



*Our Community Cares (OCC)*

2007/2008 Program Evaluation



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# Table of Contents:

<b>1.0 Executive Summary .....</b>	<b>1</b>
<b>2.0 Background .....</b>	<b>5</b>
2.1 Overview of Our Community Cares Program.....	5
2.2 Our Community Cares Evaluation .....	6
<b>3.0 Methods .....</b>	<b>7</b>
3.1 Pre/Post Test Survey .....	7
3.2 Youth Satisfaction Survey.....	7
3.3 Parent Satisfaction Survey .....	7
3.4 Key Informant Interviews .....	8
3.5 Steering Committee Focus Group .....	8
<b>4.0 Results .....</b>	<b>9</b>
4.1 Pre/Post Test Survey .....	9
4.2 Youth Satisfaction Survey.....	15
4.3 Parent Satisfaction Survey .....	17
4.4 Key Informant Interviews .....	19
4.5 Steering Committee Focus Group .....	20
4.6 Limitations .....	22
<b>5.0 Discussion and Recommendations.....</b>	<b>24</b>
<b>6.0 List of Appendices .....</b>	<b>27</b>
Appendix A: OCC Evaluation Plan.....	28
Appendix B: Pre/Post Test Survey.....	31
Appendix C: Youth Pre/Post Test Data Dictionary.....	38
Appendix D: Youth Satisfaction Survey .....	46
Appendix E: Parent Satisfaction Survey .....	48
Appendix F: Key Informant Interview .....	52
Appendix G: Steering Committee Focus Group Questions.....	54
Appendix H: Steering Committee Focus Group Questions-Non-Participants ..	56
Appendix I: Steering Committee Feedback Form .....	58
Appendix J: Problems Identified Through OCC Pre-Test .....	59



## 1.0 Executive Summary

Our Community Cares is a collaborative, grass roots community development project that offers programs and support for children, youth and families that live in two identified high risk neighbourhoods within Halton Region. The purpose of OCC is to build physically, socially and psychologically healthy communities. Since the completion of the 2007/2008 OCC Program Evaluation, a third site for OCC was established.

The Our Community Cares (OCC) Evaluation Project was initiated in 2007, and was motivated by several factors including the need to:

- meet funding requirements
- have documented evidence about the program's success
- have evidence to facilitate the potential replication of the OCC program in other communities
- facilitate connections between OCC and other community development initiatives

The Primary Goal of the evaluation was to determine if the OCC initiative improves the physical, mental and social health of youth, and parents of children and youth living in high risk communities. The Secondary Goal was to examine the implications of the current OCC Governance Structure on future programming, including expansion of OCC to new sites within the Halton community.

Five evaluation tools were created in order to meet the goals and objectives of the OCC Evaluation:

1. Youth Pre/Post Test Survey
2. Youth Satisfaction Survey
3. Parent Satisfaction Survey
4. Key Informant Interviews
5. Steering Committee Focus Group

The results from the all of the evaluation tools were reviewed to determine if the goals and objectives of the evaluation were achieved. Based on this review, the following conclusions were made:

1. OCC is effective at providing opportunities for needs-based and asset-based community development.
2. OCC is effective at enhancing community engagement for youth.
3. OCC is effective at helping youth develop internal and external assets.
4. OCC is effective at fostering parent/family relationships.
5. The current OCC governance structure works well; however there are some changes which could enhance/improve the current structure.

## ***Key findings from the Evaluation:***

### **Youth Pre/Post Test Survey:**

Results from the Youth Pre-Test Survey revealed the following:

- 1. Youth have a high level of community engagement:**
  - 88% have volunteered or helped out without pay within the past 12 months
  - 92% agreed they could work with others in their community to make it better
  - 95% felt that young people were able to make a difference in their community
  - 97% indicated that they felt very or somewhat safe in their community
  
- 2. Youth have high levels of school engagement and commitment to learning:**
  - 92% have a high level of school engagement
  - 92% indicated that they hoped to complete college or university
  - 74% reported grades at a B level or higher
  
- 3. Youth have a high level of peer connectedness:**
  - 82% have a high level of peer connectedness
  
- 4. Youth have at least one positive adult in their lives:**
  - 92% indicated that they had at least 1 adult that they could talk to about their problems
  - 97% had at least one adult who encouraged them often
  - 97% had at least one adult who they looked forward to spending time with
  
- 5. Youth have a positive relationship with their parents:**
  - 61% indicated that they were getting along well with their parents, while 34% were getting along OK with their parents

Results from the Post-Test Survey were not included in this report. This was done because only 13 Post-Test Surveys were completed, and this number was not sufficient to make reliable comparisons to the 40 surveys collected during the Pre-Test. It should also be noted that 70% of the youth who completed the Pre-Test Survey had been involved with the OCC program for at least one year, so it is unlikely that changes would have been observed between the Pre-Test and Post-Test.

### **Youth Satisfaction Survey:**

The majority of youth (91%) are happy with the programs and services offered at Our Community Cares and the majority (88%) indicated that they would tell a friend to come to OCC.

### **Parent Satisfaction Survey:**

The majority of parents (94%) were satisfied with programs and services offered at OCC and most (75%) indicated they would definitely recommend OCC to a friend or newcomer to the community. Ninety-two percent of parents indicated that they would continue to use the programs and services offered by OCC.

### **Key Informant Interviews:**

Key Informants consisted of OCC staff, volunteers and college students. The following were the main findings from the Key Informant Interviews:

- 1. OCC has had a positive effect on youth involved with the OCC program.**
  - OCC provides a safe environment for youth
  - OCC provides opportunities for further education for youth
  - OCC provides opportunities to participate in activities that youth would not otherwise have access to
  - OCC provides positive adult role models for youth
  - OCC gives youth access to someone that they can talk to, whom they trust
  - OCC allows youth to build life skills (such as doing laundry) and social skills (such as leadership, social interaction, and conflict resolution)
  - OCC has helped to build a feeling of community and a sense of respect within the community
  
- 2. OCC has had a positive effect on parents involved with the OCC program.**
  - OCC provides opportunities for parents that they would not have access to without OCC
  - OCC provides a safe environment for parents
  - OCC provides parents with a time to themselves, which allows them to be better parents
  - OCC provides access to clothing and food
  
- 3. OCC has helped youth and their parents build better relationships.**
  - OCC provides an opportunity to bring parents and youth together, and build the parent-youth relationship
  - Home life has been influenced by OCC programs and events (parents report that youth are better behaved at home, there is less fighting, and that parents and youth are happier at home)
  - OCC has helped to build a feeling of community

### **Steering Committee Focus Group:**

Overall, the feedback about the current governance structure was very positive. Members felt the environment on the committee was supportive and facilitated sharing and collaboration. All members identified a commitment to the overall goal of the project and felt a personal commitment to the work. Members identified the value of a lead agency and were complimentary of the role ROCK (Reach Out Centre for Kids) has played as the lead. There were some recommendations made about how the

governance structure could be enhanced or improved, including: encouraging more community participation on the Steering Committee, securing consistent funding, and improving information sharing (beyond electronic methods).

### ***Recommendations:***

The following is a list of recommendations that have already been implemented as a result of information learned through the evaluation:

1. OCC programs in the Burloak and Warwick communities have been expanded based on the suggestions made by residents.
2. An additional resident has been included on the Burloak OCC Steering Committee.
3. An Advisory Committee for the second OCC site (Warwick) has been established. This committee includes a better balance of community members and agencies.
4. A third OCC site (Nelson Co-Op) has been established.

The following is a list of recommendations for the future:

1. Future evaluations that require Pre-Test data should ensure that data is collected at the time of entry into the OCC program. Post-Test data should be collected one year after entry into the program.
2. Future evaluation methods should consider the transient nature of OCC youth and the drop-in format of OCC programming.
3. Programs and services which have received positive feedback should continue to be offered at OCC.
4. In order to provide the best services possible to OCC participants, OCC staff should continue to seek feedback and suggestions on an ongoing basis. This information should be taken into consideration when programs are being updated or changed.
5. Efforts and strategies to increase resident involvement should be continued.
6. As new sites join OCC, a mechanism for communications between sites should be established.
7. OCC should continue to pursue a source of ongoing and secure funding.

## 2.0 Background

### 2.1 Overview of Our Community Cares Program

The Our Community Cares (OCC) program began when two single mothers living in a subsidized housing complex in Burlington decided that they wanted to create a healthier neighbourhood for their families and a better life for their children. The result was the creation of the Burloak OCC, which has now been in operation since 1992. In 2006, a second site was initiated within the Warwick Surrey Community. Both sites continue to exist through the hard work and dedication of residents, volunteers, community agencies, and local associations. Since the completion of the 2007/2008 OCC Program Evaluation, a third site for OCC was established.

The purpose of OCC is to build physically, socially and psychologically healthy communities. This is done by working collaboratively and respectfully with the residents of the communities. Our Community Cares operates out of a town house unit in each community. Both sites offer programs and services to the residents of the housing complex as well as the broader community in a safe, fun and affordable environment. Fees are minimal and no child or family is ever denied the opportunity to participate. Programs and services are offered in a drop-in format. At the time of this evaluation, the OCC program serviced up to 35 youth, and 40 parents in Burloak, and up to 20 youth and 15 parents in Warwick.

Programs are offered for children, youth and adults. All programs have a primary focus on asset<sup>\*</sup> building, but are also driven by community needs. Youth programs are offered for those ages 11-17 and focus on recreation, life and social skills. Children's programs are available for those ages 4 -10 and focus on life skills, character building and recreation.

Both OCC communities have been identified as high risk due to issues and challenges residents often face. Families experience challenges such as: insufficient finances to meet basic family needs such as food and clothing, multicultural challenges, language barriers, mental health issues, social isolation, insufficient support systems, inadequate access to recreational opportunities, and single parent issues.

The OCC program uses a Steering/Advisory Committee comprised of residents, community agencies, and local associations to assess and respond to community needs. The agencies and associations involved with OCC vary by site and have changed throughout the years to reflect the evolving strengths/needs of the community.

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\* According to the Search Institute developmental assets represent the relationships, opportunities, and personal qualities that young people need to avoid risks and to thrive. There are 40 developmental assets for youth ages 12-18. For more information please refer to: <http://www.search-institute.org/system/files/40AssetsList.pdf>

Current Steering/Advisory Committee members include: Ontario Early Years Program, Halton Community Housing Corporation, Halton Region Health Department, Reach Out Centre for Kids (ROCK), Appleby United Church, Life Church (formerly United Pentecostal Church), City of Burlington Parks and Recreation Department, Our Kids Network, Halton Regional Police, Warwick/Surrey Community Association, Georgian Court Estates and local residents.

## **2.2 Our Community Cares Evaluation**

The Our Community Cares (OCC) Evaluation Project was initiated in 2007, and was motivated by several factors including the need to:

- meet funding requirements
- have documented evidence about the program's success
- have evidence to facilitate the potential replication of the OCC program in other communities
- facilitate connections between OCC and other community development initiatives

The purpose of this evaluation was to determine the impact of OCC programs and services on youth and parents who participated in programs and services, and not to determine whether or not OCC programs and services were accessible to and/or meeting the needs of all youth and parents living within the Burloak and Warwick communities.

The *Primary Goal* of the evaluation was to determine if the OCC initiative improves the physical, mental and social health of children, youth, and parents of children and youth living in high risk communities. The objectives for this goal are listed below.

1. To determine the effectiveness of the OCC initiative at providing opportunities for needs-based and asset-based community development.
2. To determine the effectiveness of the OCC initiative at enhancing community engagement for children and youth.
3. To determine the effectiveness of the OCC initiative at helping children and youth develop internal and external assets.
4. To determine the effectiveness of the OCC initiative at fostering parent/family relationships.

The *Secondary Goal* was to examine the implications of the current OCC Governance Structure on future programming, including expansion of OCC to new sites within the Halton community.

## **3.0 Methods**

Five evaluation tools were created in order to meet the goals and objectives of the OCC Evaluation. The Evaluation Plan found in Appendix A outlines how each evaluation tool relates to the goals and objectives of the evaluation.

### **3.1 Pre/Post Test Survey**

The Pre/Post Test Survey (see Appendix B) included a total of 22 close-ended questions and collected data on the following topics: neighbourhood and community, school, relationships with friends and family and personal thoughts and beliefs related to the developmental assets of positive values, social competency and positive identity. Where possible, questions were based on existing tools such as the National Longitudinal Study of Children and Youth (NLSCY), the Ontario Student Drug Use and Health Survey (OSDUHS) and the Halton Youth Survey (HYS). For more information please see the Data Dictionary in Appendix C.

Pre and Post-Tests were conducted with youth from both the Burloak and Warwick OCC sites. Staff from the Halton Region Health Department and ROCK administered the Pre-Test Surveys for Burloak in December 2007 and Warwick in January 2008. Post-Test Surveys were also administered by staff from the Halton Region Health Department and ROCK in June, July and October 2008.

### **3.2 Youth Satisfaction Survey**

The Youth Satisfaction Survey (see Appendix D) consisted of ten questions (seven closed-end, three open-end) about satisfaction with specific programs offered through OCC as well as overall satisfaction with OCC programming. Surveys were distributed to youth at both the Burloak and Warwick sites during a March Break Camp in 2008.

### **3.3 Parent Satisfaction Survey**

The Parent Satisfaction Survey consisted of 15 questions (seven closed-end, eight open-end) regarding parental satisfaction with OCC programs and services provided for parents and their children (see Appendix E). It also asked for examples of things that parents and their children had learned through their participation with OCC. In Burloak, ten percent of the surveys were administered by staff from the Halton Region Health Department and ROCK, while the remaining surveys were distributed by a resident of the OCC community. In Warwick about 25% of surveys were administered by staff from the Health Department and ROCK, and 75% were sent home with parents to complete. All surveys were distributed in May 2008. Assistance (reading and filling out the survey) was available for the surveys that were administered by staff of the Health Department and ROCK.

### **3.4 Key Informant Interviews**

A list of Key Informants was provided for both the Burloak (ten Key Informants) and Warwick (six Key Informants) OCC sites. Key Informants consisted of OCC staff, volunteers and college students completing their placements at OCC. Key Informant Interviews were conducted in May 2008 by a university student who was completing a placement at the Halton Region Health Department. Three questions were asked of each Key Informant (see Appendix F). Questions were open-ended and asked for examples and observations of how the OCC program had affected the youth and parents participating in the program.

### **3.5 Steering Committee Focus Group**

The Steering Committee Focus Group was conducted with the Burloak community since this committee was well established. At the time of the evaluation, the Burloak Steering Committee consisted of the following members: Burloak Community Resident, Reach Out Centre for Kids (ROCK), Appleby United Church, Halton Community Housing Corporation, Halton Region Health Department, Ontario Early Years Program, Salvation Army, City of Burlington Parks and Recreation Department, Life Church (formerly Burlington United Pentecostal Church). An advisory committee did not formally exist within the Warwick community at the time. The Focus Group was conducted on May 15, 2007, lasted for about three hours and consisted of seven questions (see Appendix G). Almost all Steering Committee members attended the Focus Group, and any members who could not attend were interviewed using a seven question survey that asked similar questions (see Appendix H). The Focus Group was facilitated by a staff member from the Halton Region Health Department. Notes from the Focus Group were taken by a recorder, who was also a staff member from the Health Department. Neither the facilitator nor the recorder was a member of the Steering Committee. The Focus Group session was taped and compared to the recorder's notes to ensure that the notes accurately reflected the content of the focus group session. Once the notes had been summarized, the tapes and the recorders notes were destroyed to ensure anonymity for the Focus Group participants. At the conclusion of the Focus Group, Steering Committee members were asked to complete a feedback form (see Appendix I).

## 4.0 Results

Results are presented below for each method of data collection. Results have been presented descriptively (frequencies). All results from the Pre/Post-Test Surveys are presented as percentages, however, many results from the Youth and Parent Satisfaction Surveys use numbers instead of percentages. This was done when sample sizes were too small to report as percentages. Finally, data from the Key Informant Interviews and the Steering Committee Focus Group are presented as key findings and themes due to the qualitative nature of these methods of data collection.

### 4.1 Pre/Post Test Survey

A total of 40 youth completed the Pre-Test Survey, 24 from Burloak and 16 from Warwick. Results from the Post-Test Survey were not included in this report. This was done because only 13 Post-Test Surveys were completed, and this number was not sufficient to make reliable comparisons to the 40 surveys collected during the Pre-Test. One explanation for the smaller sample of youth who completed the Post-Test is that the youth who attend the OCC program are transient, and may have left the program before the Post-Tests could be administered. Timing and the drop-in format of OCC programming also played a role in the number of surveys collected during both the Pre-Test and the Post-Test. For both surveys, staff targeted the OCC sites over a few days to collect surveys. More youth happened to be using the sites during the data collection period for the Pre-Test than for the Post-Test. This again speaks to the transient nature of this population, making data collection challenging.

Results of the Pre-Test are presented below based on the following key areas: demographics, neighbourhood and community, school, relationships with friends and family, and internal assets including positive values, positive identity, and social competencies.

#### Demographics

Fifty-four percent of those who completed the Pre-Test Survey were male and 46% were female. Fifty-six percent were age 11-13, while 44% were age 14-18. Thirty percent had participated in OCC for less than one year, 43% for one to two years, and 27% for three or more years.

#### Neighbourhood and Community

Eighty-eight percent of youth have volunteered or helped out without pay within the past 12 months. Figure 1 shows how OCC youth have volunteered within the past 12 months. Youth are most likely to have volunteered by fundraising and least likely to have volunteered by supporting a cause.

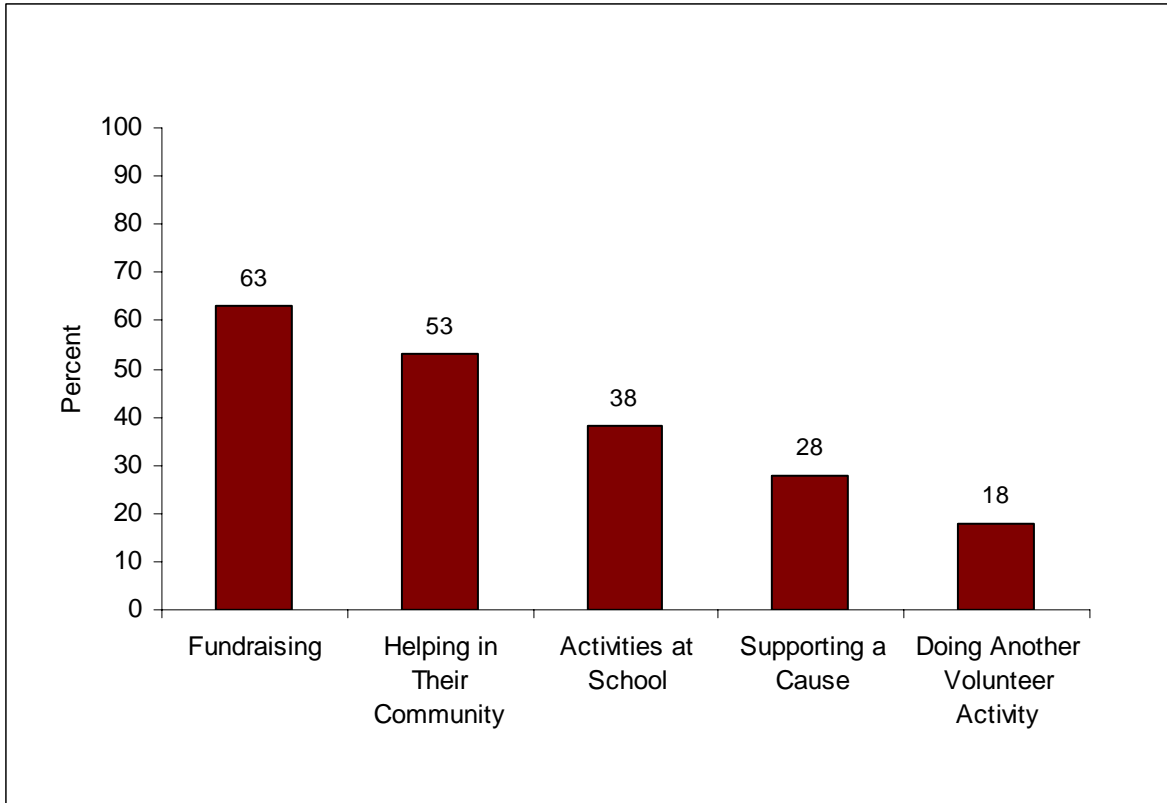


Figure 1: Percentage of OCC youth involved in volunteer activities

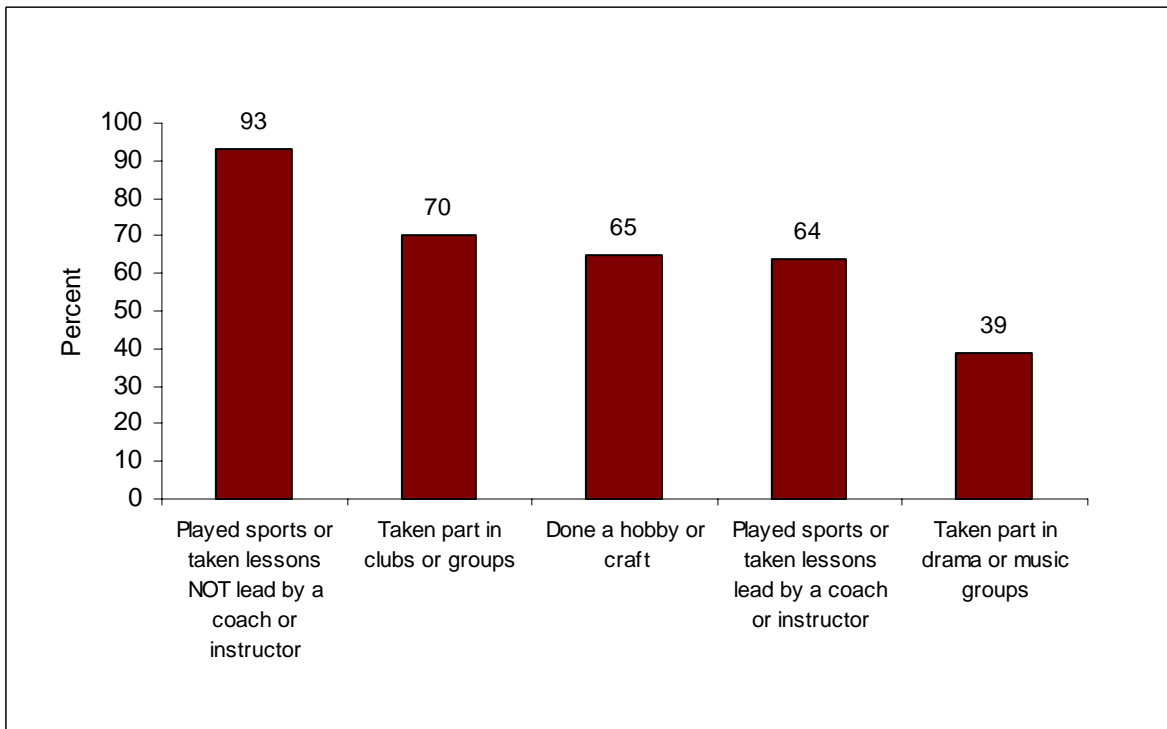


Figure 2: Percentage of OCC youth involved in activities

When asked what types of activities they had participated in during the past 12 months, youth were most likely to mention participation on sports teams not lead by a coach or instructor and least likely to mention participation in music or drama groups, as outlined in Figure 2. Twenty-seven percent of youth surveyed currently have a part-time job.

When asked if they felt they could work with others in their community to make it better, 92% agreed (60% agree, 32% strongly agree). Similarly, 95% of youth felt that young people were able to make a difference in their community (55% agree, 40% strongly agree). Ninety-seven percent of youth indicated that they felt very or somewhat safe in their community (44% very safe, 54% somewhat safe). Finally 67% of youth rarely or never felt like an outsider in their community as indicated in Figure 3.

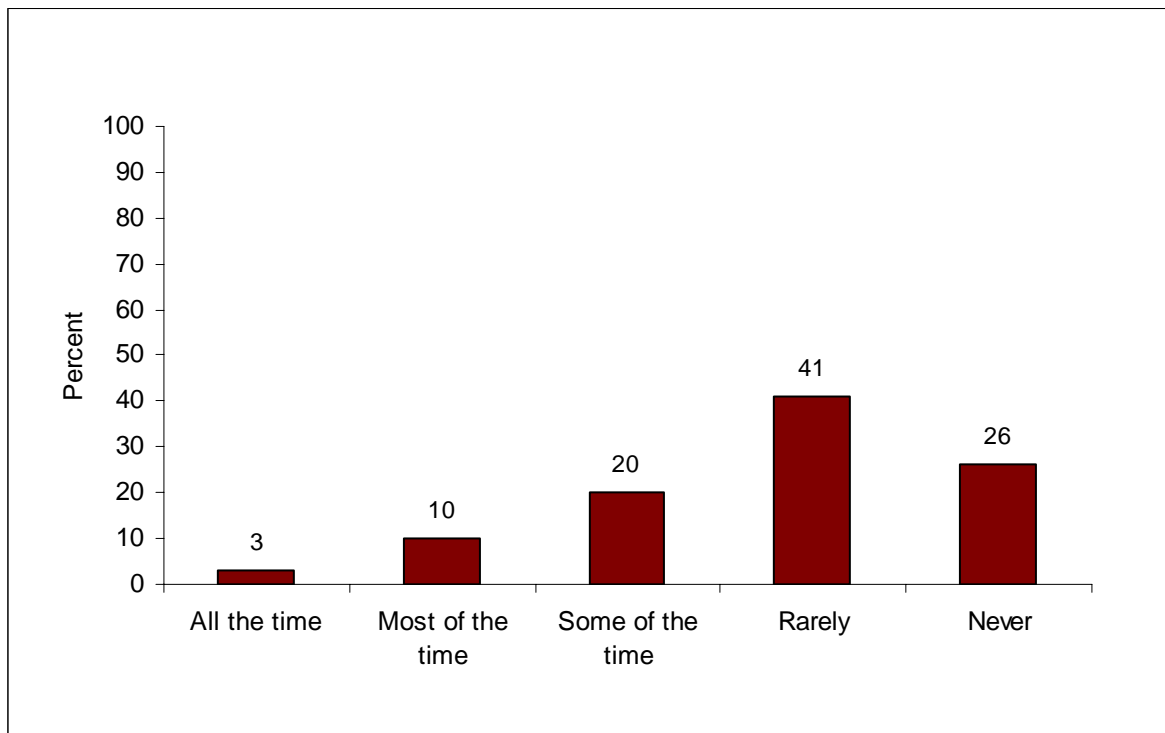


Figure 3: Percentage of OCC youth who feel like an outsider in their neighbourhood or community

### School

OCC youth were asked how they felt about school and 56% indicated that they loved school or liked it quite a bit, 26% indicated that they did not care either way and 18% indicated that they hated school. Youth were then asked a series of questions that were combined to provide a youth engagement asset score (refer to Appendix C for questions), and 90% of youth were assessed to have a high level of school engagement. When asked how far they hoped to go in school, 92% indicated that they hoped to complete college or university.

Figure 4 shows the types of grades OCC youth usually get in school, with most youth reporting "Mostly B's". Thirty-six percent of youth surveyed reported that they skipped class without permission at least once last year. Seventy-seven percent of youth report rarely or never feeling like an outsider at school. Finally 67% of youth rarely or never felt like an outsider in their community.

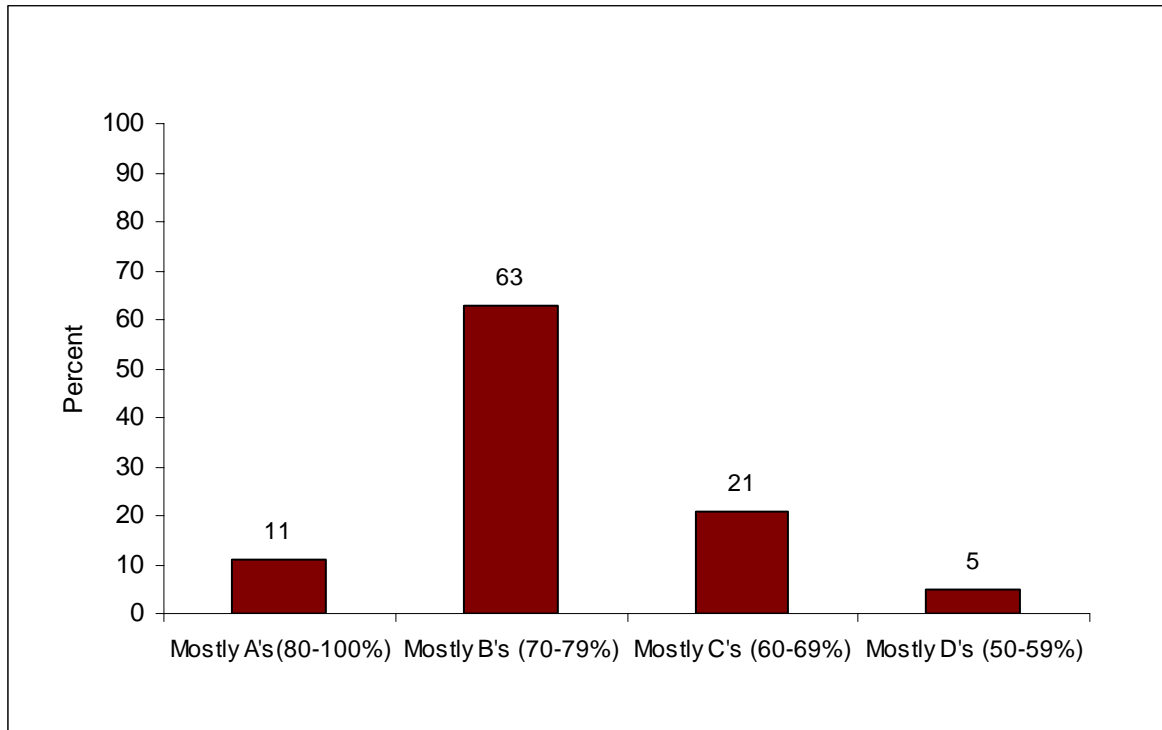


Figure 4: Percentage of OCC youth reporting grades they usually get in school

### Relationships with Friends and Family

Youth were asked a series of questions that were combined to provide a peer connectedness asset score, and 82% of youth were assessed to have a high level of peer connectedness. Figure 5 shows that about half of the youth surveyed reported that their close friends push them to succeed and do interesting things most or all of the time, and that they take their closest friends opinions into account when making a decision. Only 18% of youth indicated that their close friends push them to do foolish or stupid things all of the time or most of the time.

Almost all youth surveyed indicated that they had at least one adult that they could talk to about their problems. They also had at least one adult who encouraged them often and who they looked forward to spending time with, as outlined in Figure 6. Ninety-five percent indicated that their teachers had high expectations for them (39% agree, 56% strongly agree), and, 92% indicated that other adults in their life had high expectations for them (46% agree, 46% strongly agree).

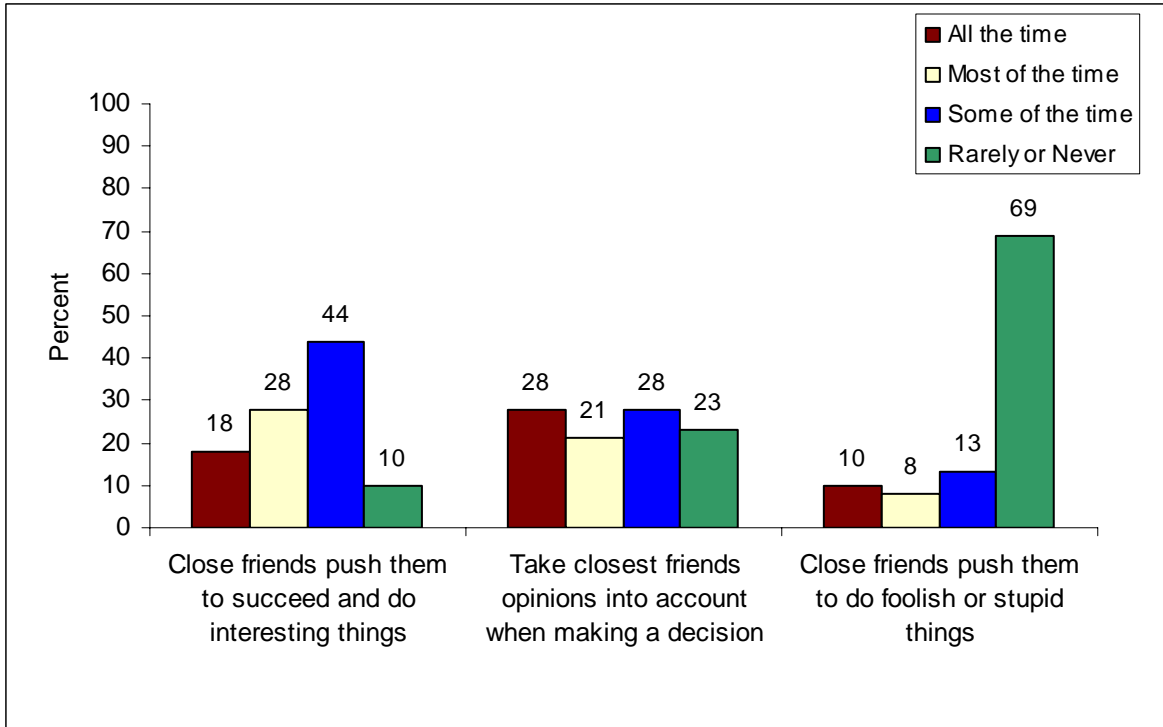


Figure 5: Impact of peers on OCC youth

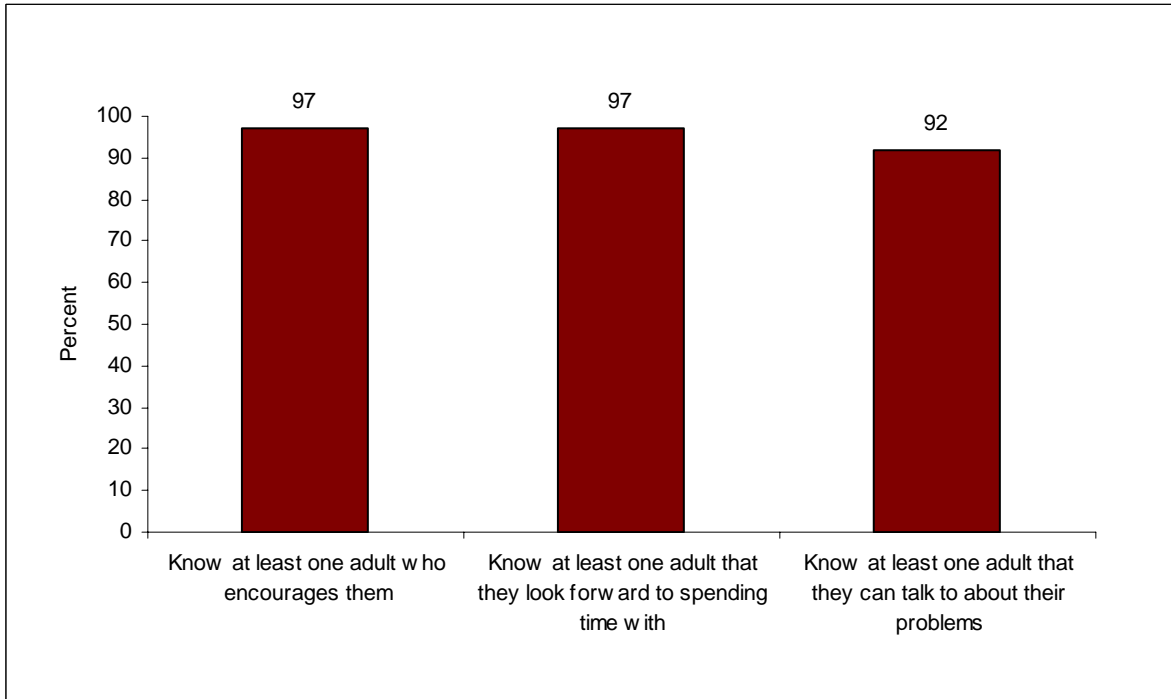


Figure 6: Percentage of OCC youth who know adults they can turn to for encouragement and support

When asked about their parents all youth agreed that their parents or guardians had high expectations for them (51% agree, 49% strongly agree). Sixty-one percent of youth indicated that they were getting along well with their parents, while 34% were getting along OK with their parents, and five percent were not getting along with their parents. Forty-six percent of youth indicated that they always or usually talk to their parents when they have problems, 31% sometimes talk to their parents, and 23% seldom or never talk to their parents.

### Internal Assets

Youth were asked a series of questions about three internal assets: positive values, positive identity and social competencies. Questions were asked about the positive values of responsibility, honesty, and caring. Figure 7 summarizes the percentage of youth who indicated that statements about positive values were mostly true or true. Data was also collected on positive identity, and included questions about personal power, positive view of the future and self esteem as outlined in Figure 8.

Finally, two questions were asked about social competencies. The first asked about planning and decision making and revealed that 69% of youth indicated that it is mostly true or true that they think through the possible good and bad results of choices they make. The second question asked about cultural competence, and 100% of youth indicated that it was mostly true or true that they were comfortable spending time with people who are a different colour or race than them.

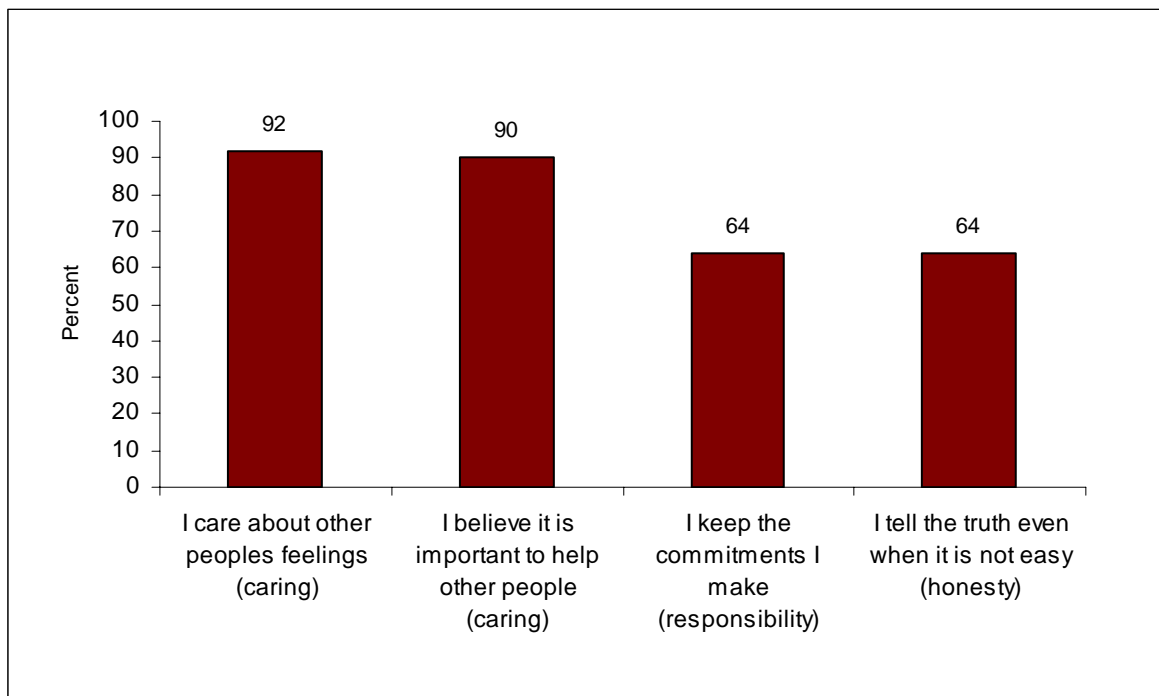


Figure 7: Percentage of OCC youth who responded true or mostly true to statements about positive values

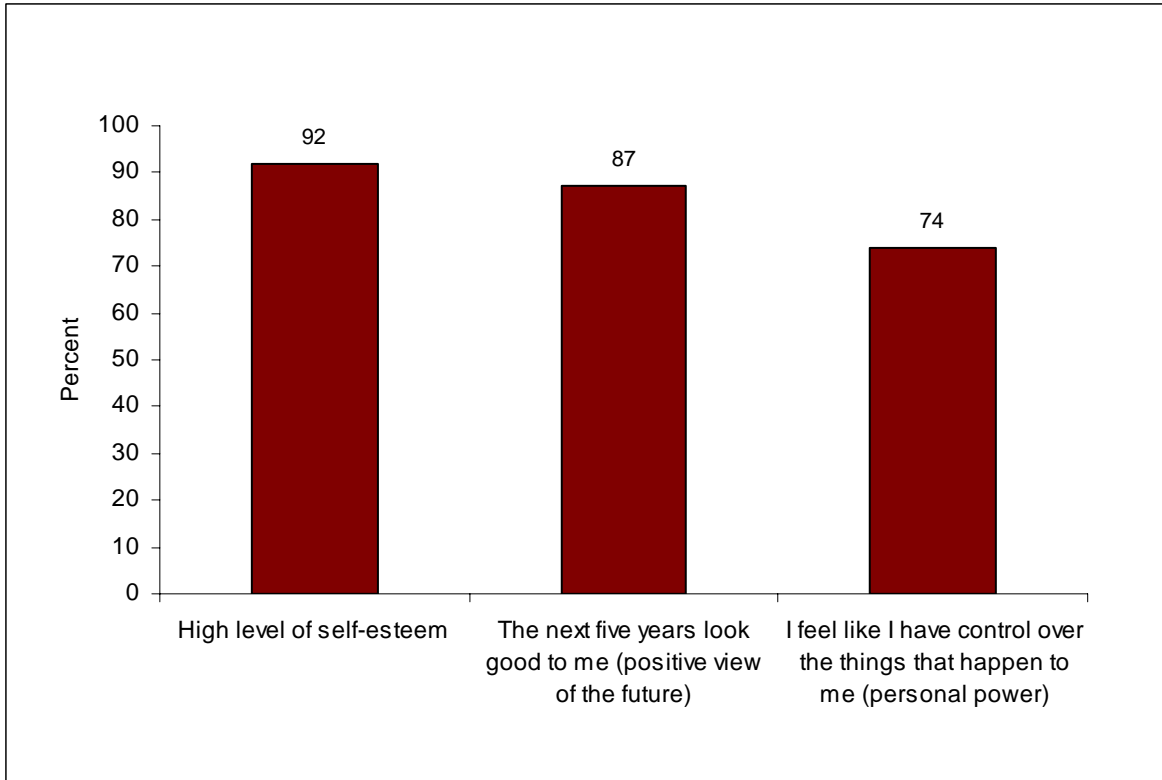


Figure 8: Percentage of OCC youth who responded true or mostly true to statements about positive identity and report having high self esteem

## 4.2 Youth Satisfaction Survey

A total of 24 youth completed the youth satisfaction survey, 13 from Burloak and 11 from Warwick. The average age of the youth who completed the survey was 13. Fifty-four percent (n=13) were male, while 46% (n=11) were female. Seventeen percent (n=4) of youth had been involved with OCC for less than one year, 48% (n=11) for one to two years, and 35% for three years or more. Three of the four youth who had been involved with OCC for less than one year came from the Warwick community.

When asked if they were happy with OCC programs, 91%(n=21) indicated that they were. This finding was consistent within both the Burloak and Warwick communities. Figure 9 shows youth satisfaction with each program offered by OCC. Satisfaction was highest for Teens Rock/Teens in Training and lowest for Homework Club. It should be noted that youth were more likely to indicate that they had not used a program than to indicate that they did not like it.

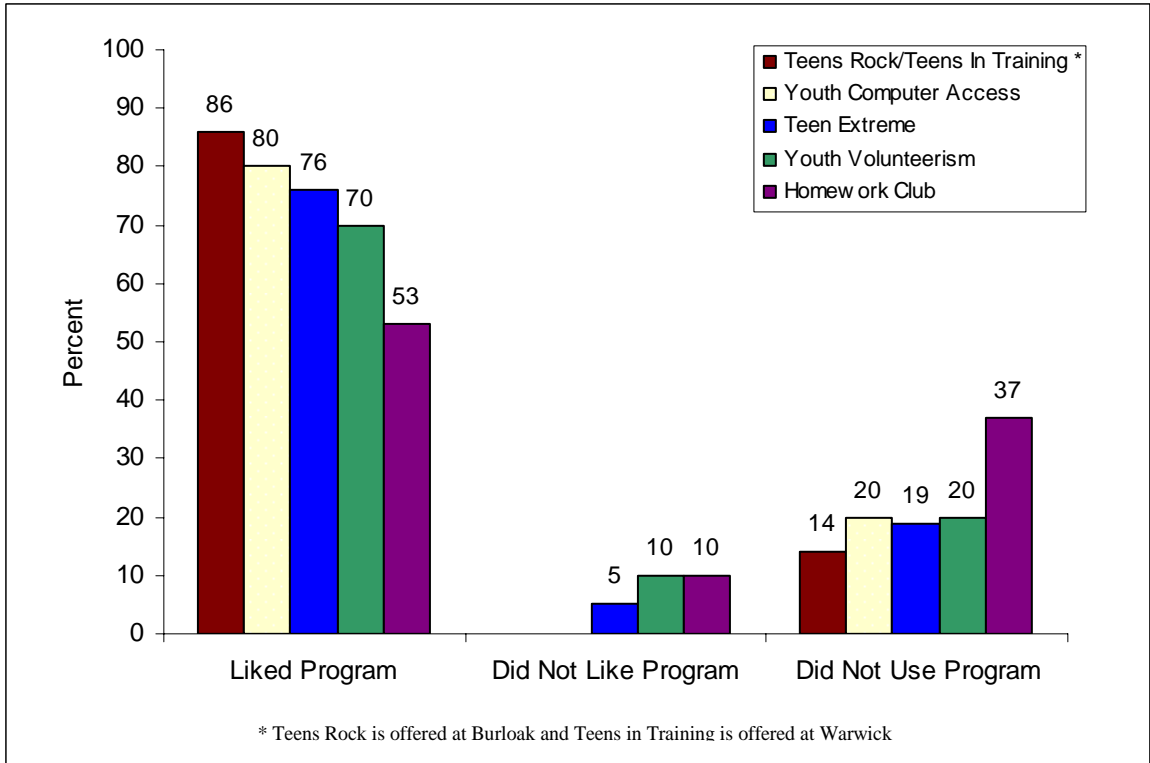


Figure 9: Percentage of OCC youth satisfied with OCC programs

When asked how to make the programs they did not like better, two youth identified that they did not like working with seniors or going to the seniors centre, and one youth indicated that they did not like how they were treated by other kids at OCC. Three youth offered suggestions for improving OCC programs including improving the internet (the system often breaks down) and more group activities, in particular sports.

When asked what new programs they would like to see added to OCC, seven youth identified sports, three identified gender focussed activities such as boy's nights or girl's nights, two identified camping, two identified video games nights, one identified special needs programs and one identified better outings such as movies or basketball games.

When asked if they would tell a friend to come to OCC, 88% (n=21) indicated that they would, and 12% indicated that they were not sure. Findings were similar for both the Burloak and Warwick communities.

### 4.3 Parent Satisfaction Survey

A total of 39 parents completed the Parent Satisfaction Survey, 28 from Burloak and 11 from Warwick. Twenty-six percent of parents who completed the survey had been involved with OCC for less than one year, 26% had been involved for one to two years and 47% had been involved for three or more years. All parents who had been involved with OCC for three or more years were from the Burloak Community.

Figure 10 shows satisfaction with programs and services offered to parents who participate in Our Community Cares. Use of, and satisfaction with food support programs is highest, followed by clothing support and computer support. As with the youth programs offered at OCC, parents were more likely to indicate that they had not used a program than to indicate that they were not satisfied with it.

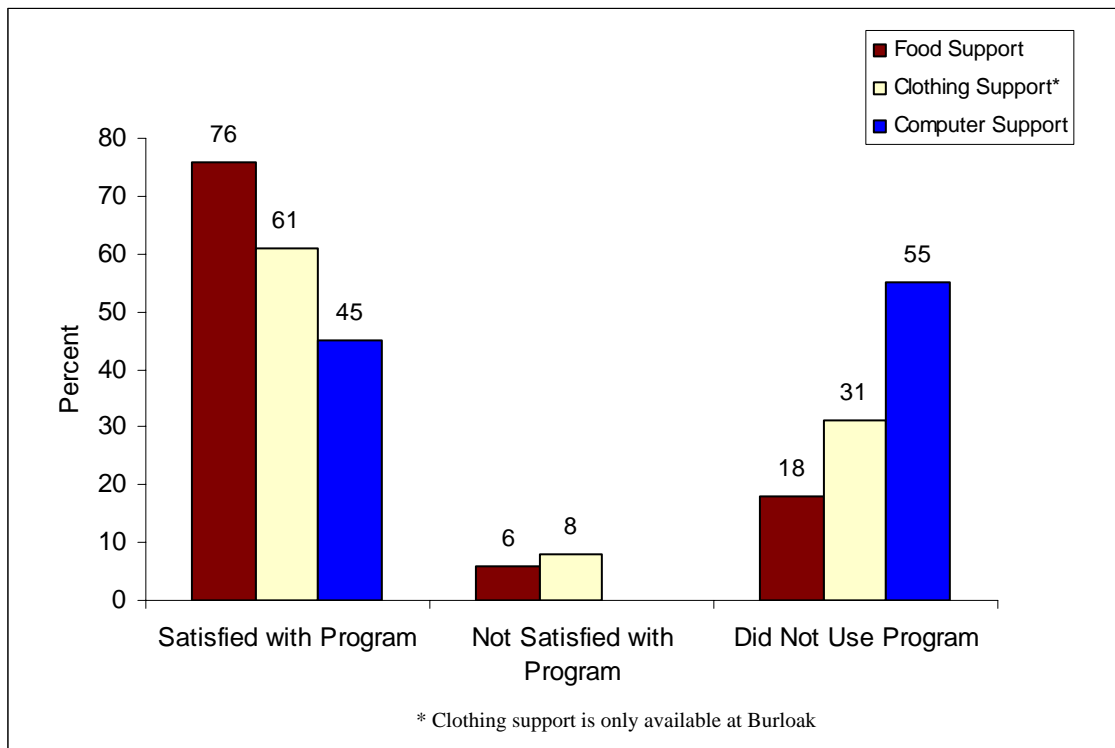


Figure 10: Percentage of parents satisfied with OCC programs and services

A Parent Drop-In Program and Conversation Circle are provided only at the Warwick OCC. Of the seven parents who provided feedback on the Drop-In Program, six were satisfied with the program and one did not use it. Of the three Warwick parents who provided feedback on the conversation circle; one was satisfied with the program and two did not use it. Parents identified three additional programs or services they had used at OCC including: emotional support, handouts and staff support.

When asked how programs could be improved, five parents from Burloak noted the need for more fresh food, and one noted the need for more access to computers. One parent from Warwick identified that they did not like the stairs and that it was too small.

When asked what other programs and services should be offered at OCC, skills based programs such as cooking, computers and parenting were mentioned by three parents, "getaway" programs for moms were identified by three parents, community outings for families such as a monthly family dinner or BBQ were identified by three parents, and ESL programs were mentioned by two parents. Other suggestions included: a program for ladies, pamphlets/handouts, public health workshops, field trips to places such as RBG or the library, food support, a clothing exchange and a closer working relationship with the Halton Community Housing Corporation.

Parents were asked to provide examples of something they learned or something that had changed since becoming involved in OCC. Six parents indicated that programs and opportunities for their children had been provided that were not available prior to OCC. Four parents indicated that they learned about community programs and services. Three parents indicated that OCC provided them with time for themselves, and three parents indicated that they learned parenting skills. Having someone to go to for information was mentioned by two parents, and two parents indicated that they made friends or met neighbours.

Ninety-one percent of the parents surveyed indicated that their children participated in the programs or services offered by OCC. Almost all of the programs identified by the parents were OCC programs. When asked what their child had learned through OCC, nine parents indicated that their child had been given the opportunity to do new things (activities, outings etc), eight indicated that their child learned social skills (such as respect, manners and sharing), eight indicated that their child met new friends, and four parents indicated that their child received help with homework.

Parents provided a great deal of feedback regarding what they liked most about OCC. Fifteen parents indicated that they liked the opportunities and programs that had been provided for their kids, and five indicated that they liked the "closeness" and "friendliness" of OCC including making friends and having a sense of community. Five parents indicated that they liked the OCC staff. Food, having a break from their kids and the hours and location of OCC were also mentioned as things that were liked most about OCC.

When asked what they did not like about OCC, individual parents at Burloak mentioned: the behaviour and influence of older kids, gossip, lack of activity at the centre, and Food for Life Program. They also indicated that they would like more: selection of clothing, staff, funding, and better organization when driving kids to locations. Individual parents at Warwick mentioned that the centre was too small, and they did not like the stairs.

Ninety-two percent of the parents from Burloak and Warwick indicated that they would continue to use the programs and services offered by OCC. When asked how satisfied

they were with programs and services offered through OCC, 61% were very satisfied, 33% were somewhat satisfied, and 6% were not very satisfied. Finally, 75% of parents would definitely recommend OCC to a friend or newcomer to the community, while 19% would probably recommend it, and 6% would probably or definitely not recommend OCC.

#### **4.4 Key Informant Interviews**

Twelve of the sixteen Key Informants were reached and participated in the Key Informant Interviews. All three of the staff from OCC were reached, five of the eight college students were reached, and four of the five volunteers were reached.

Key Informants were first asked to provide examples of things they had observed that showed the positive effect OCC has had on youth who participated in the program. Seven key themes emerged:

1. OCC provides a safe environment for youth.
2. OCC provides opportunities to further education for youth.
3. OCC provides opportunities to participate in activities that youth would not otherwise have access to.
4. OCC provides positive adult role models for youth.
5. OCC gives youth access to someone that they can talk to, whom they trust.
6. OCC allows youth to build life skills (such as doing laundry) and social skills (such as leadership, social interaction, and conflict resolution).
7. OCC has helped to build a feeling of community and a sense of respect within the community.

Key Informants were then asked to provide an example of things they had observed that show how OCC has had a positive effect on the parents linked to the OCC programs. The following four themes were identified:

1. OCC provides opportunities for parents that they would not have access to without OCC.
2. OCC provides a safe environment for parents.
3. OCC provides parents with a time to themselves, which allows them to be better parents.
4. OCC provides access to clothing and food.

Finally, Key Informants were asked to provide an example of things that they have observed that show how OCC has helped youth and their parents build better relationships. The following key themes emerged:

1. OCC provides an opportunity to bring parents and youth together, and build the parent-youth relationship.
2. Home life has been influenced by OCC programs and events (parents report that youth are better behaved at home, there is less fighting, and that parents and youth are happier at home).
3. OCC has helped to build a feeling of community.

#### **4.5 Steering Committee Focus Group**

All members from the Burloak OCC Steering Committee either participated in the Focus Group, or completed a survey which asked similar questions. The results presented below represent feedback from both the Focus Group session and the completed surveys. Four of the six Steering Group members who attended the Focus Group session completed a feedback form. All four indicated that they strongly or somewhat agreed that they felt comfortable sharing their thoughts and opinions, were given an equal opportunity to speak and felt that their thoughts and opinions were listened to.

Steering Committee members were asked first to identify how their agency contributed to OCC. Results of the Focus Group showed that Steering Committee members contribute in three main ways. First they help to raise the profile of OCC through activities such as providing funding, assistance with proposal writing, planning and development of models for service delivery, and making presentations to the community. Second, they provide services directly to families that participate in OCC programs such as the parent education/support group, food support, clothing room, lending library, and Christmas and summer camp. Third, Focus Group participants indicated that their agency provides administrative and/or financial support to OCC, including providing space for OCC programs, property management, cleaning and up-keep of OCC space, financial support for staff and programs, supervision and training of staff, and links to community resources.

Members were asked to comment on the amount and type of contributions they were making to OCC. Almost all committee members indicated that they would like to be more involved with OCC. It was acknowledged; however, that the time and energy dedicated to OCC may depend on what is allocated by the agency represented at the Steering Committee and not by an individual's desired level of involvement. Members indicated that they would like to be more connected to the children, youth and parents participating in OCC, would like to be more aware of day-to-day operations, and would like to raise public awareness of the OCC initiative. A desire to become more involved in proactive work and less involved in reactive work was also noted.

The Steering Committee Focus Group was asked to comment on the role and responsibilities of the lead agency (currently ROCK). Members described the lead agency as the "glue that holds OCC together" and identified that they are currently responsible for: developing programming for children and youth, making sure professional standards are met, coordinating resources, keeping the program going (with or without funding), administration, expertise and knowledge, site supervision, and training and development of staff. Key characteristics of a lead agency that were identified by Focus Group members included connections to potential volunteers, and charitable status. When asked what should happen with the lead agency in the future, members felt that they should continue to assess the needs of the community and respond accordingly. More involvement for adults was also noted. Members indicated that agencies other than ROCK could be the lead agency.

A question was raised about the mixture of community agencies and community members currently participating on the Steering Committee. It was noted that the amount and involvement of community members in OCC has fluctuated over time. However, all Focus Group members agreed that there was currently not enough participation by community members. A lack of equal participation amongst agencies sitting at the Steering Committee table was also noted.

When asked what was working well within the OCC Steering Committee, it was noted that the Steering Committee currently shares a common vision for OCC. Mutual respect, friendliness, commitment and support were also mentioned by Focus Group members. Meeting agendas were highlighted as a way to move forward and provide opportunities for input. The positive changes that have occurred within the Burloak community were noted by one member as a good indicator of the success of the Steering Committee.

When asked what was not working well, members again pointed to the need for more community involvement with the Steering Committee. Funding was identified as an ongoing problem, and the funding expectations for the lead agency were noted specifically. The need to share information in a way that was not electronic, perhaps by phone, was mentioned as a way to improve the operations of the Steering Committee.

Finally, Steering Committee members were asked to comment on how expansion of the OCC program could affect the Burloak site. Members felt that new sites would need their own Steering Committee, supervisors and independent property management. It was also noted that a mechanism to tie the work of all sites together, and secure funding would be required. Some concern was raised that the expansion to additional sites could take away momentum for the Burloak site.

## 4.6 Limitations

There are several limitations to this study that should be noted. The limitations and some ideas to address these limitations are listed below:

1. Youth asked to complete the Pre/Post Test Survey can be a transient group. Sometimes they will attend programming, sometimes they will not. While some families may reside within the community for up to three years, others may leave the community within a few months. This makes it very difficult to determine the best time for data collection and can lead to difficulties collecting sufficient sample sizes, as was the case for the OCC Post-Test Survey. The drop-in nature of OCC programming also makes data collection difficult. Better sampling strategies, promotion of the evaluation and the use of incentives could help improve sampling for future surveys.
2. Seventy percent of the youth who completed the Pre-Test Survey had been involved with the OCC program for at least one year. Therefore, results may have reflected changes that had already taken place through involvement with OCC. To get more accurate results, Pre-Tests should be conducted with youth when they first enter the OCC program. Post-Tests could then be conducted one year from the date of entry to the OCC program, allowing for more accurate comparisons over time.
3. Since the majority of youth who attend OCC programs are high risk, it is important to ensure that they have developed a sense of trust with the adults who are helping them to complete the Pre/Post Test surveys. Because of this need for trust it is advised that OCC staff and not "outsiders" assist with any future data collection. Special training could also be provided to staff to help build trust with OCC youth; this would be especially important for the completion of the Pre-Test surveys.
4. During the Pre-Test a number of problems were identified with the Pre-Test Survey. These problems ranged from difficulties with comprehension, to the need for additional response options, to the inability to determine the impact of OCC on indicators like the number of adults youth can talk to. A full list of identified problems can be found in Appendix J.
5. The sample for the Pre-Test, Youth Satisfaction Survey and Parent Satisfaction Survey were convenience samples, that is, they were drawn from youth and parents who happened to be attending OCC programs and services at the time of the evaluation. As a result, the sample for these surveys may not be representative of the population who attend OCC programs and services.

6. Not all youth had permission from parents/guardians to complete either the Pre/Post Test Surveys or the Youth Satisfaction Surveys. This could have led to a selection bias, since the children and youth at highest or lowest risk may not have been included in the sample. A similar problem existed for the Parent Satisfaction Survey, where not all parents chose to participate, especially within the Burloak Community. Better sampling strategies, promotion of the evaluation and the use of incentives could help improve this in the future.
7. Some OCC volunteers who completed the Key Informant Interviews indicated that they had difficulty answering questions because the nature of their volunteer work did not put them directly in touch with youth or their families. Future Key Informant Interviews should be limited to OCC staff and volunteers who have direct contact with the families who participate in OCC programs and services.

## 5.0 Discussion and Recommendations

Below is a discussion of how the findings from the evaluation relate to the goals and objectives, followed by changes that have already been made to OCC as well as recommendations for the future.

### **Objective 1: To determine the effectiveness of the OCC Initiative at providing opportunities for needs-based and asset-based community development**

OCC is effective at providing opportunities for needs-based and asset-based community development. Youth and parents involved with OCC are satisfied with the programs and services and would recommend OCC to a friend. Parents identified that OCC programs gave their children opportunities that they would not normally have and provided their children with chances to meet new friends and learn social skills.

### **Objective 2: To determine the effectiveness of the OCC Initiative at helping youth develop internal and external assets**

OCC is effective at helping youth develop internal and external assets. The evaluation results clearly demonstrated the important role OCC plays in: providing opportunities for youth, augmenting social and other skills, and providing opportunities for youth to meet new friends. The provision of adult role models was also identified as an important outcome OCC.

It is known that the majority of the children and youth who become involved with OCC live in high risk environments which are not always rich in assets. Since youth who participated in OCC programs had high asset scores it is possible that these assets were improved as a result of involvement with OCC, however more rigorous data collection is required to confirm this.

### **Objective 3: To determine the effectiveness of the OCC Initiative at enhancing community engagement for youth**

OCC is effective at enhancing community engagement for youth. OCC has provided youth and their parents with a safe environment. This has allowed youth to build life skills and pursue educational opportunities, and has provided parents with time for themselves allowing them to be better parents. OCC provides youth with positive role models, and gives them someone they can talk to whom they trust. Youth feel included in their community, believe they can make a difference, and believe they can work with others to make their community better.

**Objective 4: To determine the effectiveness of the OCC Initiative at fostering parent/family relationships.**

OCC is effective at fostering parent/family relationships. The evaluation highlighted the fact that OCC brings youth and their parents together, builds a sense of community, and has resulted in an improvement in home life for parents and their children.

**Objective 5: To determine the implications of the current OCC Governance structure on future programming**

The current OCC governance structure is working well, however, some changes could be made to enhance or improve the current structure, most notably increasing resident membership on the committee, and securing consistent funding. Most members of the Steering Committee feel that they are working within a supportive environment that facilitates sharing and collaboration. Members are committed to the overall goal of the project and feel a personal commitment to the work.

**Recommendations:**

The following are examples of recommendations that have already been implemented as a result of information learned through the evaluation:

1. As suggested by residents of Burloak, the following program additions/changes have been made at the Burloak site:
  - Early Years summer day program for parents and 0-6 kids
  - Organized group outings to the Burlington Arts Centre
  - Fourteen-plus group focusing on recreation, career goals, interview skills, and resume writing
  - Boys group focused on team building; and girls social group focused on building healthy social skills and healthy relationships
  - Financial Investment training for OCC youth
  - Swimming lessons for OCC children and youth
  - Support for working parents who are not at home after school, focusing on social skills and recreation activity
  - Joint community events focusing on socializing with children/youth from outside of their community
  - Breakfast Club for parents and their children
2. As suggested by residents of Warwick, the following program additions/changes have been made at the Warwick site:
  - Introduction of the Halton Region Health Department Youth Net Pens and Paints Program
  - Cooking classes
  - Fourteen-plus youth group focusing on recreation, career goals, interview skills, and resume writing
  - Financial Investment training for OCC youth

- Boys group focused on team building; and girls social group focus on building healthy social skills and healthy relationships
  - Organized group outings to the Burlington Arts Centre
  - Swimming Lessons for OCC children and youth
  - Support for working parents who are not at home after school, focusing on social skills and recreation activity
  - Joint community events focusing on socializing with children/youth from outside of their community
3. An additional community resident has been added on the Burloak OCC Steering Committee.
  4. An Advisory Committee for the second OCC site (Warwick) has been established. This committee includes a better balance of community members and agencies.
  5. A third OCC site (Nelson Co-Op) has been established.

The following is a list of recommendations for the future:

1. Future evaluations that require Pre-Test data should ensure that data is collected at the time of entry into the OCC program. Post-Test data should be collected one year after entry into the program.
2. Future evaluation methods should consider the transient nature of OCC youth and the drop-in format of OCC programming.
3. Programs and services which have received positive feedback should continue to be offered at OCC.
4. In order to provide the best services possible to OCC participants, OCC staff should continue to seek feedback and suggestions on an ongoing basis. This information should be taken into consideration when programs are being updated or changed.
5. Efforts and strategies to increase community/resident involvement should be continued.
6. As new sites join OCC, a mechanism for communications between sites should be established.
7. OCC should continue to pursue a source of ongoing and secure funding.

## **6.0 List of Appendices**

Appendix A: OCC Evaluation Plan

Appendix B: Pre/Post Test Survey

Appendix C: Youth Pre/Post Test Data Dictionary

Appendix D: Youth Satisfaction Survey

Appendix E: Key Informant Interview

Appendix F: Steering Committee Focus Group Questions

Appendix G: Steering Committee Focus Group Questions for Non-Participants

Appendix H: Steering Committee Feedback Form

Appendix I: Problems Identified Through OCC Pre-Test

## Appendix A: OCC Evaluation Plan

### OCC Evaluation Plan:

**Goal 1: To determine if the OCC initiative improves the physical, mental and social health of youth, and parents of youth living in high risk communities.**

Objective	Target Group	Method of Data Collection	What needs to be measured
To determine the effectiveness of the OCC initiative at providing opportunities for needs-based and asset-based Community Development.	Youth	Youth Satisfaction Survey	1. Satisfaction with services currently being offered through the OCC initiative 2. Identification of Gaps in Service Delivery
		Review of Project Stats for all programs and services	3. Number of OCC clients accessing programs and services 4. Assessment of new and “revisiting” youth
	Parents of Youth	Parent Satisfaction Survey	1. Satisfaction with services currently being offered through the OCC initiative 2. Identification of Gaps in Service Delivery
		Review of Project Stats for all programs and services	3. Number of OCC clients accessing programs and services 4. Assessment of new and “revisiting” parents
To determine the effectiveness of the OCC initiative at helping youth develop internal and external assets.	Youth	Pre and Post Survey of youth participating in program	Survey designed to measure the following assets (from Search Institute) promoted through the OCC program :  <b>Internal:</b> <ul style="list-style-type: none"> <li>• Commitment to Learning                             <ul style="list-style-type: none"> <li>○ Achievement motivation</li> <li>○ School engagement</li> <li>○ Homework</li> <li>○ Bonding to school</li> </ul> </li> </ul>

Objective	Target Group	Method of Data Collection	What needs to be measured
			<ul style="list-style-type: none"> <li>• Positive Values <ul style="list-style-type: none"> <li>○ Caring</li> <li>○ Honesty</li> <li>○ Responsibility</li> </ul> </li> <li>• Social Competencies <ul style="list-style-type: none"> <li>○ Planning and decision making</li> <li>○ Interpersonal competence</li> <li>○ Cultural competence</li> </ul> </li> <li>• Positive Identity <ul style="list-style-type: none"> <li>○ Personal power</li> <li>○ Self-Esteem</li> <li>○ Sense of purpose</li> <li>○ Positive view of personal future</li> </ul> </li> </ul> <p><b>External:</b></p> <ul style="list-style-type: none"> <li>• Support: <ul style="list-style-type: none"> <li>○ Positive family communication</li> <li>○ Other adult relationships</li> <li>○ Caring neighbourhood</li> </ul> </li> <li>• Empowerment: <ul style="list-style-type: none"> <li>○ Community values youth</li> <li>○ Youth as resources</li> <li>○ Service to others</li> <li>○ Safety</li> </ul> </li> <li>• Boundaries and Expectations: <ul style="list-style-type: none"> <li>○ Positive peer influence</li> <li>○ High expectations</li> </ul> </li> <li>• Constructive Use of Time <ul style="list-style-type: none"> <li>○ Creative activities</li> <li>○ Youth Programs</li> </ul> </li> </ul>

Objective	Target Group	Method of Data Collection	What needs to be measured
To determine the effectiveness of the OCC initiative at enhancing community engagement for youth.	Youth	Pre and Post Survey of Youth Participating in the Program	<ol style="list-style-type: none"> <li>1. At School - Measured through Commitment to Learning Assets (achievement motivation, school engagement, homework, bonding to school)</li> <li>2. In Community - Measured through Empowerment Assets (community values youth, youth as resources, service to others, safety) and Constructive Use of Time (creative activities, youth programs)</li> <li>3. With Peers - Measured through Boundaries and Expectations (positive peer influence) and Social Competencies (interpersonal competence)</li> </ol>
	Youth	Key Informant Interviews with staff/volunteers associated with OCC	4. Examples of success stories of youth succeeding
To determine the effectiveness of the OCC initiative at fostering parent/family relationships	Youth Parents	Pre and Post Survey of youth participating in program	1. Measured through positive family communication asset and high expectations from parents asset
	Youth/Parents	Key Informant Interviews with staff/volunteers associated with OCC	2. Examples of success stories of parent/family relationships

## ***Appendix B: Pre/Post Test Survey***



Our Community Cares

### **Our Community Cares Pre-Test**

The purpose of this survey is to find out how well the Our Community Cares program is working. Any information you give will be kept completely secret and confidential. If you are not comfortable answering a question, leave it blank and go to the next question. Please be honest when you answer the questions.

This survey is being done this November and again next June. We are writing your name down so we can keep track of who completes the surveys. Your name will not be connected to the information you provide. The ID number will be used to connect the answers given in November and June so we can see if our program is helping or not.

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

Id #: \_\_\_\_\_

## Section A: Your Neighbourhood or Community

The first few questions are about things you do and how you feel about your neighbourhood or community.

A) How long have been involved with Our Community Cares? \_\_\_\_\_

1. In the past 12 months have you volunteered or helped without pay by: (include volunteer work done for credit at school)? **Check all that apply.**

- doing activities at school (yearbook committee, student council etc.)
- supporting a cause (food bank, environmental group etc)
- fund raising (charity, school trips etc)
- helping in your community (hospital volunteering, work in a community organization etc.)
- doing another volunteer activity (without pay)
- I have not done any of these activities without pay

2. Thinking about activities you did both at school and outside school, during the past 12 months,  
how often have you...

	never	less than once a week	1 to 3 times a week	4 or more time a week
a) played sports or taken lessons that were lead by a coach or instructor (soccer team, swimming lessons, baseball team, karate lessons, dance lessons, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) played sports or done other physical activities that were not lead by a coach or instructor (biking, walking, skateboarding, etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) taken part in drama or music groups, clubs or lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) taken part in clubs or groups such as Guides or Scouts, 4-H club, community, church or other religious groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) done a hobby or craft (drawing, model building etc)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. If you currently have a part-time or full-time job, how many hours do you work per week?

- 0-5 hours
- 6-10 hours
- 11-15 hours
- more than 15 hours
- I don't have a job

4. Please indicate how much you agree or disagree with the following statements.

		<b>strongly disagree</b>	<b>disagree</b>	<b>agree</b>	<b>strongly agree</b>
a)	I feel that I can work with others in my neighbourhood or community to make it better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	Young people are able to make a difference in my neighbourhood or community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. How often do you feel like an outsider (or left out of things) in your neighbourhood or community?

- all the time
- most of the time
- some of the time
- rarely
- never

6. How safe do you feel in your neighbourhood or community?

- very safe
- somewhat safe
- not really safe
- not at all safe

## **Section B: Your School**

We would like to know how you feel about school, how you do in school, and what kinds of things you do at school.

7. How do you feel about school?

- I love school
- I like school quite a bit
- I don't really care either way
- I don't like school very much
- I hate school

8. What grades do you usually get in school?

- mostly A's (80-100%)
- mostly B's (70-79%)
- mostly C's (60-69%)
- mostly D's (50-59%)
- mostly F's (below 50%)

9. How far do you hope to go in school? I hope to complete...

- elementary/middle school (grade 8)
- high school
- trade school (plumber, electrician, etc.)
- college or university
- I don't know
- other

10. How important is it to you to do the following in school?

	<b>not at all important</b>	<b>not very important</b>	<b>somewhat important</b>	<b>very important</b>
a) make friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) get good grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) participate in extra-curricular activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) learn new things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) always show up for class on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) express your opinions in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) take part in student council or other similar groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) complete the homework that is assigned to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Last year, how many times did you skip class/school WITHOUT permission?

- never
- 1-5 times
- 6-10 times
- 11-15 times
- 16 times or more

12. How often do you feel like an outsider (or left out of things) at school?

- all the time
- most of the time
- some of the time
- rarely
- never

### Section C: Relationships with Your Friends and Family

We would like to know some things about your relationships with your friends, family, and other adults in your life.

13. Please answer the following statements about your friends and others your age.

		false	mostly false	sometimes false/ sometimes true	mostly true	true
a)	I have many friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	I get along easily with others my age.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	Others my age want me to be their friend.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	Most others my age like me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. For each of the following statements, indicate the answer that best corresponds to your situation with your close friends.

		rarely or never	some of the time	most of the time	all the time
a)	My close friends push me to succeed and to do interesting things that I would not do by myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	When I make a decision, I take my closest friends' opinions into account	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	My close friends push me to do foolish or stupid things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Please indicate how much you agree or disagree with each of the following:

		strongly disagree	disagree	agree	strongly agree
a)	My parents or guardian(s) have high expectations for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	My teachers have high expectations for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	Other adults in my life have high expectations for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. How well would you say you are getting along with your parents (parents include guardians)?

- I am getting along very well with my parents
- I am getting along OK with my parents
- I am not getting along well with my parents

17. When you have problems, how often do you talk to your parents about them (parents include guardians)?

- always
- usually
- sometimes
- seldom
- never

18. Please complete the table below:

		<b>number of adults</b>
a)	About how many adults do you know that you can talk to about your problems?	
b)	About how many adults do you know who encourage you often?	
c)	About how many adults do you know who you look forward to spending time with?	
d)	About how many adults do you know who talk with you at least once a month?	

**Section D: About You:**

The final questions are about you.

19. Choose the answer that best describes how you feel.

		<b>false</b>	<b>mostly false</b>	<b>sometimes false/ sometimes true</b>	<b>mostly true</b>	<b>true</b>
a)	I keep the commitments I make (i.e. I do what I say I am going to do)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	I think through the possible good and bad results of the choices I make	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	I tell the truth even when it is not easy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		false	mostly false	sometimes false/ sometimes true	mostly true	true
d)	I care about other peoples feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	I believe it is important to help other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f)	I feel like I have control over the things that happen to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g)	I am comfortable spending time with people who are a different colour or race than me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h)	In general I like the way I am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i)	Overall I have a lot to be proud of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j)	A lot of things about me are good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k)	When I do something I do it well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l)	The next five years look good to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. How old are you? \_\_\_\_\_

21. What grade are you in? \_\_\_\_\_

22. Are you male or female ?

- male
- female

**Appendix C: Youth Pre/Post Test Data Dictionary**

**OCC Youth Pre/Post Test Data Dictionary**

<b>Question Number</b>	<b>Question</b>	<b>Asset Type</b>	<b>Asset</b>	<b>Source</b>	<b>Analysis Issues</b>	<b>Asked in Halton Youth Survey</b>
1.	In the past 12 months have you volunteered or helped without pay by: (include volunteer work done for credit at school)?	Constructive Use of time (E)  Empowerment (E)	Creative Activities  Services to Others	National Longitudinal Survey of Children and Youth (Community Engagement Asset)	Categorical Score-volunteer or non volunteer	Yes
2.	Thinking about activities you did both at school and outside school, during the past 12 months, how often have you: a) played sports or taken lessons that were lead by a coach or instructor b) played sports or done other physical activities that were not lead by a coach or instructor c) taken part in drama or music groups, clubs or lessons d) taken part in clubs or groups such as Guides or Scouts, 4-H club, community, church or other religious groups e) done a hobby or craft (drawing, model building etc)	Constructive Use of Time (E)	Creative Activities Youth Programs	Based on National Longitudinal Survey of Children and Youth	School and outside school questions combined into one question	No

Question Number	Question	Asset Type	Asset	Source	Analysis Issues	Asked in Halton Youth Survey
3.	If you currently have a part-time or full-time job, how many hours do you work per week?	Positive Values (I)	Responsibility	Halton Youth Survey	None Known	Yes
4.	Please indicate how much you agree or disagree with the following statements: a) I feel that I can work with others in my neighbourhood or community to make it better b) Young people are able to make a difference in my neighbourhood or community	Empowerment (E)	(a) Youth as Resources  (b) Community Values Youth	Reininger et al - Development of a youth survey to measure risk behaviours, attitudes and assets ( 2003)	None Known	No
5.	How often do you feel like an outsider (or left out of things) in your neighbourhood or community?	Support (E)	Caring Neighbourhood	Based on National Longitudinal Survey of Children and Youth	Derived from similar question re: feeling like an outsider at school	No
6.	How safe do you feel in your neighbourhood or community?	Empowerment (E)	Safety	2005 OSDUS Survey	None Known	No
7.	How do you feel about school?	Commitment to Learning (I)	Achievement Motivation Bonding to School	National Longitudinal Survey of Children and Youth	None Known	Yes
8.	What grades do you usually get in school?	Commitment to Learning (I)	Achievement Motivation	2005 OSDUS Survey	None Known	Yes

Question Number	Question	Asset Type	Asset	Source	Analysis Issues	Asked in Halton Youth Survey
9.	How far do you hope to go in school? I hope to complete...	Positive Identity (I)	Positive View of Personal Future	National Longitudinal Survey of Children and Youth	None Known	No
10.	How important is it to you to do the following in school? a) make friends b) get good grades c) participate in extra-curricular activities d) learn new things e) always show up for class on time f) express your opinions in class g) take part in student council or other similar groups  h) complete the homework that is assigned to you	Commitment to Learning (I)	(a- g) School Engagement  (h)Homework	National Longitudinal Survey of Children and Youth (School Engagement Asset)  Adapted from Journal of Extension - Measuring Impacts with Young Audiences (2004)	Scoring: 0 - not important at all, 1 - not very important, 2 - somewhat important, 3 - very important. Score 7 items (a - g) for total score ranging from 0 - 21. High score (14-21), medium-low score (0-13). High score indicates high level of school engagement.	Yes
11.	Last year, how many times did you skip class/school WITHOUT permission?	Commitment to Learning (I)	School Engagement Bonding to School	Halton Youth Survey	None Known	Yes
12.	How often do you feel like an outsider (or left out of things) at school?	Commitment to Learning (I)	Bonding to School	National Longitudinal Survey of	None Known	No

Question Number	Question	Asset Type	Asset	Source	Analysis Issues	Asked in Halton Youth Survey
				Children and Youth		
13.	<p>Please answer the following statements about your friends and others your age:</p> <p>a) I have many friends  b) I get along easily with others my age  c) Others my age want me to be their friend  d) Most others my age like me</p>	Social Competencies (I)	Interpersonal Competence	National Longitudinal Survey of Children and Youth (Peer Connectedness Asset)	<p>Scoring: 0: false, 1: mostly false, 2: sometimes false/ sometimes true, 3: mostly true, 4: true</p> <p>Score 4 items (a-d) for a total score ranging from 0- 16. High score (12-16), medium-low score (0-11). High score indicates a high level of peer connectedness.</p>	Yes
14.	<p>For each of the following statements, indicate what best corresponds to your situation with your close friends.</p> <p>a) My close friends push me to succeed and to do interesting things that I would not do by myself</p>	Boundaries and Expectations (E)	Positive Peer Influence	National Longitudinal Survey of Children and Youth	None Known	No

Question Number	Question	Asset Type	Asset	Source	Analysis Issues	Asked in Halton Youth Survey
	b) When I make a decision, I take my closest friends' opinions into account c) My close friends push me to do foolish or stupid things					
15.	Please indicate how much you agree or disagree with each of the following: a) My parents have high expectations for me b) My teachers have high expectations for me c) Other adults in my life have high expectations for me	Boundaries and Expectations (E)	High Expectations	Adapted from Halton Youth Survey	None Known	Yes - Partial
16.	How well would you say you are getting along with your parents?	Support (E)	Positive Family Communication	2005 OSDUS survey	None Known	No
17.	When you have problems, how often do you talk to your parents about them?	Support (E)	Positive Family Communication	Adapted from OSDUS survey	Question originally asked of mother and then father - modified to reduce number of questions	No
18.	Please complete the table below: a) About how many adults do you know that you can talk to about your problems? b) About how many adults do you know who encourage you often? c) About how many adults do you know who you look forward to spending	Support (E)	Other Adult Relationships	a) adapted from OSDUHS survey  b- d) adapted from Reininger et al -	None Known	No

Question Number	Question	Asset Type	Asset	Source	Analysis Issues	Asked in Halton Youth Survey
	time with? d) About how many adults do you know who talk with you at least once a month?			Development of a youth survey to measure risk behaviours, attitudes and assets ( 2003)		
19.	Choose the answer that best describes how you feel. a) I keep the commitments I make (i.e. I do what I say I am going to do)	Positive Values (I)	Responsibility	Adapted from Assets Check List	None Known	No
	b) I think through the possible good and bad results of the choices I make	Social Competencies (I)	Planning and Decision Making	Adapted from Reininger et al - Development of a youth survey to measure risk behaviours, attitudes and assets ( 2003)	None Known	No
	c) I tell the truth even when it is not easy	Positive Values (I)	Honesty	Adapted from Assets Check List	None Known	No
	d) I care about other peoples feelings	Positive Values (I)	Caring	Adapted from Reininger et al - Development of a youth survey to measure risk	None Known	No

Question Number	Question	Asset Type	Asset	Source	Analysis Issues	Asked in Halton Youth Survey
				behaviours, attitudes and assets ( 2003)		
	e) I believe it is important to help other people	Positive Values (I)	Caring	Adapted from Assets Check List	None Known	No
	f) I feel like I have control over the things that happen to me	Positive Identity (I)	Personal Power	Adapted from Assets Check List	None Known	No
	g) I am comfortable spending time with people who are a different colour or race than me	Social Competencies (I)	Cultural Competence	Adapted from Journal of Extension - Measuring Impacts with Young Audiences (2004)	None Known	No
	h) In general I like the way I am i) Overall I have a lot to be proud of j) A lot of things about me are good k) When I do something I do it well	Positive Identity (I)	Self-Esteem	National Longitudinal Survey of Children and Youth (Self-Worth)	Scoring: 0: false, 1: mostly false, 2: sometimes false/ sometimes true, 3: mostly true, 4: true Score 4 items (h-k) for a total score ranging from 0- 16.	No

Question Number	Question	Asset Type	Asset	Source	Analysis Issues	Asked in Halton Youth Survey
					High score (12-16), medium-low score (0-11). High score indicates positive general self worth	
	l) The next five years look good to me	Positive Identity	Positive View of Personal Future	National Longitudinal Survey of Children and Youth	None Known	No
20.	How old are you?	N/A	N/A	Halton Youth Survey	N/A	Yes
21.	What grade are you in?	N/A	N/A	Halton Youth Survey	N/A	Yes
22.	Are you male or female?	N/A	N/A	Halton Youth Survey	N/A	Yes

## **Appendix D: Youth Satisfaction Survey**

### **Our Community Cares (O.C.C) Youth Satisfaction Survey - Burloak**

Please tell us what you think about O.C.C programs by answering the questions below.

1. How many years have you been involved with Our Community Cares?

- less than one year
- 1-2 years
- 3 or more years

2. Are you happy with O.C.C. Programs?

- yes
- no
- not sure

3. a) Do you like the following O.C.C. programs?

Do you like...	yes	no	did not use
Teens Rock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Homework Club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth Computer Access	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teen Extreme	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth Volunteerism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) For the programs you do not like, how can we make them better?

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4. What new programs would you like to see at O.C.C. ?

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5. Would you tell a friend to come to O.C.C.?

- yes
- no
- not sure

6. How old are you? \_\_\_\_\_

7. What grade are you in? \_\_\_\_\_

8. Are you:  male  
 female

9. Other Comments?

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## ***Appendix E: Parent Satisfaction Survey***



### **Our Community Cares Parent Satisfaction Interview**

We are in the process of evaluating the Our Community Cares (O.C.C.) Program to find out how satisfied you are with our programs and services and how they might be improved.

I'm going to ask you some questions and record your answers on this sheet. When our interview is complete, I will give you the sheet to review. Once you are happy with how the information has been recorded, you can place the sheet in this envelope, and it will be sent to the person evaluating the program. This person will not know your name or any other information about you.

1. First I'd like to know, how many years have you been involved with Our Community Cares?

- less than one year
- 1-2 years
- 3 or more years

2. What about your children, how many years have they been involved with O.C.C.?

- less than one year
- 1-2 years
- 3 or more years

3 a) The first few questions are about the programs and services **YOU** have used at O.C.C.

Please indicate how satisfied you are with each of the following:

OCC Program or Service	very satisfied	somewhat satisfied	not very satisfied	not at all satisfied	did not use
Clothing Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food Support (ex: Halton fresh food box, food for life, food shelves at the centre)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Drop-In	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conversation Circle (Warwick)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

b) For programs and services where you were not very satisfied or not at all satisfied, how could the programs be improved?

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4. What other programs and services should be offered through the Our Community Cares and why?

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6. Can you give me one example of something **YOU** have learned or something that has changed for you since becoming involved with O.C.C.?

Prompt if needed with: For example you may know more people who live in your community or you may have used resources that you didn't know existed before becoming involved with O.C.C.

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7 a) Now I have a few questions about programs and services **YOUR CHILDREN** have used at O.C.C. Does your child/children currently participate in any program or services offered through the Our Community Cares program?

- yes
- no
- don't have any children (**GO To Question 9**)

7 b) If yes, what programs or services do they use?

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8. Can you give me one example of something **YOUR CHILD** has learned or something that has changed for them since becoming involved with O.C.C.?

Prompt if needed with: For example: your child might be getting help with homework, or they may be spending their spare time participating in activities instead of sitting at home. You may have even found that you are getting along better with your child.

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9. In general, what do you like most about the Our Community Cares Program?

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10. In general, what do you like least about the Our Community Cares Program?

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11. Overall how satisfied are you with the Our Community Cares programs and services?

- very satisfied
- somewhat satisfied
- not very satisfied
- not at all satisfied

12. Will you continue to use the programs and services available at O.C.C.?

- yes
- no
- not sure

Why or why not?

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13. Would you recommend the Our Community Cares Program to a friend or newcomer to the community?

- yes, definitely
- yes, probably
- no, probably not
- no, definitely not

**Appendix F: Key Informant Interview**  
**Our Community Cares**  
**Key Informant Interview Questions**

I am calling today about the Our Community Cares Program. You probably heard from someone at OCC that I would be calling you. I'm wondering if you have about 20 minutes to talk to me about OCC. Is now a good time to talk to me, or should I call you back later?

If available now, proceed, if not, record call back information in the table below:


<p>Please indicate if the interview is of a</p> <p><input type="checkbox"/> paid staff member</p> <p><input type="checkbox"/> volunteer</p> <p><input type="checkbox"/> student</p>
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1. How long have you been involved in Our Community Cares? \_\_\_\_\_

2. Can you please give me 2-3 examples of things you have observed that show the positive effect Our Community Cares has on youth who participate in the program. This may include youth currently involved in the program or youth who “graduated” from the program years ago. We are looking for specific examples or stories.

**Prompt:** For example: you may have observed a youth was struggling academically when they joined OCC and is now having academic success. I'd like to know what activities they participated in, and how they have demonstrated growth since they first came to OCC.


3. Now, can you please give me an example of things you have observed that show how OCC has had a positive effect on the parents linked to the OCC program? This includes parents directly involved in OCC programs and the parents of youth involved in OCC programs. We are looking for specific examples or stories.

**Prompt:** For example: you may have observed a parent who was not connected to their community, who now uses community resources such as the food bank, HUB, multicultural association, job employment board or Ontario Early Years Centre.

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4. Finally, can you give me an example of things you have observed that show how OCC has helped youth and their parents build better relationships.

**Prompt:** For example, you may have observed families coming together to events such as Barbeques, Thanksgiving Dinner, or community open houses, OR you may have observed parents taking a greater interest in their children's lives by interacting more with the school or watching their children compete at a sporting event.

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## **Appendix G: Steering Committee Focus Group Questions**

<b>Time</b>	<b>Question and Prompts</b>
20min	<p><b>1. How do you/your agency currently contribute to the Our Community Cares initiative?</b></p> <p>Prompts: What services do you/your organization provide?            What is your role on the Steering Committee? What about the broader community?            What skills do you/your organization bring to the Steering Committee?            Are there any other ways you are involved?</p>
30 min	<p><b>2. Thinking about the contributions we just discussed, what are your thoughts about the amount and type of contribution you are making; that is would you like to contribute, more, less, or the same as you do now, is there anything new you would like to start doing, or anything you would like to stop doing?</b></p> <p>Prompts: Do you think your contributions influence what happens with the OCC project? How?            What about the contributions you make as a Steering Committee member?            Are you comfortable with the role you play on the Steering Committee? Should it stay the same or be changed? If changed, in what way?</p>
15 min	<p><b>3. The Our Community Cares model (<u>show model</u>) points to the need for a Lead Agency from within the Steering Committee. Halton Child and Youth Services is the Lead Agency for the Burloak O.C.C. project. What is your understanding of the roles and responsibilities of the lead agency? Should these roles stay the same or be modified in the future?</b></p> <p>Prompts: How does the Lead Agency work with you/your organization?            How is the Lead Agency role different from the role you or your organization plays?</p>
15 min	<p><b>4. The O.C.C. Steering Committee is composed of both community volunteers and representatives from community agencies. Do you think this “mixture” is working well or not? Why?</b></p> <p>Prompts: Is the balance between agency/volunteer representatives good, or should it be changed?            How?            Do agencies/volunteers have an equal say in decision making?</p>
10 min	<p><b>5. Lets think more closely about the O.C.C. structure. By this I mean: the type of contributions Steering Group members make, how Steering Group members are chosen, how decisions are made, etc.. Can you give me some examples of what is working well?</b></p> <p>Prompts: What are the benefits of how things are set-up?            What would you do the same if you were setting things up again?            What would you encourage others to do?</p>

10 min	<p><b>6. What about what’s not working well?</b></p> <p>Prompts: What are the challenges of how things are set up?  What would you do differently?  What could be changed or improved in the future?</p>
20	<p><b>7. Finally, as you know, the Our Community Cares project is expanding to other locations in Halton? How do you think this expansion will affect the Burloak O.C.C. project?</b></p> <p>Prompts: Should different projects be coordinated? What would this look like?  What impact would coordination have on the structure/model being used by the Burloak and other O.C.C. projects?  What impact would this have community agencies (would they be involved with more than one project?)</p>
if time permits	<p><b>8. If another group was looking to set up an Our Community Cares Initiative, what would you tell them to do? What would you tell them not to do?</b></p>

## **Appendix H: Steering Committee Focus Group Questions for Non-Participants**

### **Our Community Cares Steering Group Evaluation**

Please take a few minutes to answer the questions below. Your responses will be kept confidential, and will be combined with those received from the Steering Committee during the May 15 Focus Group session. If you have any questions about the survey, please contact Karen Moynagh at 905-825-6000. Thank you for taking the time to complete this survey.

1. In what ways do you or your agency currently contribute to the Burloak Our Community Cares initiative? (Some examples of things you might contribute are: personal skills, knowledge of the Burloak community, connection to the Burloak community, financial or human resources. )

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2. a) Would you say that your current contributions to the Burloak Our Community Cares (OCC) initiative are:

- more than you would like
- about right
- less than you would like

- b) Please explain why?

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3. Please complete the following 2 sentences about the roles and responsibilities of the Lead Agency for the Burloak Our Community Cares (OCC) initiative (note: Halton Child and Youth Service/ROCK is currently the Lead Agency for the Burloak OCC initiative)

- a) The Lead Agency for the OCC initiative is currently responsible for....

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b) **In the future**, the Lead Agency for the OCC initiative must be able to...

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4. a) The OCC initiative includes a mixture of volunteers and agencies from the Burloak Community. Do you think that volunteers and agencies have an equal say in how the OCC initiative is being run?

- yes
- no

b) Please explain why/why not?

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5. Please list three examples of things that are working well on the Steering Committee for the Burloak OCC initiative?

- 1.
- 2.
- 3.

6. Please list three examples of things that could be improved on the Steering Committee for the Burloak OCC initiative?

- 1.
- 2.
- 3.

7. There has recently been some interest in expanding the OCC initiative to other sites in Halton. How will this expansion affect the Burloak O.C.C. initiative?

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Please Fax your completed survey to Karen Moynagh at 905-825-8588

## **Appendix I: Steering Committee Feedback Form**

### **Our Community Cares Focus Group Feedback Form**

Please indicate how much you agree or disagree with each of the following statements about the focus group session.

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
I felt comfortable sharing my thoughts and opinions	1	2	3	4
I felt like I was given an equal opportunity to speak	1	2	3	4
I felt that all my thoughts and opinions were listened to	1	2	3	4

If you had any thoughts or opinions that you did not have an opportunity to express today, please share them in the space below.

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## ***Appendix J: Problems Identified Through OCC Pre-Test***

- It was good to have OCC and Health Department staff to help youth complete the surveys - they probably would not have been able to do it on their own.
- Kids who didn't understand questions were good about asking for clarification
- need to ask youth how long they have been involved with OCC
- The following specific issues were identified:
  - Q1 - it would have been helpful to find out how much of the volunteer activities were made available through OCC vs. other programs
  - Q2 - past 12 months (timeframe) allows someone who attended something intense for 1 month to give the same answer as someone whose involvement is more regular. It would have been helpful find out how the frequency of involvement was influenced by OCC activities.
  - Q2d - some confusion around what to include within a community group
  - Q3 - add paper route as an example of a job
  - Q6 - safety in the community - if youth do not feel safe there should be a follow-up question to ask "why not"
  - Q8 - grades in school were hard to classify, especially since many youth get a mixture of grades
  - Q9 - about how far youth expect to go with your education - Need for another example of trade school that is may be more relevant to females such as hairdresser, aesthetician, dental assistant
  - Q13 - response to statements about friends - 5 choices was too many - 3 choices would have been better
  - Q14a - about a friend pushing them to succeed needs to be reworded - too complicated
  - Q14b - not sure which is the right answer (is it a good thing or a bad thing to consult with friend)
  - Q15 - needed to explain what we mean by "expectations".
  - Q18 - number of adults they know - most youth seemed to randomly pull numbers from a hat ,and the numbers were high - It also would have been helpful to find out how many of the identified adults were from OCC
  - Q19 - what best describes how they feel - some surprising results - wondered about interview fatigue??