see the other person's point of view.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I change the way I talk to someone based on my relationship with them (i.e. friend, parent, teacher, case worker, probation officer, police officer etc.)					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I organize thoughts in my head before speaking.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I make sure I understand what another person is saying before I respond					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I interrupt other people to say what I want to say before I forget it.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I use my own experiences to let my friends know that I understand what they are feeling.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I am listening to someone, I try to understand what they are feeling.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I find it easy to work with other people.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like meeting and interacting with different people.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel comfortable speaking openly to other people about how I feel about things.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I talk with people, they understand how I am feeling and what I am trying to say					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Employability

17. How much do you agree or disagree with the following ideas. (Please put an “x” on the answers that come closest to your opinion.)

Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know					
1	2	3	4	5					
					1	2	3	4	5
I usually get work done on time.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am usually able to work with other people.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am usually able to follow instructions.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am usually able to get more information about a task when I need it.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can usually think of good ideas when I am working on a project					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can usually work alone when needed.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I usually enjoy trying to meet new challenges.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am usually able to cope with changes.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can usually figure out a way to do things, even when they seem difficult at first.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I like the challenge of being able to work through a problem.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I know how to find resources (e.g., information, people) to help me when I am trying to figure something out.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I get frustrated, I tend to give up rather than waste my time.					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Some Final Questions

18. Now, we would like to ask you just a few last questions about you.

What is your date of birth? (Fill in blanks.)			
	Year	Month	Day
What is your gender?	<input type="checkbox"/> Male	<input type="checkbox"/> Female	<input type="checkbox"/> Transgender
	<input type="checkbox"/> I describe myself in a different way:		
Select the category that describes you best.	<input type="checkbox"/> White	<input type="checkbox"/> Filipino	<input type="checkbox"/> Korean
	<input type="checkbox"/> Black	<input type="checkbox"/> Latin American	<input type="checkbox"/> Multiracial
	<input type="checkbox"/> Chinese	<input type="checkbox"/> Arab	<input type="checkbox"/> Southeast Asian
	<input type="checkbox"/> South Asian	<input type="checkbox"/> Aboriginal	<input type="checkbox"/> Other _____
What is your first language?	<input type="checkbox"/> English	<input type="checkbox"/> French	<input type="checkbox"/> Other:
Are you racialized/a visible minority?	<input type="checkbox"/> No	<input type="checkbox"/> Yes	
Are you religious?	<input type="checkbox"/> No	<input type="checkbox"/> Yes, specify:	
Did you come to Canada in the past 5 years?	<input type="checkbox"/> No	<input type="checkbox"/> Yes	
Are you a person with a disability (e.g., physical or intellectual)?	<input type="checkbox"/> No	<input type="checkbox"/> Yes	
Are you employed?	<input type="checkbox"/> No	<input type="checkbox"/> Yes	
What is the highest level of education that you have finished?			
<input type="checkbox"/> Grade 1	<input type="checkbox"/> Grade 6	<input type="checkbox"/> Grade 11	
<input type="checkbox"/> Grade 2	<input type="checkbox"/> Grade 7	<input type="checkbox"/> Grade 12	
<input type="checkbox"/> Grade 3	<input type="checkbox"/> Grade 8	<input type="checkbox"/> Some college or university	
<input type="checkbox"/> Grade 4	<input type="checkbox"/> Grade 9	<input type="checkbox"/> College or university degree	
<input type="checkbox"/> Grade 5	<input type="checkbox"/> Grade 10	<input type="checkbox"/> Trade or certificate program	

Tell us your comments about YARD

19. What difference has your participation as a Peer Leader in YARD made for you?

20. What works well about YARD?

21. In what ways can YARD be improved?

22. Please tell us any additional comments or feedback that you have about any aspect of YARD or your experience with YARD.

Thank you!

That is the end of the survey. Your participation will help YARD and Health Canada gather information about the difference this project has made and will help with the development of new programs and services for young people.

FOR OFFICE USE ONLY Participant ID:

Group ID:

Date of Survey:

Appendix 3. Questions Guiding Direct Observation

B7. Did Peer Leaders and program participants increase their capacity to make decisions to avoid drug use?

B8. Have Peer Leaders and program participants actually made any decisions not to use drugs since participating in the project?

B9. Did resiliency factors for Peer Leaders increase?

Appendix 4. Depth Interview Guide

Depth Interview with Peer Leader Guide

Participant Code:

Today's Date:

Thanks for taking time to talk to me today. I'm going to be asking you questions about YARD and your thoughts about the program, your involvement in the program and the other youth who are in the program. The results of this interview are kept confidential. That means that you are never identified by your name. After the interviews are finished they will be written up in a summary that will be part of a report to Health Canada, our funder, who is trying to learn more about how well some of their programs are working. The answers will also help Eva's Satellite continue to develop programs for people your age.

1. Thinking about the issues that affect you, what comes to mind? What makes these important? Has being involved in YARD changed your understanding of these local issues? (evaluation question B1. Did the knowledge about local issues increase among Peer Youth?)
2. Thinking about the impacts of drug use, what comes to mind? What makes these important? Has being involved in YARD changed your understanding of the impacts of drug use? In what ways? (evaluation question B2. Did the knowledge about the impact of illicit drug use increase amongst Peer Youth?)
3. Think about drug use prevention. What comes to mind? Where did you learn about these? Has being involved in YARD changed your understanding of these drug use prevention? how about risk reduction strategies? (evaluation question B3. Did the knowledge of Peer Youth related to drug use prevention and risk reduction strategies for youth increase?)
4. Thinking about supporting your peers in this process. What comes to mind for you? What did you enjoy the most? What was challenging the most? How did you learn how to support your peers? How about supporting your peers to make choices to reduce the risks for drug use? How is supporting your peers to reduce the risks for drug use similar and different than supporting them for other things? (evaluation question B4. Did the knowledge about how to support peers in making choices that reduce risks and prevent drug use increase among Peer Youth?)
5. Avoiding drug use isn't always easy. Without using names, can you think of an example of anyone connected to YARD who got better at avoiding drug use? Probes: changing drugs, time of day of use, with whom using, frequency of drug use, accessing supports (evaluation question B7. Did Peer Youth increase their capacity to make decisions to avoid drug use?)
6. Deciding not to use drugs is a choice that some youth make. Without using names, can you think of an example of anyone connected to YARD who has actually made the decision not to use drugs since their involvement with YARD? (evaluation question B8. Have Peer Youth actually made any decisions not to use drugs since participating in the project?)

7. Many of us are able to bounce back from hard times or keep going when things are tough. Have you noticed any changes in youth connected in YARD with their ability to deal with tough times? Probes: getting along with peers; ability to self-actualize things; changes in self-esteem; problem-solving ability; self-awareness; having goals and aspirations. (evaluation question B9. Did resiliency factors for Peer Youth increase?)
-

Depth Interview with Program Participants Guide

Participant Code:

Today's Date:

Thanks for taking time to talk to me today. I'm going to be asking you questions about YARD and your thoughts about the program and your own personal involvement in the program. The results of this interview are kept confidential. That means that you are never identified by your name. After the interviews are finished they will be written up in a summary that will be part of a report to Health Canada, our funder, who is trying to learn more about how well some of their programs are working. The answers will also help Eva's Satellite continue to develop programs for people your age.

Have you been involved in the YARD program for more than 3 months? (if yes, then complete the entire questionnaire; if no, then complete only questions 1-4)

1. What are your basic thoughts about YARD? What did you like/dislike?
2. How did you find out about YARD? What made you decide to participate in YARD? What made it easy/hard for you to take part in YARD activities? (evaluation question A2. Did YARD reach the number of peers and participants as intended?)
3. What did you learn about drug use through YARD? What makes this/these things stand out for you?(evaluation question B5. Did the knowledge of Program Participants related to illicit drug use and consequences increase?)
4. Thinking about all the rec and leisure activities offered by YARD staff, what stands out for you? What makes you think that? What are the benefits about these rec and leisure activities for you, if any? (evaluation question B6. Did the knowledge of Program Participants about the benefits of participating in recreation and leisure activities increase?)
5. Many of us are able to bounce back from hard times or keep going when things are tough. Have you noticed any changes in your ability to deal with tough times since participating in YARD? Probes: getting along with peers; ability to self-actualize things; changes in self-

esteem; problem-solving ability; self-awareness; having goals and aspirations. (evaluation question B9. Did resiliency factors for Program Participants increase?)

The next couple questions are about drug use. Have you used drugs in the past year? (if yes, then continue onto the following 2 questions; if no then this is the end of the interview. Thanks for your time)

6. Avoiding drug use isn't always easy. Since participating in YARD activities, have you gotten better at avoiding drug use? Probes: changing drugs, time of day of use, with whom using, frequency of drug use, accessing supports (evaluation question B7. Did Peer Youth increase their capacity to make decisions to avoid drug use?)
7. Deciding not to use drugs is a choice that some youth make. Have you made the decision to cut back or stop using drugs since being involved with YARD? (evaluation question B8. Have Program Participants actually made any decisions not to use drugs since participating in the project?)
 1. (if yes) What made you decide to change? How did YARD help with this decision, if at all?
 2. (if no) Does YARD help in any way with your drug use? In which ways if there are any?

Thanks for your time.

Appendix 5. Description Of Adaptations To The YARD Work Plan

The project made some changes to the original work plan as a result of challenges experienced in implementation. The following adjustments were noted in the reports and interviews with program staff.

1. “Plan and facilitate Project Advisory Committee”. The Project Advisory Committee was established at the beginning of the project and intended to engage the community structures and networks. At the end of the project, there wasn’t an active Project Advisory Committee that met but rather a panel from which Project Advisory Partners could be contacted. However, an internal youth advisory emerged from the project which was used to gain feedback from youth at Eva’s Satellite.
2. “Plan and schedule recreation outings to community, arts, cultural and sporting events”. In weekly conversations with the Project Coordinator, these were indicated as being tried, but problems of having the youth arrive at external outings was difficult. There would even be attrition from leaving Eva’s Satellite to arriving at the outing destination. Originally this was intended to have YARD youth participate in recreational outings that they may not have normal access to. Outings included going to the: beach, Blue Jays game, skating at Mel Lastman’s Square; Aerosmith concert; Marlies game
3. Develop and co-facilitate twice weekly health and drug education workshops. Using fun and interactive activities, such as trivia and role playing. A training was provided to Peer Leaders before they began working. The training included biweekly trainings on various topics. There was much attrition in these groups. The challenge of having Peer Leaders who were also residents was difficult to resolve. If a Peer Leader was discharged or has a service restriction from Eva’s for a certain infraction e.g., fighting, drinking, etc. They would be unable to participate as a Peer Leader. Overall, this was a main challenge to the model
4. Schedule daily morning fitness class for staff and resident's of Eva's Satellite. Fitness classes at Eva’s were well attended. From May 1, 2012 to February 19, 2013, 15 Morning fitness classes were indicated. These were not daily. Regular morning fitness classes where challenged by not having consistent morning fitness facilitators, trying to engage youth at an early hour and not having access to the gym in the shelter for a period of time. There was a total of 48 visits to these morning Fitness classes indicated in the program tracking statistics

Morning Fitness	48
May 1, 2012	2
May 24, 2012	1
August 7, 2012	3
August 9, 2012	1
August 21, 2012	3
October 4, 2012	4
October 25, 2012	2
November 1, 2012	2
November 6, 2012	5
November 8, 2012	5

November 15, 2012	1
November 22, 2012	1
January 24, 2013	2
February 12, 2013	4
February 19, 2013	12

- Develop and co-facilitate peer training modules on providing peer to peer support and facilitating health & drug education workshops. Included in the biweekly trainings for Peer Leaders.
- Hold a drop in recreation program three times per week for three hours each. In the final 3 weeks of complete data (from February 3-February 23, 2013). There were at least 3 sessions per week with an average length of time per participant being 1.9 hours. The average of participants per session was 5 (mean=5, mode=4, median=4)

Week	Date	# of participants visits	Average length of time that participants spent in recreation program (hours)
1	February 5, 2013	9	2.00
	February 6, 2013	4	3.00
	February 7, 2013	3	1.00
	February 9, 2013	11	3.14
2	February 10, 2013	3	1.50
	February 11, 2013	5	1.40
	February 12, 2013	5	1.10
	February 13, 2013	2	1.50
	February 14, 2013	6	1.33
3	February 18, 2013	3	1.00
	February 19, 2013	9	1.79
	February 20, 2013	4	1.38
	February 21, 2013	4	2.00
	February 22, 2013	1	1.00
Grand Total		69	1.90

- Modify drop in programming and add a girls recreation drop in time for any female identified youth accessing services. This occurred because there were some women who didn't feel comfortable playing basketball with the men. These were mentioned in the biweekly meetings between the project coordinator and evaluator but was not identified in the tracking sheet as girls recreation drop-in

8. Develop and schedule twice weekly stress management group for youth and staff with guest speakers, meditation and yoga. Yoga was an activity that happened 7 times in between June 4, 2012 and October 4, 2012. Stress management program was challenged by a medical leave of the yoga instructor and lack of success with meditation groups and engagement of youth.

yoga	26
June 4, 2012	5
June 11, 2012	6
June 18, 2012	1
July 16, 2012	4
August 13, 2012	2
August 20, 2012	2
October 4, 2012	6

9. Create a monthly schedule of project activities to be posted in the shelter and sent to all staff of Eva's and partnering agencies. This activity was completed and witnessed in a site visit. However, staffing issues often meant cancelling of events. This challenge improved with the hiring of a full-time rec coordinator
10. Work with youth to develop, post and disseminate project promotion material. This is a piece of work that was in progress at the time of final data collection

Appendix 6. Demographic information about Peer Leaders

Age	Count	%
17	3	6%
18	7	15%
19	3	6%
20	7	15%
21	8	17%
22	7	15%
23	6	13%
24	6	13%
25	1	2%
Total	48	100%

Gender	Count	Percentage
Male	28	53%
Female	22	42%
I describe myself in another way	2	4%
Trans	1	2%
Total	53	100%

Ethnicity	Count	Percentage
White	15	27%
Black	8	14%
Multiracial	8	14%
Aboriginal	5	9%
Latin American	2	4%
Filipino	1	2%
Other	17	30%
Total	56	100%

First Language	Count	Percentage
English	46	84%
Tagalog	2	4%
English and French	2	4%
French	1	2%
Dutch	1	2%
English and Tamil	1	2%
Farsi	1	2%
Spanish	1	2%
Total	55	100%

Religious	Count	Percentage
No	10	53%
Yes	9	47%
Total	19	100%

Have you come to Canada in the last 5 years	Count	Percentage
No	46	87%
Yes	7	13%
Total	53	100%

Do you have a disability	Count	Percentage
No	36	65%
Yes	19	35%
Total	55	100%

Are you employed?	Count	Percentage
No	39	72%
Yes	15	28%
Total	54	100%

Appendix 7. Demographic information about Participants

Age	Count	Percentage
16	4	2%
17	12	7%
18	25	14%
19	19	11%
20	19	11%
21	15	9%
22	21	12%
23	36	20%
24	21	12%
25	4	2%
Total	176	100%

Gender	Count	Percentage
Female	71	31%
Male	151	66%
Transgendered	7	3%
Total	229	100%

Ethnicity	Count	Percentage
Aboriginal	2	1%
African	1	0%
Arab	2	1%
Asian	2	1%
Black	85	38%
East Asian	1	0%
Filipino	1	0%
Latin American	8	4%
Multiracial	12	5%
Other	10	4%
South Asian	7	3%
White	92	41%
Total	223	100%

Internal/External to Eva's	Count	Percentage
External	71	30%
Resident	168	70%
Total	239	100%

Appendix 8. Types of recreational activities provided by YARD

Type of Activity	# of times offered
Open gym	423
Basketball	155
Net Sports	114
Swimming	105
Volleyball	93
Evening Fitness	81
Mitchell Field	54
Morning Fitness	48
Music	38
Project Canoe	35
Read2Rap	35
Music / Open Mic	30
Music Group	30
Eva's Got Talent	28
Photovoice	28
Yoga	26
Camping	24
Workout	24
Football/Basketball	21
Skating	21
Table Tennis	21
Fitness	19
Badminton/Basketball	17
Blue Jays Game	15
Muay Thai	15
Dance	13
Dancing/Basketball	13
Fitness Circuit	13
Beach (Outing)	12
Badminton	10
Movie Night	10
Circus Festival	9
Lady Gaga Concert	9
Aerosmith Concert	8
Blue Jays Game (outing)	8
Canada's Wonderland Outing	8
gardening	8
Ice Skating	8
Table Tennis Tournament	8

Type of Activity	# of times offered
Dance/Open Gym	7
Ping Pong/Basketball	7
Pre Wilderness Day- Project Canoe	7
Sunday Fitness	7
Team Meeting	7
Yard Meeting	7
Breaking	6
evening workout	6
In-house Workout	6
Morning Fitness (Hockey)	6
Taekwondo	6
Weight Room	6
Boxing Outing	5
Hockey/Basketball	5
Peer Group	5
Soccer/Basketball	5
Basketball/Football	4
breakdancing	4
Fitness	4
Hockey	4
Marlies Game	4
Photovoice/Taste Matters	4
Playdium and Symphony	4
Table Tennis/Workout Circuit	4
Volunteer day	4
Apple Picking	3
Open Gym (basketball and Badminton)	3
Open Gym(Basketball)	3
Outward Bounds Follow-Up Day	3
soccer	3
canoe	2
Gardening	2
Gym	2
Hike	2
Open Gym / Fitness	2
Open Morning Workout	2
Silk Screening at Parkdale Youth Space	2
Basketball/Fitness Circuit	1
Bata Shoe Museum	1
Black History Posters	1
Evergreen Brickworks Trip	1

Type of Activity	# of times offered
Fitness circuit	1
Open Gym (Hockey)	1
Research	1
Grand Total	1801