Final Evaluation Report

Quantum Program at the John Howard
Society of Belleville

Funded by the Local Poverty Reduction Fund

December 14,
2017

**CENTRE OF RESEARCH, POLICY
& PROGRAM DEVELOPMENT**

JohnHoward
SOCIETY OF ONTARIO

Contents

Executive Summary

<u>Introduction</u>

JHS-Belleville (JHS-B) was approved funding for the Quantum Program (QP) by the Poverty Reduction Strategy Office of the Ontario Treasury Board Secretariat. This final evaluation report provides findings and analysis of the administrative data, report cards, and one-time surveys collected amongst youth, parents/guardians, staff and stakeholders between program start, August 01, 2015, to December 01, 2017.

<u>Findings</u>

- A total of 113 youth entered QP and received some support, with 76 youth remaining active to date.
- 46 youth, 32 parents/guardians, 22 stakeholders, and 4 staff provided responses to the surveys analyzed in this report.
- Overall, there is overwhelming satisfaction amongst all survey respondents with QP.
- Communication between JHS-B staff and youth, parents/guardians, and stakeholders is a strength in the program, with improvements in the Picton and Trenton area on going.
- Youth have accessed a diverse array of services and supports. Recreational activities, educational support and support with planning goals were noted as the most helpful by youth and parents/guardians, and access to most supports were concentrated in the Belleville area.
- The group format, access to more one on one supports, and outreach with difficult to engage youth were noted as challenges in QP.
- Central outcomes of the program include: improvements in access to support services, participant ties to the community, ability of youth to remain on-track to graduate, and growth in the social skills of the youth involved in QP.

<u>Discussion</u>

- Communication amongst staff internally and with youth has been a strong pillar for the program.
- Youth respondents overall lauded their relationships with their peers and mentors.
- QP can be attributed for improving the likelihood of graduating high school for youth at-risk of not completing high school.
- In the long term, QP may impact LPRF's Low Income Measure and NEET indicators by providing supports and services which reduce the risks of individuals falling below the Poverty Reduction Strategy's benchmarks.

<u>Limitations</u>

- Low response rates for youth and parent/guardian surveys, and the attrition rates for the program may lend the responses to self-selection effects, and primarily positive responses for this group.

<u>Lessons Learned & Recommendations</u>

- Crucial to first build relationships prior to providing services as a key to engaging parents/guardians.
- The importance of supports and incentives which improve engagement, such as transportation to services and availability of food and space at the hubs. Increasing transportation services and supports are key for a program which operates in several communities far apart from one another.
- Simplifying the tools for the evaluation for both staff and participants, capturing detailed program dosage and exit information, and examining the interaction between social skills and academic supports are recommendations learned from the evaluation context.

<u>Conclusion</u>

QP has evolved from its previous iteration which supported a static group of youths, to a dynamic program with continuous intake and supports available to parents. QP has provided diverse services and supports to youth at-risk of not completing high school and has had the most impact in growing the social skills of youth, connecting youth and their families to services and supports, and improving the likelihood of youth graduating from high school.

Introduction

The Centre of Research, Policy & Program Development (the Centre) at the John Howard Society of Ontario was contracted by the John Howard Society of Belleville (JHS-B) to develop and implement an evaluation framework for the Quantum Program (QP). This is the final evaluation report for QP under the Local Poverty Reduction Fund, which covers the period between program start in August 2015 to December 2017. An interim evaluation report was submitted to the Ontario Trillium Foundation on October 23, 2017, which emphasized process, monitoring and outcome findings between August 2015 to August 2017. This final evaluation report provides updates to the findings from the interim report, via new data collected from the report cards and the second cohort of youth. This report amalgamates the findings presented in the interim report in order to retain fluidity when triangulating findings back and forth across administrative data, youth, parents/guardians, staff and stakeholder surveys. This final evaluation report contains an added emphasis on the outcome findings, lessons learned, and recommendations for the program and future evaluations.

This report analyzes administrative data, grades of youth participants, and surveys collected amongst youth, parents/guardians, staff and stakeholders between program start, August 2015, to December 01, 2017. This report assesses these data sources collectively to triangulate or capture a dialect where possible between youth, parents/guardians, staff and stakeholders. The report begins by providing context, the theory of change, details on the delivery of the program, and the assumptions underlying program success. Afterwards, this report articulates the methodology, findings, a discussion, limitations, lessons learned and recommendations for the program and evaluation.

Context

JHS-B was approved for funding of the Quantum Program (QP) by the Poverty Reduction Strategy Office of the Ontario Treasury Board Secretariat in January of 2016. The Ontario Trillium Foundation (OTF) has been contracted by the Ontario Treasury Board Secretariat to administer the Local Poverty Reduction Fund (LPRF) and oversee the evaluation reporting for the program. JHS-B has received funding for QP and the evaluation of the program, culminating into this final report due to OTF on December 31, 2017. The Centre was contracted by JHS-B to develop and implement an evaluation of QP.

This evaluation examines the degree to which QP positively impacted three poverty reduction indicators from the Local Poverty Reduction Strategy: high school graduation rates; not in education, employment or training (NEET); and the low-income measure.[1] The logic model submitted to OTF is attached as Appendix A, and below is a brief overview of the theory of change informing the program and how this theory has been operationalized into the program delivery.

Theory of Change

QP aims to positively affect the three indicators noted above by improving the likelihood of graduation amongst high school students, access to employment for youth, connecting parents/guardians of QP participants to the necessary employment supports, and improving community ties to both parents/guardians and youth involved in QP.

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[1] For more information on the indicators for the Local Poverty Reduction Strategy see:
https://www.ontario.ca/page/realizing-our-potential-ontarios-poverty-reduction-strategy-2014-2019-all

QP is an adaptation of elements of an American program titled the Quantum Opportunities Program (QOP) developed by Taggard, Berlin, and Lattimore (1988, as cited in S. Reid, 2011).[2] QP has adopted the same theoretical assumptions underlying QOP. However, QP run by JHS-B has modified the components and activities developed in QOP to better service youth and parents/guardians in need in the Belleville, Picton, and Trenton area.

Similar to the American version of the program, QP operates under the assumptions originating from the Social Development Model, which advocates for providing supports to create social bonds among youth to successfully develop.[3] The Social Development Model argues that four prerequisites must be present in order for social bonds between youth and prosocial goals to develop. These four prerequisites include:
  (1) perceived opportunities in broader society and interactions with other individuals;
  (2) involvement and interaction in prosocial activities;
  (3) the skills to participate and interact in prosocial activities; and
  (4) positive reinforcement in interacting in prosocial activities.
QP delivers supports and services to develop these four prerequisites to consequently strengthen social bonds to positive goals, such as improving the likelihood of high school graduation, connecting to employment support, and improving community ties. The following paragraphs detail how QP has operationalized this theory of change in its program delivery.

Program Delivery
As noted above, QP at JHS-B is an adaptation of the American Quantum Opportunities Program (QOP). QOP is a program to designed to support disadvantaged youth in completing high school and moving on to post-secondary studies. QOP involves providing 250 hours of support each year beginning in grade 9 over a four-year period in each of the following three components: academic, developmental, and community opportunities. These components have been modified by JHS-B to meet the needs of high school youth at-risk of not graduating in the Belleville, Picton, and Trenton areas.

Prior to receiving funding from the Poverty Reduction Strategy office, QP at JHS-B had been operating for four years as a program funded by Public Safety Canada. During this time QP adapted QOP to deliver 250 hours of supports in academic, developmental, and community opportunities to a group of 50 youth over four years. Over the course of those four years, QP operated with a dedicated space for programming inside three high schools in the Belleville catchment area. Once the funding was completed in the summer of 2015 JHS-B decided to scale up the program to meet the needs of more youth across more communities.

QP received funding from the Poverty Reduction Strategy Office to expand its service delivery by using a hub based model to two more communities, including Picton and Trenton. In all three communities QP operates as a central point for intake and outreach for youth in need of support to graduate high school. Youth in grades 9 to 12 from either the Public or Catholic District School Boards in the three communities are eligible, as school officials tend to lead the referrals for youth to the program. Intakes and consent forms are then completed by QP Case Workers for youth and their parents/guardians. Each youth enrolled in QP is assigned a Case Worker who uses a strength-based and client-centred approach to

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[2] Reid, S. (2011) Quantum Program Manual. John Howard Society of New Brunswick.
[3] Catalano, R. F., Kosterman, R., Hawkins, J. D., Newcomb, M. D., & Abbott, R. D. (1996). Modeling the etiology of adolescent substance use: A test of the social development model. Journal of drug issues, 26(2), 429; & Blueprints for Violence Prevention, Book 4: The Quantum Opportunities Program Center for the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado, 1998).

provide and connect supports to the necessary educational, developmental, and counselling supports available in any of three communities.

Youth are provided services in two core components: academic and developmental support. The activities occurring under the community opportunities component from the American program have been amalgamated under the developmental component. In its previous four years of operation, QP staff had noted the growing importance of improving the situation within the youth's household as a key component in advancing academic and developmental achievements. In the funding application to the Local Poverty Reduction Strategy QP added a third component to provide parental support in the form of connecting parents/guardians of at-risk youth to the necessary employment and counselling services they may require. However, restrictions in funding and challenges with program start and intake led this third component to be only partially implemented. These restrictions and challenges are detailed at greater length in the "Challenges at Intake and Program Start" section of this report.

Unlike the American version of the program, QP at JHS-B does not mandate youth to attend. The 250 hours of either educational or developmental support are voluntary. Youth in QP have access to 250 hours of academic and development support each year, however, they can receive more or less hours of the support as the Case Worker and youth see fit.

By providing academic and developmental supports to youth at-risk of graduating, as well as their parents/guardians, QP delivers activities which strengthen social bonds and the attainability of prosocial goals. The aim is that these supports will lead to improvements in the likelihood of:
- youth completing high school;
- youth and adults entering a state where they are not in education, employment, or training; and reducing the number of households with incomes below the Low-Income Measure.

Assumptions
The assumptions underlying the theory of change and program delivery are that youth and their parents/guardians in need will participate and connect with service supports. Moreover, that these supports will improve their likelihood of avoiding poverty through a client-centered approach. A second assumption is that a hub model implemented by JHS-B will leverage the necessary resources and stakeholders across the three separate areas to deliver services effectively and efficiently. This evaluation examines these assumptions with respect to the outcomes it is measuring and aims to highlight where assumptions held true or were challenged. The following section details the methodological and ethical considerations in assessing the evaluation questions for QP.

Methodology
Design
The evaluation overall was designed to maximize triangulation across sources and methods. This evaluation aimed to garner a richer understanding of the successes and challenges in QP through the perspectives of participants, stakeholders, and those involved in administrating the program. The perspectives of these individuals were primarily collected through surveys and intake processes. The evaluation was designed to describe either discourse or consensus on any changes witnessed by program participants by capturing a variety of perspectives assessing the impact of QP.

The findings from this final evaluation report stem from a combination of a one-time survey design, where surveys were administered to youth, parents/guardians, stakeholders and staff, and the collection of report card data from youth participants. The surveys each asked participants to reflect on the impacts and challenges they experienced over the course of their involvement with QP. The surveys utilized a mixed-methods approach incorporating both quantitative scales and open-ended responses to collect a detailed understanding of the program. Each of these four surveys are attached in Appendices A, B, C, and D of this report.

Ethical Considerations

The John Howard Society of Ontario's external Research Ethics Board (REB) approved the design alongside all of the tools used for this evaluation. This REB is an external academic panel established by the John Howard Society of Ontario, which adheres to the principles and articles outlined in the Tri Council Policy Statement (TCPS-2), Ethical Conduct for Research Involving Humans (December 2010). The Board's mandate is to ensure that ethical standards are maintained in every JHS-Ontario research project under its review.[4]

Each of the youth participants and their parents/guardians signed consent forms to participate in the evaluation. Data from the youth's report card, including the class and grade, were collected where the youth and parents of the youth—if the youth was under the age of 16—signed confidentiality and disclosure agreements with the school board to share information with QP staff. The youth and parent satisfaction surveys were completed either by QP staff dropping off a survey at the youth's home or conducting the interview one on one with the participant. The remaining data collection for QP was primarily done through online surveys, via Survey Monkey or Survey Gizmo, for staff and stakeholders. This collection method ensured the anonymity and confidentiality of the responses, as well as expedited the data collection process. Finally, online surveys ensured individuals demonstrated informed consent to participating in the survey, as they could not enter the online survey prior to consenting.

Sample

Challenges at Intake and Program Start

QP staff began enrolling youth the summer prior to the start of the September 2015 school year, which meant prior to receiving funding from the Poverty Reduction Strategy Office. Starting intake prior to the beginning of the school year was noted, through informal conversations between the Evaluation Team and program staff, as an important time to create contacts and relationships with youth, and to safeguard against the possibility that youth may not be willing to engage later in the school year. Conducting outreach over the summer months also ensures a quicker start to the program, compared to conducting all the outreach at the beginning of the school year. Since the service delivery for QP aligns with the school year, staff began running the program prior to receiving the funding in order to ensure participants were enrolled and LPRF targets could be met. QP thus continued its normal intake process which primarily begins a month before the start of the school year. This did not match the timing of the LPRF funding announcement, which occurred in January of 2016. Although the funding was backdated to August 2015, the modified evaluation plan to adjust to the new timelines, the tools for the evaluation, and approval from the REB on all of the tools and processes were not authorized until November 2016.

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[4] More information regarding the John Howard Society of Ontario's external Research Ethics Board can be found at:
http://johnhoward.on.ca/centre-research-policy-program-development/research-policy/ethics/

Accompanying this misalignment in program service and evaluation assistance was the modification to the original application due to funding limitations. At the time of the application JHS-B had sought to apply for three years of funding at close to $93,000 per year. Through a combination of clerical error at the time of the application and miscommunication afterwards, JHS-B received a total of $93,000 for two years. Under these terms JHS-B and the funder accordingly limited the parent/guardian component from its original iteration. QP initially intended to provide monthly parent/guardian sessions and family activities, as well as referrals to services. However, due to the funding discrepancy the supports for parents/guardians became primarily referral-based or check-ins with the youth in their program.

Compounding these difficulties in implementing the start of the program was the challenge of transitioning a program's referral, intake, and service delivery approach. Previous iterations of QP followed the QOP model which conducted a single intake period and monitored the same youth over the course of the program. To address the needs of youth who needed help but were unable to access a program at capacity QP staff adjusted its referral, intake, and service delivery approach. Youth who no longer felt they needed the services in QP could reduce their participation in intensive case management supports, which would open room for other youth to receive those intensive supports. Intake and program delivery therefore switched from a static process, to a dynamic mechanism where youth could enter at any point in the school year and leave whenever as well. If Youth Case Workers felt certain youth still needed supports but wished not to participate they would put forth their best efforts to entice participation. However, to abide by its client-centred, case-management approach and ethical guidelines all participation always remained voluntary for youth and parents/guardians. Hence, some youth invariably did not wish to participate in QP despite the effort of staff.

The misalignment across program start, funding, evaluation cycles coupled with the change in intake all led to early stumbles in data collection and the inability to implement pre- and post-test assessments as initially planned. The rate of youth turnover was not anticipated, as staff noted that some youth were referred to QP but were not appropriate candidates. In some cases, youth in need of special one to one supports for high needs disabilities were referred and accepted. The staff member monitoring the program at the time and accepting these referrals has since left JHS-B, and QP staff and the Manager spoke at a site visit how they have worked with referral partners to target youth who are suited for both individual and group activities.

Acknowledging these earlier challenges are imperative to recognize some of QP's shortcomings in providing more comprehensive parent/guardian supports and data collection for the first cohort of youth and parents/guardians for the evaluation. Due to the challenges in implementing parent programming this evaluation report emphasizes analyzing findings for youth, since they received more supports through QP than parents/guardians. The lessons learned and recommendations sections towards the end of this report provide recommendations for evaluations of after-school programs and the broader evaluation community as a whole. These early setbacks in data collection and response rates should be taken into consideration when interpreting the results from the surveys completed by youth and parent participants in this report.

Youth Participants
Cohorts One and Two
QP was operational throughout the year, with some youth participating in activities over the summer. Nonetheless, as an after-school and lunch hour supports program the bulk of the activity with youth participants occurs during the school year. Hence, youth participation in QP is best characterized through

cohorts corresponding to the school year and their intake into the program. Over the course of the two years there were two cohorts of youth who remained active with QP by the time of writing this final report. The first cohort included youth who began participating in the program between August of 2015 and May of 2016. The second cohort of youth included those youths who began their involvement in QP between June 2016 and May 2017. These dates were selected as cut-offs between cohorts as the school year ends in June, and staff are often preparing the youth entering QP in June for more intensive programming in September. Defining participants between cohorts also assists the evaluation in characterizing program duration.

The first cohort of youth included 26 males and 16 females for a total of 42 youth who entered the first year of the program. The second cohort of youth introduced 42 males, 28 females, and one non-binary youth for a total of 71 youth who entered the program. In total 113 youth entered QP from the first and second cohort, with the majority of the youth entering the program being males (68), followed by 44 females, and one non-binary youth.

Attrition
Although a total of 113 youth entered QP between cohorts one and two, by the end of cohort two, May 31, 2017, 76 youth remained active, 48 of whom were males and 28 females. From the 76 youth who remained in QP by May 31,2017, 29 of the youth began their participation in cohort one and 47 in cohort two. A breakdown of the active youth participants by the end of cohort two is provided in table 1 below.

Table 1: Breakdown of Active Youth Participants in Cohorts 1 and 2							
Gender	Cohort 1			Cohort 2			Total
	CAS	*Non-CAS*	*Cohort 1 Total*	*CAS*	*Non-CAS*	*Cohort 2 Total*	
Male	4	15	19	8	21	29	**48**
Female	2	8	10	7	11	18	**28**
Total	6	23	29	15	32	47	**76**

The 37 youth who left the program prior to May 31, 2017 left for a variety of reasons, producing an attrition rate of 33% for the program. The reasons for leaving were ascertained from a site visit, file review, and confirmation from staff as to why each youth left the program. Table 2 below provides a breakdown of the attrition from youth participants and the reasons why youth left.

Table 2: Youth Attrition & Reasons for Leaving QP			
Reasons Youth Left QP	Count	Active Days (range min. & max.)	Average Days Active (standard deviation)
No longer wish to participate	9	1-444	198 (s140)
Not appropriate fit in QP	9	19-228	158 (s76)
Moved away or services too far	8	1-88	38 (s35)
No reason given	5	*missing data*	*missing data*
No longer in school	4	29-222	127 (s96)
Staff lost contact	2	1 and 153	*not applicable*
Total	37	1-444	132 (s105)

The number of days youth remained active in the program ranged from 1 to 444 days, with an average of 132 and a median of 105 days before becoming inactive in the program. None of the 37 youth who left

the program completed a satisfaction survey, and therefore their reason for leaving is solely from the case notes and file reviews with staff. Unfortunately, the perspectives of youth were not captured as to why they no longer wished to participate in QP. There is not enough data available to interpret or analyze the reasons for exiting for the youth whom staff lost contact, and are categorized as "no reason given" in table 2. The case files for these youths did not indicate the exact date when contact was lost or youth stopped responding to attend. Staff noted they exhausted all attempts or kept the door open for youth to attend hubs, until youth no longer responded to the contacts. These attempts and patience from staff with youth is reflected in the average days case files remained active, which was longer than four months. The implications for the limited data on contact and dosage also necessitate assumptions that youth in the program received some supports, which supports and for how long are unclear. Future directions for dosage and data collection are examined in the discussion section of this report. Despite the limited information available on the reasons for leaving, a brief analysis of table 2 is provided next.

Five of the nine youth who were not appropriate fits in QP were from a section 23 classroom,[5] which shared space with QP, but did not interact with programming at the hubs. The staff attempted to engage these five youths into QP, and kept their files open for a range of 122 to 228 days, before assigning them as inactive and removing them as participants in QP. Six youth were noted as inactive because they had moved away, and an additional two left because the services were too far to attend. Compared to the other reasons, the range of days youth spent in QP before exiting for transportation concerns or moving away were much shorter than other reasons for exiting the program. Four of the six youth who moved had left prior to the beginning of the school year, and were in QP for less than 45 days. Youth therefore tended to move away before school, or realized early on they could not participate in QP without adequate transportation to the hubs and back home.

Of the 37 youth who were no longer active by the end of cohort two, 20 were males, 16 were females, and one identified as non-binary. Considering 68 males and 44 females entered QP through two cohorts, there is minimal discrepancy in attrition rates across gender, 29% amongst males and 36% females. Similarly, there is no sizable discrepancy between the attrition rates at cohort one and two. Cohort one had an attrition rate of 31% (13/42) and cohort two had an attrition rate of 34% (24/71).

Findings

The results presented below are primarily from the one-time surveys sent to youth, parents/guardians, stakeholders, and staff on their experiences with QP. An analysis of the youth's report cards is discussed in the latter half of the outcomes section. Prior to representing the findings from the surveys and grades, the following section begins by providing the number of individuals who participated and the final response rates for each of the four surveys. Second, the findings are collated across surveys and presented thematically, as the surveys asked nearly identical questions to different groups of individuals. The surveys were designed to triangulate or produce discourse on the following categories: overall satisfaction; communication; services and supports; successes and challenges; and short and long-term outcomes. Internal communication and supports amongst QP staff was the only category where triangulation was not applicable, and therefore it relies solely on the opinion of staff. The findings are presented in two sections, beginning with the process and monitoring results, and ending with findings on program outcomes.

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[5] Section 23 classrooms provide services for students unable to attend regular or special education classes within a community school. Students in section 23 classrooms are on individualized and flexible teaching schedules and programs with respect to academics, length of stay in the program, and transition options.

Survey Participants

Youth

Staff at QP administered the Youth Satisfaction Survey (Appendix B) in person with youth from cohort one between March and April of 2017, and for youth in cohort two between September 2017 to November 29, 2017. Staff collected data during each of these time periods to garner opinions from youth who were in QP for at least one year. Since some youth in cohort one entered QP in March and April of 2016, the most appropriate time to collect data was during March and April of 2017 to ensure respondents had at least one year of experience in QP. Youth from cohort two between June 01, 2016 to May 31, 2017 were returning to school in September 2017 and easier for staff to follow-up with surveys in the fall. Similar to cohort one, conducting the surveys between September 2017 to November 2017 for cohort two ensured all of the youth surveyed had been in QP for one year, as the latest participant in cohort two began in October of 2016. Conducting the one-shot surveys during these time periods ensured cohorts one and two had similar exposure in terms of possible duration in the program, and maximize follow-up and participation rates.

Seventeen youth from cohort one completed the Youth Satisfaction Survey. The initial aim of the survey was to capture the opinions of youth who had spent at least one year in the program. However, with nearly a third of participants leaving QP once entering the program this strategy was altered to safeguard against losing the responses of youth who left earlier than anticipated. Eight youth from cohort two were included in the data collection occurring for the interim evaluation report submitted in October 2017. These eight youths from cohort two had each spent between six to nine months in QP prior to taking the survey. During the second round of data collection between September 2017 to November 2017 an additional 21 responses from youth participants were collected producing a final sample of 46 Youth Satisfaction Surveys to analyze. Once the analysis was completed there were no notable differences in the responses between youth from cohort one and two, and therefore the responses between the two are amalgamated in this final report.

Youth Survey Respondents (n=46)

Most of the youth respondents accessed QP supports at the Belleville hub, as 38 of the 46 youth accessed services at the Belleville location, with 30 of these 38 youth exclusively accessing services in only Belleville. Four of the 38 youth accessed services at both Belleville and Picton, three of the 38 youth accessed QP supports at both the Belleville and Trenton hubs, and one of the 38 youth attended hub activities in all three locations. The remaining eight youth only attended the hub activities in Picton (4) or Trenton (3) exclusively, with one additional youth not indicating which hub they attended. Lastly, 11 of the 46 youth who responded to the survey were CAS-involved at the time they responded to the survey.

Youth Survey Response Rate

The ways in which participation in QP and sampling for the Youth Satisfaction Survey both enfolded affected how the response rate may be best calculated. There are four different interpretations for the response rate for the Youth Satisfaction Survey, each bearing its own interpretation in how the data should be understood.

One calculation sees a total of 76 youth who were still active in QP across cohorts one (29 remain active) and two (47 remain active) at the time of data collection. This interpretation would calculate the total of 17 youth from the first cohort responding to the survey, as creating a response rate of 59% amongst active youth from cohort one. In this calculation, the findings presented below are quite representative of

the active participants from cohort one. However, this calculation of the rate sidesteps one-third of the youth who left the program for a variety of reasons—some of whom may not have enjoyed QP.

A second calculation might include the attrition from cohort one for a response rate of 40% (17/42) for cohort one. Yet, as we noted above, the staff administered the survey more broadly to not lose a sample of youth responses overtime to attrition, and the final sample also includes participants from cohort two. Administering surveys while participants are still in the program or in contact produces much higher response rates compared to follow-ups after the program with no incentives. The final response rate amongst all active youth from cohorts one and two would be 61% (46/76). Finally, if a response rate was to be calculated for all youth who entered the program but left possibly out of displeasure with QP—excluding those who moved/transportation issues or were not good fits for the program—the response rate would be 48% (46/96).

Calculations on response rates and the analysis of responses overall must also include important within group differences, particularly the differences between youth who participated and were CAS-involved versus those who did not have CAS involvement at the time of their participation. Examining the responses for youth who are CAS-involved is crucial for QP which aims to improve graduation rates for at-risk youth. In 2012/13 46% of crown wards graduated from high school compared to the overall graduation rate of 83% for the general population of high school youth.[6] Where differences between responses for CAS-involved versus non-CAS-involved youth were present they are noted in this report. In relation to the response rate to the Youth Satisfaction Survey, 28 of the 113 youth entering QP had CAS involvement, and 11 of the 46 survey respondents had CAS involvement, producing a response rate of 39% among CAS-involved youth.

The purpose in presenting these various calculations for the response rate is to confront whether the results presented here are representative of youth's experience in the program. For staff and evaluators to access and track down youth who have left the program or chose not to express their opinions of the program are unethical and not possible. At the same time, expressing the responses below as representative of 61% of all youth who are active in the program biases the self-selection of respondents. It is important for the audiences reading this final report to interpret the findings as predominately among non-CAS involved youth, and somewhere between 39% and 61% representative of the youth who experience QP. The interpretation and calculation of the response rates has ramifications for proactive solutions for future evaluations of similar programs.

Parents/Guardians
The Parent/Guardian Satisfaction Survey (Appendix C) was administered during the same time as cohorts one and two for the Youth Satisfaction Survey. Staff conducted the interviews primarily in-person with one of the youth's parents/guardians. In total 32 parents/guardians of active youth in QP completed the survey, 10 of the parents/guardians had youth who entered QP in cohort one, and 22 parents/guardians had youth who entered QP in cohort two. Six parents/guardians had two youth enrolled in QP, with five of the parents with both children enrolled in cohort two and one parent whose pair of children enrolled in cohort one. Twenty-seven of the parent/guardian respondents had their youth attend QP at the Belleville location, with the remaining five parents/guardians noting their youth attended services in Picton (3) and Trenton (2) exclusively.

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[6] Peel CAS. "Youth success a priority for Peel CAS." Available at:
http://www.peelcas.org/uploads/NewsFeed/Peel_MAY%2716%20Advertorial_WEB.pdf

Parent/Guardian Response Rate
Similar to the response rates for youth, the opinions of parents/guardians presented here are best understood as a range of representation of the parent/guardian experience in QP. Assuming each youth who entered QP had one parent/guardian looking after them, the response rates for all parents/guardians with youth active in QP at the time of writing would be 46% (32/70).[7] If the response rate is best viewed as a measure for all parents/guardians who had a youth enter QP it would be 30% (32/107).[8] Considering QP focuses on servicing youth at-risk of completing high school, where applicable additional attention is given to responses from youth with CAS involvement. Below, is a discussion regarding the response rate for the guardians of CAS-involved youth who were participating in QP.

A file review noted that 28 out of the 113 youth who entered QP had current involvement with CAS. By the time enrollment in cohort two ended, May 31, 2017, 21 active youth in QP were currently involved with CAS. Seven of the 32 parents/guardians who completed the Parent/Guardian Satisfaction Survey were guardians for youth with current CAS involvement in QP, with two guardians caring for two youth. Hence, 37% (7/19)[9] of the active youth with CAS involvement had a guardian participate in the survey. Or if a response rate was to be calculated including guardians whose youth entered the program but left possibly out displeasure —excluding those who moved/transportation issues or were not good fits for the program[10]—the response rate would be 30% (7/23).

Similar to the Youth Satisfaction Survey, the results presented here should be interpreted as representative of 30% to 37% of the experience of parents/guardians with youth enrolled in QP. These lower estimates on the generalizability of the Parent/Guardian Survey findings, along with the limitations in self-selection in QP, preclude this final report from providing generalizable statements on the experience of all parents/guardians with youth in QP. The implications for the generalizability of these findings are considered at further length in the discussion section of this report.

Staff & Stakeholders
Unlike the Youth and Parent/Guardian Satisfaction Surveys, the Staff and Stakeholders Surveys provide more clarity in the representation of their samples. A list of emails was provided to the Evaluation Team of all staff involved with the delivery of the program. A total of four staff emails were provided, and all four staff members responded to the survey for a 100% response rate to the Program Delivery Satisfaction Survey (Appendix D). Three of the four staff worked in all three of the communities (Belleville, Picton, Trenton) where QP was delivered, and the remaining staff member only worked in the Trenton area.

In regards to the community stakeholders, the Evaluation Team distributed a survey link to 43 individuals from organizations outside of JHS-B who provide referrals or work with QP in some other capacity. For the Stakeholder Satisfaction Survey (Appendix E) 22 out of the 43 individuals participated in the survey for a response rate of 51%. The stakeholders comprised mostly of school representatives from the Belleville, Trenton and Picton regions, followed by staff from the Children's Aid Society (CAS), and lastly other

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[7] The denominator is 70 rather than 76 because six parent/guardian respondents had two youth in QP.
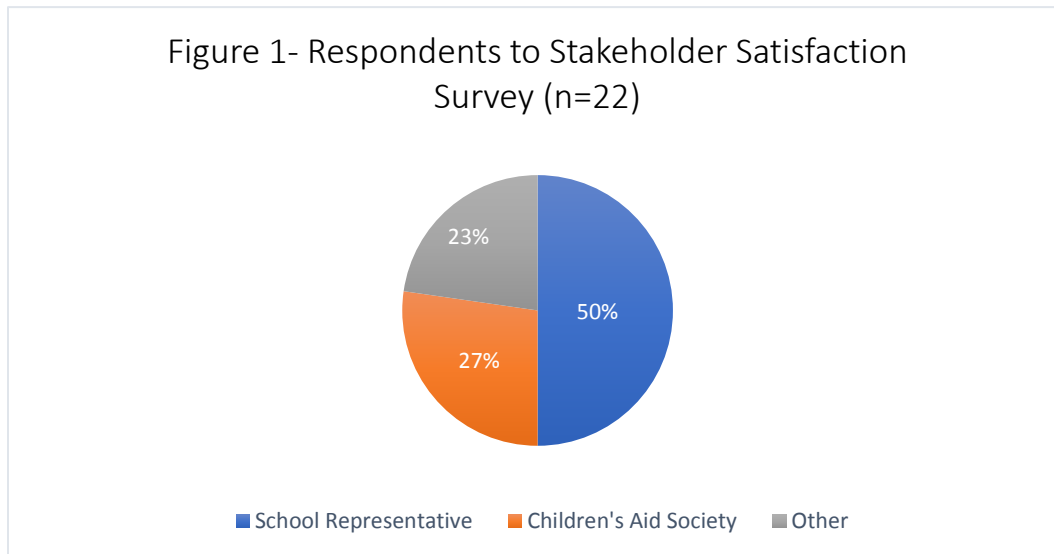[8] The denominator is 107 rather than 113 six parent/guardian respondents had two youth in QP.
[9] Two parents/guardians had two youth with current CAS involvement, and therefore the denominator is 19 rather than 21.
[10] Three of the youth who moved were CAS youth, and including the two parents/guardians with two youth with current CAS involvement a more appropriate denominator in the equation is 23.

community stakeholders. The other category included staff from various organizations in the region who worked with QP in some capacity, such as art and recreational programs in the community. Figure 1 below provides a breakdown of the stakeholders who responded to the Stakeholder Satisfaction Survey.

Similar to the youth and parent/guardian respondents, the majority of the 22 stakeholders worked primarily in the Belleville area. Twelve of the 22 stakeholder respondents worked exclusively in Belleville. An additional two stakeholders worked in Belleville, Picton, and Trenton. An additional three respondents worked only in Picton. Lastly, four reported working in Belleville and Trenton, and one in Belleville and Picton. The survey findings for the Stakeholder Satisfaction Survey are presented in the aggregate to compare and triangulate the results with participants and staff. This report will note where there is variation in the responses between stakeholders, either as a likely correlation of location or position. Finally, with 18 of the 22 respondents working in some capacity in Belleville there are implications for the future directions with stakeholders, which is addressed in the discussion sections of this report.

Figure 1- Respondents to Stakeholder Satisfaction Survey (n=22)

- School Representative 50%
- Children's Aid Society 27%
- Other 23%

Findings for the process and monitoring questions emanating from all four surveys are presented in the next section of this report.

Process and Monitoring Results

Each of the four surveys asked similar, in some cases identical, process and monitoring questions on overall satisfaction; communication; services and supports; and successes and challenges with QP. Staff and stakeholders were asked unique questions regarding communication, and only staff were asked specific questions regarding their training and internal communication between staff. The survey results elaborating on each of these five process and monitoring categories are presented next.

Overall Satisfaction

Each of the four surveys asked respondents about their overall satisfaction with the program. Figure 2 below shows overwhelming satisfaction with QP across the various respondents. More than 80% of all youth, parents/guardians, stakeholders, and staff respondents were either "satisfied" or "very satisfied" overall with QP. From the youth respondents, 89% were either satisfied or very satisfied overall with QP, with the highest proportion of very satisfied respondents being parents/guardians at 52%.

Figure 2-Overall Satisfaction with the Quantum Program
(total and within group %)
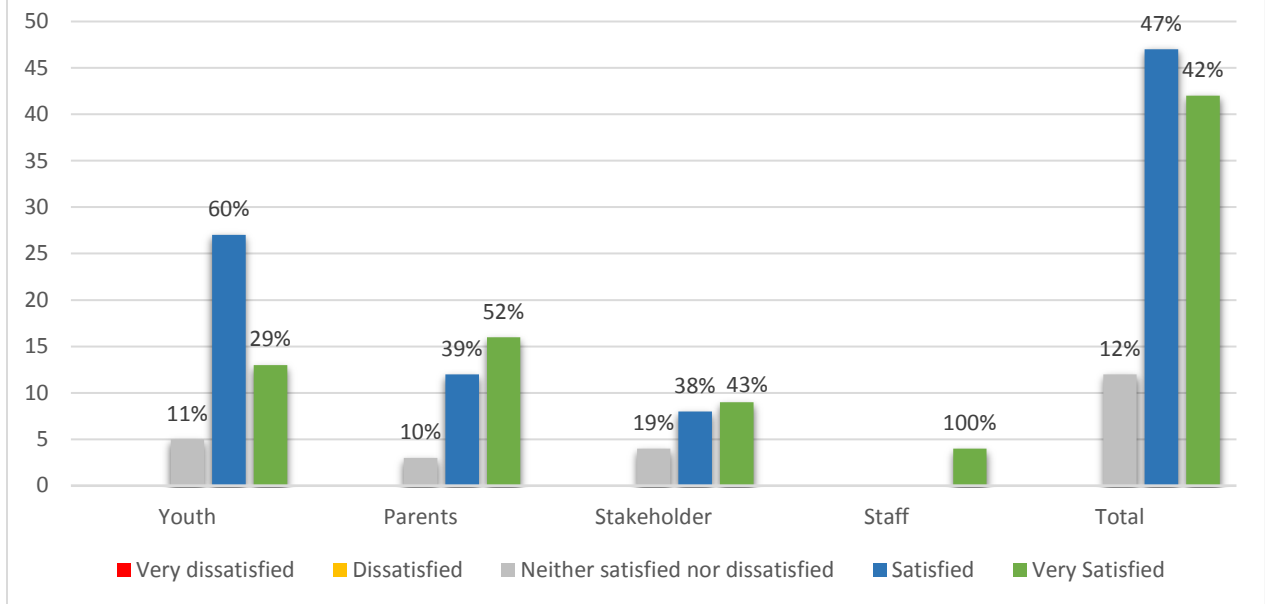
Youth were also separately asked if they felt they were spending an appropriate amount of time in QP. For this closed-ended question youth had the options of selecting one of the following five responses: far too much; too much; just right; too little; or far too little. Forty-five youth responded to this question and 64% of respondents selected "just right," with an additional 34% noting either "too little" or "far too little." Coupled with the overall satisfaction scores this shows youth who are active in the program are satisfied with the program and the amount of time they spend in QP. In fact, over a third of youth respondents would like more services or to spend more time in QP.

Communication
Youth & Parents/Guardians
Youth and parents/guardians were each asked two closed-ended questions on communication with QP, mainly whether QP was explained well at the beginning and whether they had a say in the services they received. Each of these questions were followed by an option for open-ended responses if youth or parents/guardians wished to expand on their reasoning in their selections. Figures 3 and 4 on the following pages illustrate the effective communication youth and parents/guardians generally experienced with QP.

A larger proportion of parents/guardians compared to youth reported that QP was explained well to them before they started. Nonetheless, the majority, 33 (73%), of youth respondents reported that QP was explained well to them before they started. All the youth who provided comments, noted that QP was explained well at intake, and most noted homework help as a core and accurate description of what youth would be receiving in the program. For instance, one youth commented the program was explained to them as *"help with homework + games + hang with friends."* Responses from parents/guardians were nearly unanimous in selecting that QP was explained well to them prior to their youth starting in the program. Some comments from parents/guardians included:
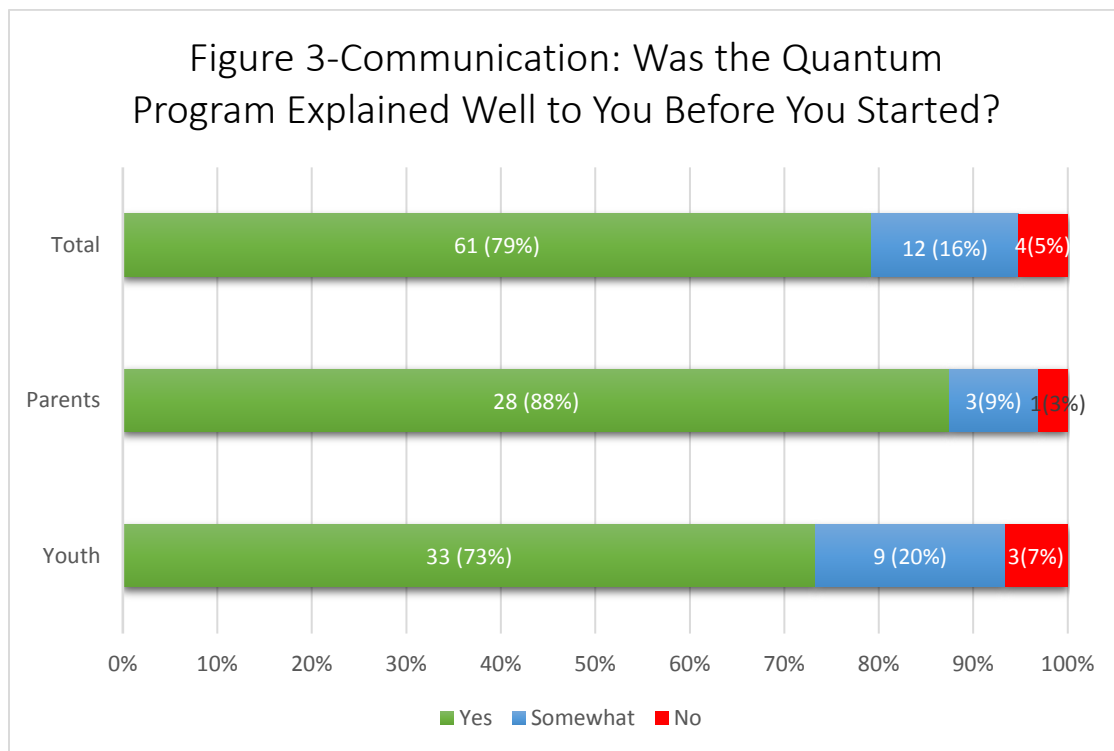
From the four youth and parent/guardians who are shown as selecting no in figure 3, only two provided comments with clarity. One youth stated "*didnT (sic) explain well,*" and one parent/guardian stated "*the way the program was laid out vs how it was explained are very opposite.*" Unfortunately, more details were not provided as to why in those two instances the program was not explained well to youth and parents/guardians. Considering the broad support for the program overall and the largely positive responses regarding explaining the program at intake, these responses are likely the exception rather than the rule for active participants in QP.

Figure 3-Communication: Was the Quantum Program Explained Well to You Before You Started?

	Yes	Somewhat	No
Total	61 (79%)	12 (16%)	4(5%)
Parents	28 (88%)	3(9%)	1(3%)
Youth	33 (73%)	9 (20%)	3(7%)

Second, youth and parents/guardians were asked if they felt they had a say in the services they received in QP. Figure 4 below provides a bar graph of the responses youth and parents/guardians selected. The majority of both youth and parents/guardians felt they had a say in the services they received in QP. Positive comments from youth and parents/guardians included:
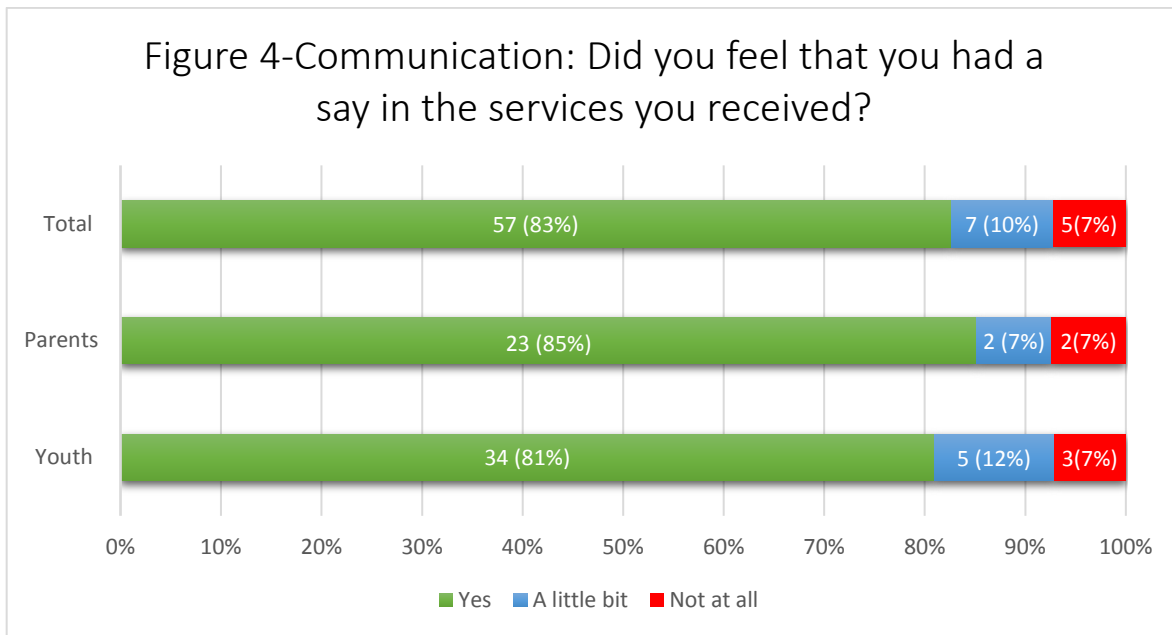
From the five youth and parent/guardian respondents who selected "not at all" in figure 4, only one youth provided a comment. In this comment, the youth noted a staff worker who "*SAiD WhAt I hAD to Do* (*sic*)." Reflecting on the otherwise positive reviews in communication overall, this may have been a single incident or concern. Youth otherwise felt they had choice in creating activities and that there were a variety of activities to do. Parents/guardians largely felt the communication between them and staff was good for reassuring the youth's safety, and staff were punctual in answering text messages.

Figure 4-Communication: Did you feel that you had a say in the services you received?

Total	57 (83%)	7 (10%)	5(7%)
Parents	23 (85%)	2 (7%)	2(7%)
Youth	34 (81%)	5 (12%)	3(7%)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Yes ■ A little bit ■ Not at all

Stakeholders

Stakeholders were asked two unique questions with regards to their satisfaction in communicating with JHS-B. Figure 5 provides a visual for the responses selected by stakeholders for the two questions. The majority of the stakeholders felt satisfied with the level of communication with JHS-B. Some of the comments from stakeholders were very positive regarding their communication with staff from JHS-B. For example, some stakeholders noted:

Although there were some positive comments, they tended to be concentrated by stakeholders working in Belleville. Stakeholders interacting with QP in other communities such as Picton and Trenton felt communication was improving or a work in progress in some cases. Examples of these comments include:

While figure 5 highlights that the majority of stakeholders felt satisfied with the level of communication between them and JHS-B, this satisfaction was concentrated largely with stakeholders working in Belleville. Three of the six stakeholders who selected either "somewhat" or "no" were working in the Trenton and/or Picton areas. Improving the communication and outreach with stakeholders outside of Belleville will be a point of emphasis for the program moving forward.

Figure 5- Stakeholder Satisfaction with Communication

Question	Yes	Somewhat	No	Don't know/Not sure
Are you satisfied with the level of communication with JHS-Belleville (n=18)?	67%	28%	6%	
Do you feel that your input is/was valued (n=20)?	75%	20%		5%
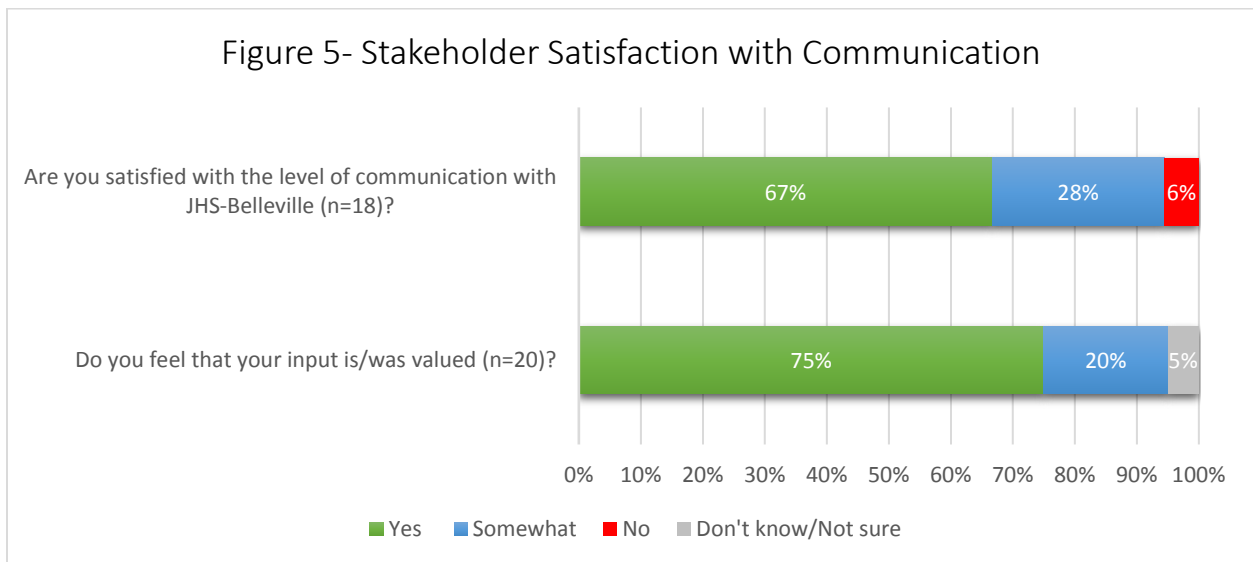
Although stakeholders working outside of Belleville were not entirely satisfied with the level of communication between themselves and JHS-B, they all nonetheless predominately felt their input was valued. In figure 5 above, three-quarters of stakeholders who responded noted that they felt their input is/was valued by JHS-B. Some stakeholders provided comments, which were convincing of how they felt their input was valued by JHS-B staff. Examples included:

Staff

Finally, staff were asked specific questions regarding developing a rapport with youth and parents/guardians, and satisfaction with involvement from community partners. All four staff working in QP selected "yes" when asked if they were able to develop a rapport with youth. In the optional comments section one staff noted how they approach working and developing a rapport with youth. The staff member stated "*usually it starts with one on one, this is helpful to establish a good solid rapport. Be real with you they can see right through you if your (sic) not.*"

Unfortunately, staff did not express the same degree of confidence in building a rapport with parents/guardians. All four QP staff selected "somewhat" when asked if they were able to develop a rapport with parents/guardians. In the comments section staff noted the challenges they encounter in engaging parents/guardians and some of the remedies they have implemented to improve the rapport they have with them. Staff generally stated that it was difficult to involve parents/guardians who want supports for their youth, but are disengaged in supporting or monitoring their youth's progress. One solution staff have implemented going forward are monthly parent/guardian groups which are informal and designed to encourage conversation and trust between staff and parents/guardians.

When staff were asked if they were satisfied with the involvement from community partners, three of the four staff selected "yes." One staff remember selected "somewhat" but did not provide a comment to elaborate on his or her response. The lone comment complimented the support and responsiveness of community partners, noting "*we have great community partners involved, very supportive and involved when called upon.*"

Overall, communication for staff as a measure of developing a rapport with youth and parents/guardians and involving stakeholders was positive and at certain points a work in progress. Staff have implemented processes to develop relationships with youth, in-large part because they interact with youth more than their parents/guardians. Staff are aiming to practice patience in developing similar relationships with parents/guardians of the youth in the program. Moreover, staff reported no dissent on the degree of involvement from community partners. The next section of this report details the internal communication across staff and the support they have to implement QP effectively.

Internal Communication & Supports

In the Program Delivery Satisfaction Survey staff were asked questions regarding their relationship with co-workers and supervisor, as well as the supports and training provided to them over the course of delivering QP. This survey was sent in June 2017, with one previous staff member responding and three current staff members responding.

The responses amongst all four staff were nearly unanimously positive. All four staff selected "yes" when asked if he or she was satisfied with the dynamics between him or herself and other coworkers in QP.

Even where there has been staff turnover during the course of QP, staff have been satisfied working with new members.

When asked if they were satisfied with their relationship with their supervisor, all four staff selected "yes." Two staff members complimented their supervisor, noting the personable, approachable, and supportive role the supervisor has played in contributing to QP. All four staff were also satisfied with the amount of support and supervision from their supervisor. One staff commented that the supervisor *"allows you to develop systems and strategies while providing guidance and instruction when needed."*

The lone question where there was not an unanimously positive response from all four staff was when they were asked if there were a sufficient number and types of training received. Three of the four staff selected "yes" with one staff member selecting "somewhat." The staff member who selected somewhat commented that *"I think you can always use more training. Not sure of the number, but there has been anger management, community workshops, dealing with at risk youth etc."* A staff member who selected yes commented that *"training is always on going for us. whether via workshops or through the supervisor in our staff meetings (sic)."* Overall, the staff were satisfied with the number and types of training provided, with the lone comment suggesting continuous improvement for staff through training. The quality in staff and supervisor relationships, co-worker dynamics, and training reflect how staff have confidently built rapports with youth participants, and are translating those skills to communicating with parents/guardians.

Services and Supports
Youth and their parents/guardians who responded to the survey were asked a series of questions assessing the degree to which QP assisted them in providing or connecting them to various supports. Staff and stakeholders were asked separate questions broadly evaluating which providers would be helpful, and if access to supports were equivalent across the three communities QP operated in respectively.

Figure 6 on the following page illustrates the responses youth and parents/guardians gave with regards to how helpful QP was in providing or connecting youth to specific services. This chart provides a valuable opportunity to either triangulate responses or pull apart a dialect in how youth and parents/guardians view QP. Twenty-five of the 46 youth who completed satisfaction surveys also had their parents/guardians complete a Parent/Guardian Satisfaction Survey. And vice versa, 25 out of the 32 parents/guardians who completed surveys also had their youth complete a satisfaction survey. Figure 6A provides an aggregate analysis of all the youth and parent/guardian responses, followed by figure 6B which reveals where the views of parents/guardians and their youth converge or diverge on how QP is helpful.

Broadly, youth and parent/guardian's opinions on the areas where QP has been helpful converge in several areas in figure 6A. First, both youth and parents/guardians view QP as helpful in connecting or providing youth access to recreational supports. Both youth and parents/guardians also view QP as helpful in planning goals and providing educational support. A similar proportion of youth participants and their parents/guardians also viewed many services as something they did not need (i.e. physical disability, substance use, and family support). In broad strokes figure 6A shows a picture of youth and parents/guardians thoughts converging, yet, it may also hint at differences in perceptions and realities of QP.

Figure 6A-Services & Supports (All): How helpful was QP in providing or connecting youth to supports (Y-Youth & P-Parent/Guardian)

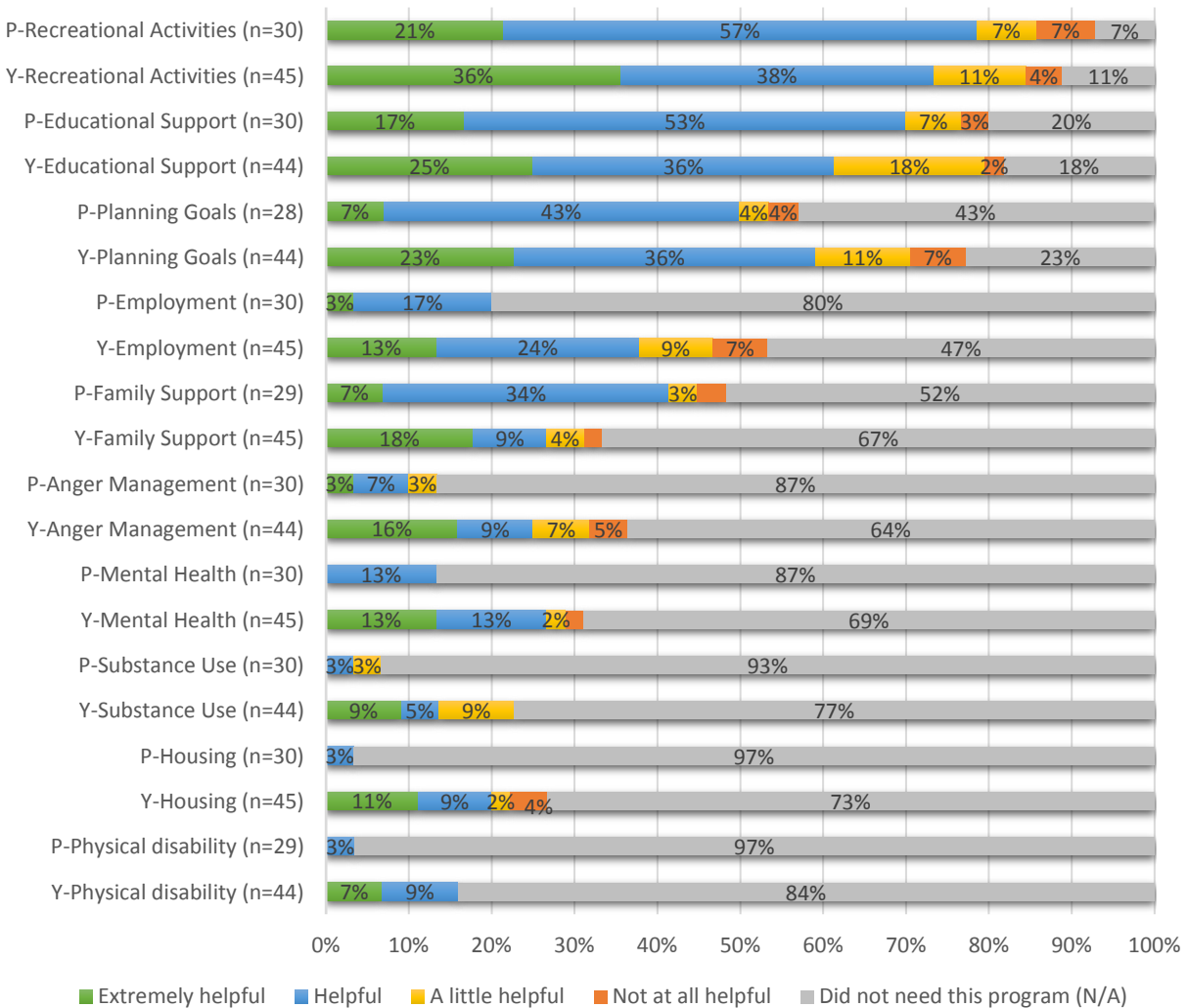| Category	Extremely helpful	Helpful	A little helpful	Not at all helpful	Did not need this program (N/A)
P-Recreational Activities (n=30)	21%	57%	7%	7%	7%
Y-Recreational Activities (n=45)	36%	38%	11%	4%	11%
P-Educational Support (n=30)	17%	53%	7%	3%	20%
Y-Educational Support (n=44)	25%	36%	18%	2%	18%
P-Planning Goals (n=28)	7%	43%	4%	4%	43%
Y-Planning Goals (n=44)	23%	36%	11%	7%	23%
P-Employment (n=30)	3%	17%			80%
Y-Employment (n=45)	13%	24%	9%	7%	47%
P-Family Support (n=29)	7%	34%	3%		52%
Y-Family Support (n=45)	18%	9%	4%		67%
P-Anger Management (n=30)	3%	7%	3%		87%
Y-Anger Management (n=44)	16%	9%	7%	5%	64%
P-Mental Health (n=30)		13%			87%
Y-Mental Health (n=45)	13%	13%	2%		69%
P-Substance Use (n=30)	3%	3%			93%
Y-Substance Use (n=44)	9%	5%	9%		77%
P-Housing (n=30)	3%				97%
Y-Housing (n=45)	11%	9%	2%	4%	73%
P-Physical disability (n=29)	3%				97%
Y-Physical disability (n=44)	7%	9%			84%

Figure 6A above shows similar patterns between youth and parents/guardians on the areas where QP is helpful. However, in almost every category youth reported slightly higher scores compared to parents/guardians in areas where QP had been helpful. The lone exception being educational support, where a larger proportion of parents/guardians viewed QP as helpful compared to youth, although a high proportion of youth noted the educational support as extremely helpful. This may hint at the different realities and perceptions youth and parents/guardians have of QP. On the one hand, parents/guardians may view QP as a resource primarily to help youth with their education and connecting them to recreational supports. This may be the tangible supports parents/guardians see from QP. On the other hand, youth's actual experience may be much broader in connecting them to services. For instance, more than a quarter of youth respondents found QP extremely helpful in finding employment, yet, 7% of youth

also found QP not helpful at all in connecting them to employment. This may signal that youth in QP view connection to employment as an expectation and component of QP, whereas parents/guardians may not.

There are other examples in figure 6A where parents/guardians proportionality viewed services as not applicable, but youth had more experience with QP in connecting them to those services. A closer examination of these incremental discrepancies between youth and parents/guardians is provided in figure 6B below through a paired analysis.

Figure 6B-Services & Supports (Paired Youth & Parents): How helpful was QP in providing or connecting youth to supports (Y-Youth & P-Parent/Guardian)
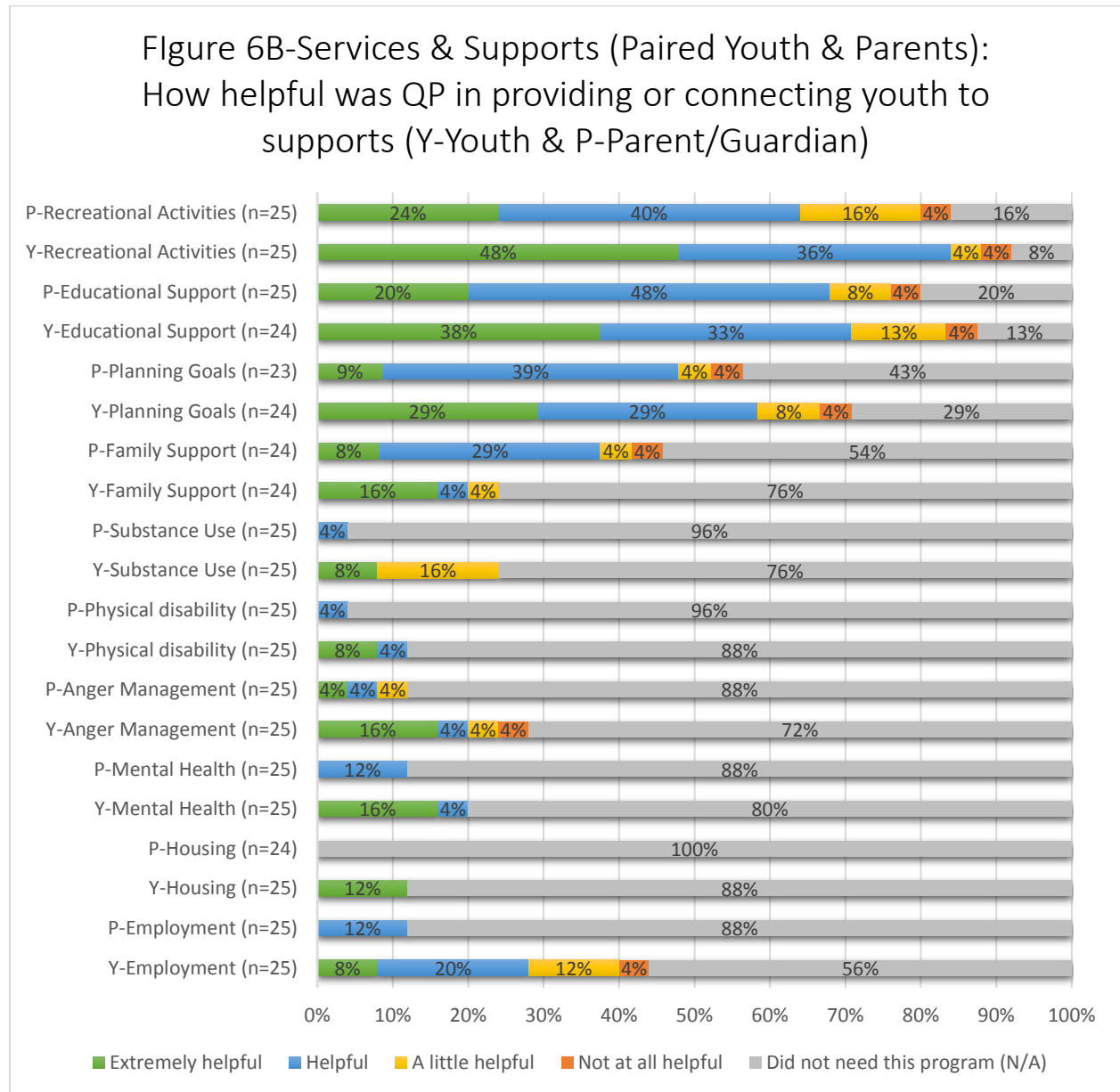
Category	Extremely helpful	Helpful	A little helpful	Not at all helpful	Did not need this program (N/A)
P-Recreational Activities (n=25)	24%	40%	16%	4%	16%
Y-Recreational Activities (n=25)	48%	36%	4%	4%	8%
P-Educational Support (n=25)	20%	48%	8%	4%	20%
Y-Educational Support (n=24)	38%	33%	13%	4%	13%
P-Planning Goals (n=23)	9%	39%	4%	4%	43%
Y-Planning Goals (n=24)	29%	29%	8%	4%	29%
P-Family Support (n=24)	8%	29%	4%	4%	54%
Y-Family Support (n=24)	16%	4%	4%		76%
P-Substance Use (n=25)		4%			96%
Y-Substance Use (n=25)	8%		16%		76%
P-Physical disability (n=25)		4%			96%
Y-Physical disability (n=25)	8%	4%			88%
P-Anger Management (n=25)	4%	4%	4%		88%
Y-Anger Management (n=25)	16%	4%	4%	4%	72%
P-Mental Health (n=25)		12%			88%
Y-Mental Health (n=25)	16%	4%			80%
P-Housing (n=24)					100%
Y-Housing (n=25)	12%				88%
P-Employment (n=25)		12%			88%
Y-Employment (n=25)	8%	20%	12%	4%	56%

The paired sample in figure 6B which matched youth responses with their parents who also completed a satisfaction survey. Figure 6B shows there are areas where youth and parents/guardian converge and diverge on the helpfulness of QP. Similar to the broader sample, youth and their parents noticeably agree that QP had been extremely helpful or helpful in providing or connecting youth to recreational activities, educational supports, and planning goals. Although youth and parents agree in these areas on QP's

helpfulness there were also several areas where their opinions diverged. For instance, parents were more likely to report QP as helpful for providing or connecting them to family support, yet, youth were more likely to note QP as helpful in areas of housing, employment, anger management, mental health, and substance use. The reasons underlying these discrepancies within families may be attributable to the relationships between staff and youth, and the fact that the program works more closely with youth than the parents/guardians.

The discrepancy between what youth and their parents report as helpful might be an artifact of comfort, whereby youth are more comfortable requesting or accessing services through QP, than having their parents/guardians aware of certain issues. This might be the case for particularly stigmatizing needs such as mental health, substance use, or anger management. The housing variable in figure 6B shines a light on how comfort and relationships may illuminate need, where they may not be one known otherwise. All 24 parents noted that they did not need housing supports, however, 12% of their youth noted QP had been extremely helpful in connecting them to housing supports. Parents may be unaware their youth is looking for housing elsewhere, or unwilling to speak about their youth's housing needs. Whereas, a small number of youth participants turn to QP staff connect to them to housing and fill a significant need in their lives.

Stakeholders & Staff
Stakeholders and Staff were each asked a different question regarding services and supports. Stakeholders were asked to evaluate whether there are similar supports across the three communities QP operates in (Bellville, Picton, and Trenton). Stakeholders had the options of selecting either "yes," "somewhat," "no," or "don't know/not sure." Respondents were also offered the opportunity to comment and elaborate on the answer they selected. Only three of 21 stakeholders who responded to this question selected yes, with four of the 21 stakeholders selecting no. Additionally, stakeholders were evenly split between two responses "somewhat" and "don't know/not sure," with seven respondents each. Stakeholders who responded "don't know/not sure" did not provide comments which alluded to why they did not know or were unsure. Stakeholders who were unsure provided the most comments to elaborate on their response. Examples from these respondents included:

"With a smaller amount of students attending quantum hubs in Trenton and picton (sic) it is harder to achieve the same social environment that the Belleville hubs provide."-Stakeholder working in Belleville and Trenton

"Quantum uses existing community resources, for instance, Wellness Centre in Belleville and Prince Edward Fitness and Aquatic in Picton, these resources differ from town to town."-Stakeholder working in all three communities (Belleville, Picton, and Trenton).

Staff at QP were asked a separate question evaluating the services and supports available through QP. Staff were asked if there are any service providers not involved in the delivery of QP who should be included? Similar to the stakeholders, staff were also evenly split in this response, with two selecting yes and the remaining two selecting no. The staff who selected yes provided comments on who they thought should be included. Both staff mentioned more support from the high schools would be important for outreach and enhancing the work of QP.

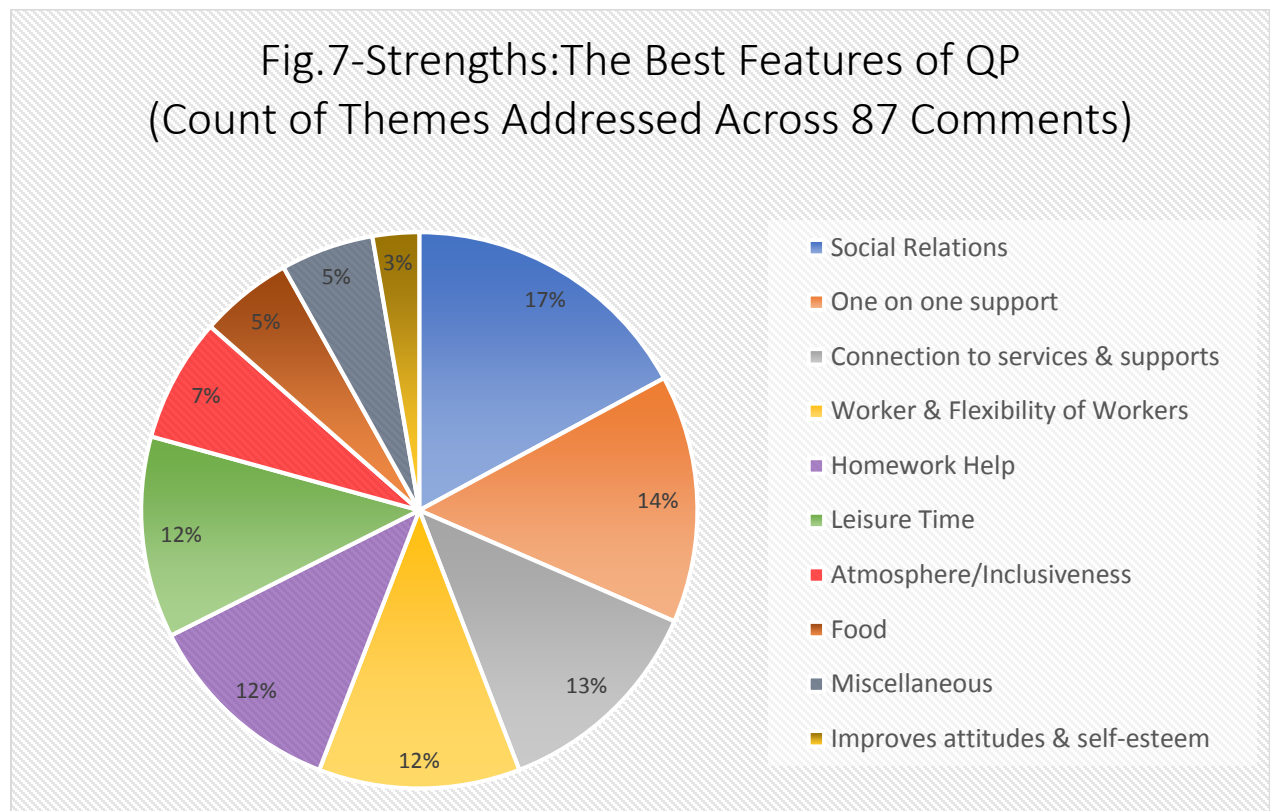*Strengths, Challenges, & Recommendations*
All four youth, parents/guardians, stakeholder, and staff satisfaction surveys asked identical questions which elicited open-ended responses on the best features of QP, the weakest or most challenging features of QP, and recommendations for improving the delivery of QP. This section wraps up the process and monitoring portion of the final evaluation report with thematic analyses of these open-ended questions, summarizing the opinions of all respondents. Since more youth and stakeholders responded to the survey, this section provides specific narratives where the opinions differed amongst the four groups of respondents.

Strengths

The best features of QP boiled down to the social relations, one on one support from Youth Workers, homework help, and leisure time. The themes pulled from the responses of youth, parents, staff, and stakeholders on the best features of QP and is illustrated in figure 7 below.
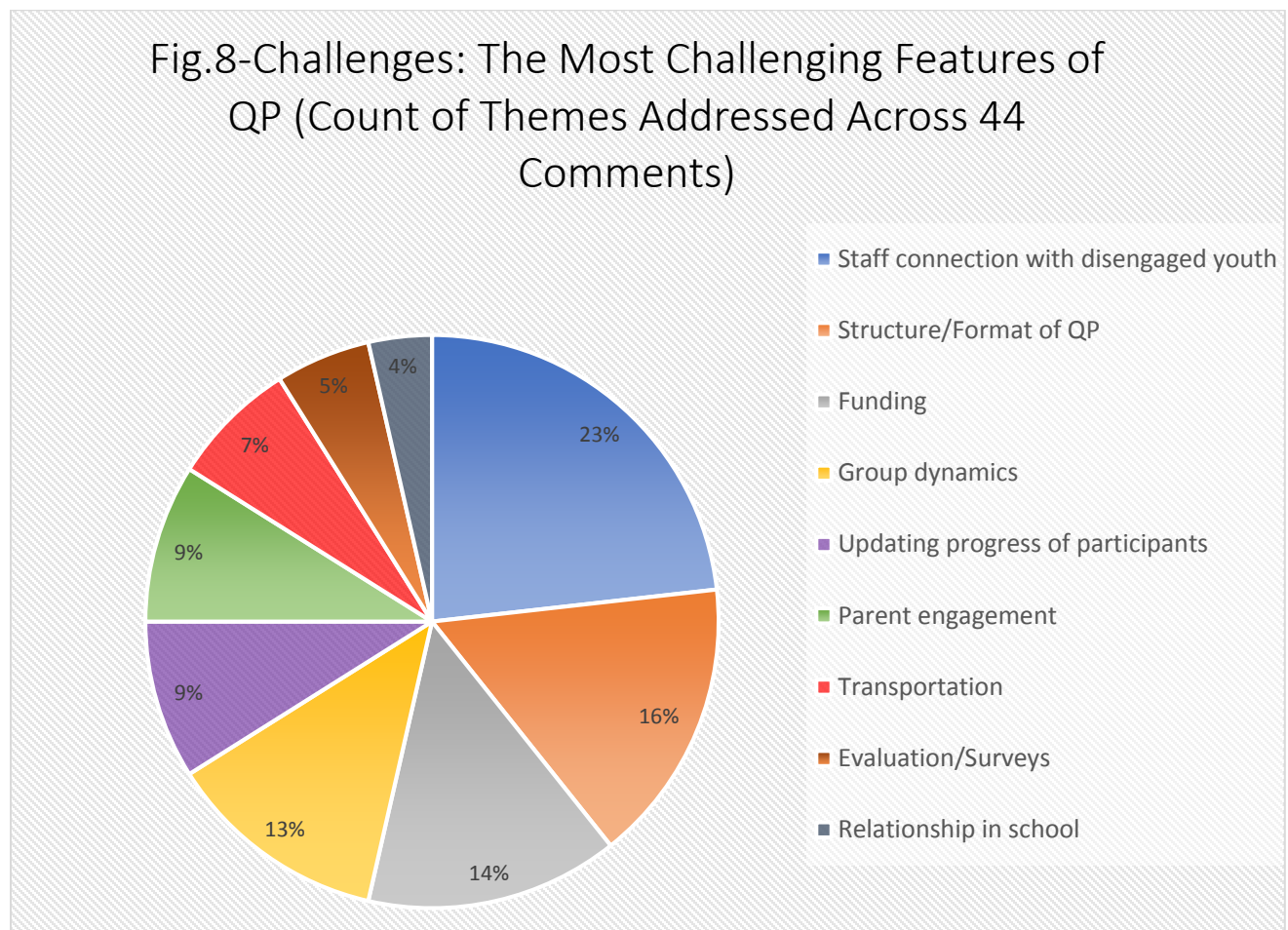
Stakeholders most often noted connection to services and supports as a strength of the program. Whereas, a majority of staff and stakeholders suggested the best feature of QP was the one on one supports. Youth predominately mentioned social relations such as meeting new people, having somewhere to go after school, and the food available at the hubs as the best features of QP. Parents/guardians mostly mentioned a mix of homework support, the connection to services and supports, and the development of social relations amongst peers and the community as the best features of the program.

Although most respondents noted social relations, one on one support, and connection to services and supports as the best features, each of the themes illustrated in figure 7 work in conjunction to produce positive impacts for QP. For instance, the inclusive and open atmosphere at the hubs helps to foster social relations amongst peers and mentors. These open spaces allow for the one on one supports to flourish as staff can cultivate positive relationships with youth. Working towards improving the attitude of youth and providing food as an incentive as well as a life skill through cooking classes also contributes to the improved social relations, which youth in particular mentioned as a favourite feature of QP. The strengths of QP's operations are thus additive and interactive, rather than independent of one another, with one feature possibly producing the foundation to build on another or new aspect of the program.
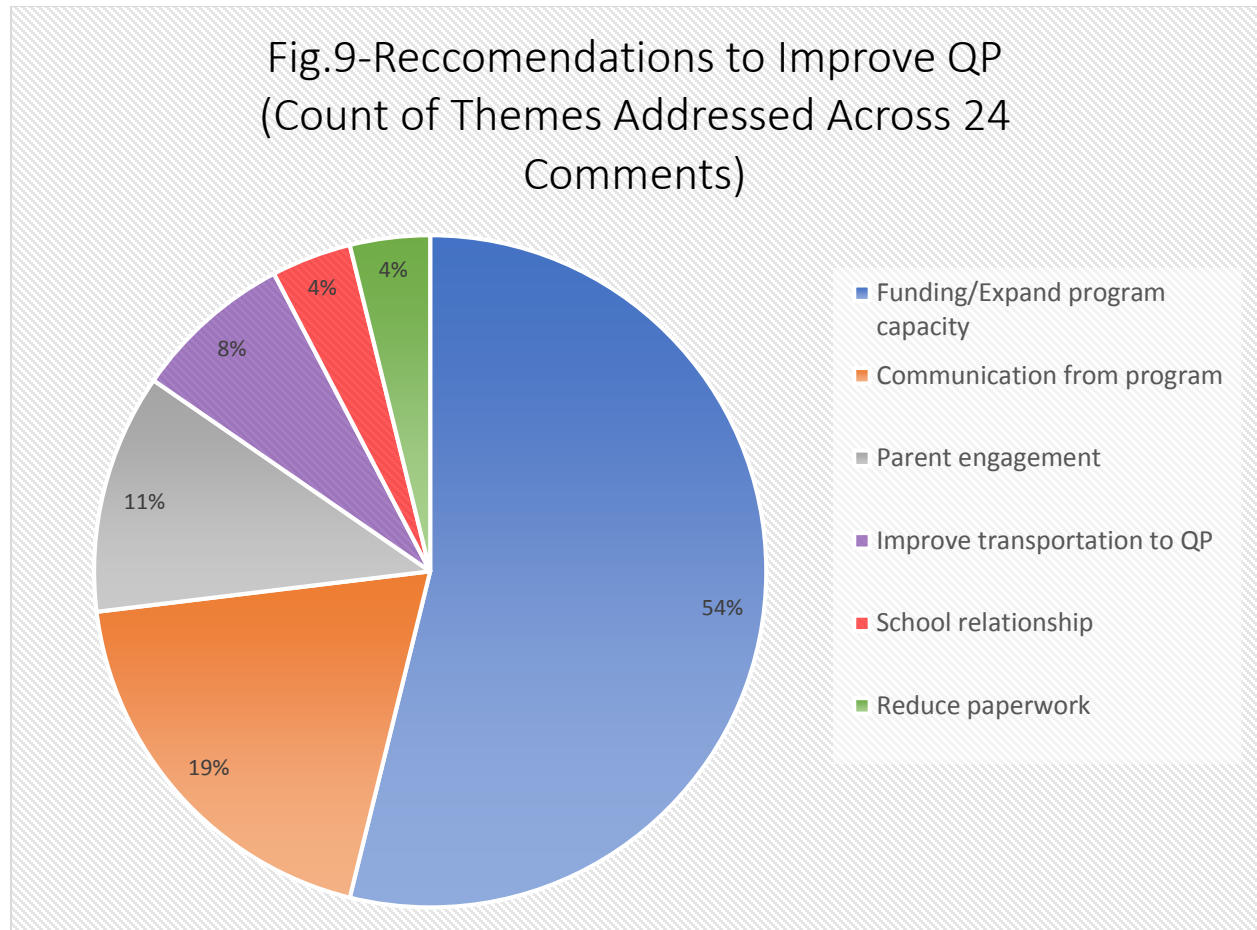

Fig.7-Strengths:The Best Features of QP
(Count of Themes Addressed Across 87 Comments)

Legend:
- Social Relations
- One on one support
- Connection to services & supports
- Worker & Flexibility of Workers
- Homework Help
- Leisure Time
- Atmosphere/Inclusiveness
- Food
- Miscellaneous
- Improves attitudes & self-esteem

The most common challenges noted by youth, parents/guardians, stakeholders, and staff dealt with the difficulty staff have in connecting with disengaged youth, the structure/format of QP, and the need for more supports and services in the community. By structure and format most youth and parents/guardians requested for more one on one time, which was noted as a key strength and selling factor of QP. For instance, homework help in particular was noted by youth and parents/guardians as an area where more one to one support would help the program. Another concern for the structure/format of QP was with regards to the group activities and youth getting along with others in the program. Youth and parents/guardians noted troubling behaviour or youth not getting along with others in the group portions of the program as a challenge for QP. Stakeholders and parents/guardians acknowledged that some youth in QP have a long history of poor engagement with school and were likely a challenge for QP staff. Improving parent engagement, relationships inside the school, and updating parents and stakeholders of progress were also challenges most staff, stakeholders, and parents/guardians noted.

Fig.8-Challenges: The Most Challenging Features of QP (Count of Themes Addressed Across 44 Comments)

- Staff connection with disengaged youth
- Structure/Format of QP
- Funding
- Group dynamics
- Updating progress of participants
- Parent engagement
- Transportation
- Evaluation/Surveys
- Relationship in school

The majority of youth, parents/guardians, stakeholders, and staff recommended expanding QP to more sites, more hubs, more one to one homework sessions, and providing more activities, such as guest speakers. Many youth and parents/guardians did not have any recommendations to offer, and some suggested QP keep operating as it had been. The third most cited recommendation was for QP to improve the communication of the program, mainly in terms of explaining how QP works to parents/guardians and school representatives. One parent/guardian also suggested increased training for staff to teach financial literacy for youth.

Fig.9-Reccomendations to Improve QP (Count of Themes Addressed Across 24 Comments)

Legend:
- Funding/Expand program capacity
- Communication from program
- Parent engagement
- Improve transportation to QP
- School relationship
- Reduce paperwork

Stakeholders and staff were also asked closed-ended questions whether they would recommend the program to both youth and parents/guardians. All 19 stakeholders who answered this question responded they would recommend QP to youth. Sixteen stakeholders responded to whether they would recommend the program to parents, with all but two responding yes. Three QP staff members responded to whether they would recommend QP to youth and parents, with all three noting they would recommend QP to both youth and their parents/guardians. The comments provided by stakeholders mostly spoke to how QP addressed the needs within the community. Examples of comments included:

"Quantum helps students to reach their full potential in a way that high schools often don't. Youth are given more opportunities to connect to the community and more support and mentorship for individual issues they are facing"-Stakeholder working in Belleville & Trenton

"I would definitely recommend QP to both youth and parents. Knowing that a student has additional wrap around support in the areas of academics, self-esteem, career pursuits and community connections is invaluable."- Stakeholder working in Belleville

Finally, youth respondents were asked if they would recommend QP to other youth and parents/guardians were asked if they would recommend QP to other parents. Similar to stakeholders and staff, nearly all respondents recommended the program to other youths and parents/guardians. Forty-five out of the 46 youth noted they would recommend the program to other youth, and 28 of 29 parents/guardians selected they would recommend the program to other parents/guardians. As with the comments from stakeholders, the comments from youth and parents/guardians were overwhelmingly positive. Youth in particular highlighted how the program was inclusive, welcoming, helpful with providing supports on an individual and needs-basis. Examples of comments provided by youth and parents/guardians are provided below:

"I would recommend this program to other youth because it has so much to offer with getting kids involved with the community more and with keeping school a focuse (sic) and help you with any other educational st[r]uggles and personal st[r]uggles with family and i think its really helpful (sic)."-Youth

"Quantum helps youth out in so many different ways. Makes you more outgoing."- Youth

"I would recommend Quantum…I always knew I wasn't looked at differently."-Youth

"from my observation, the program has provided support, reassurance and available resources to channel many issues a teenager has."-Parent/Guardian

"Great opportunities for youth to socialize in a safe program. Opportunities for trips that some could not afford otherwise"-Parent/Guardian
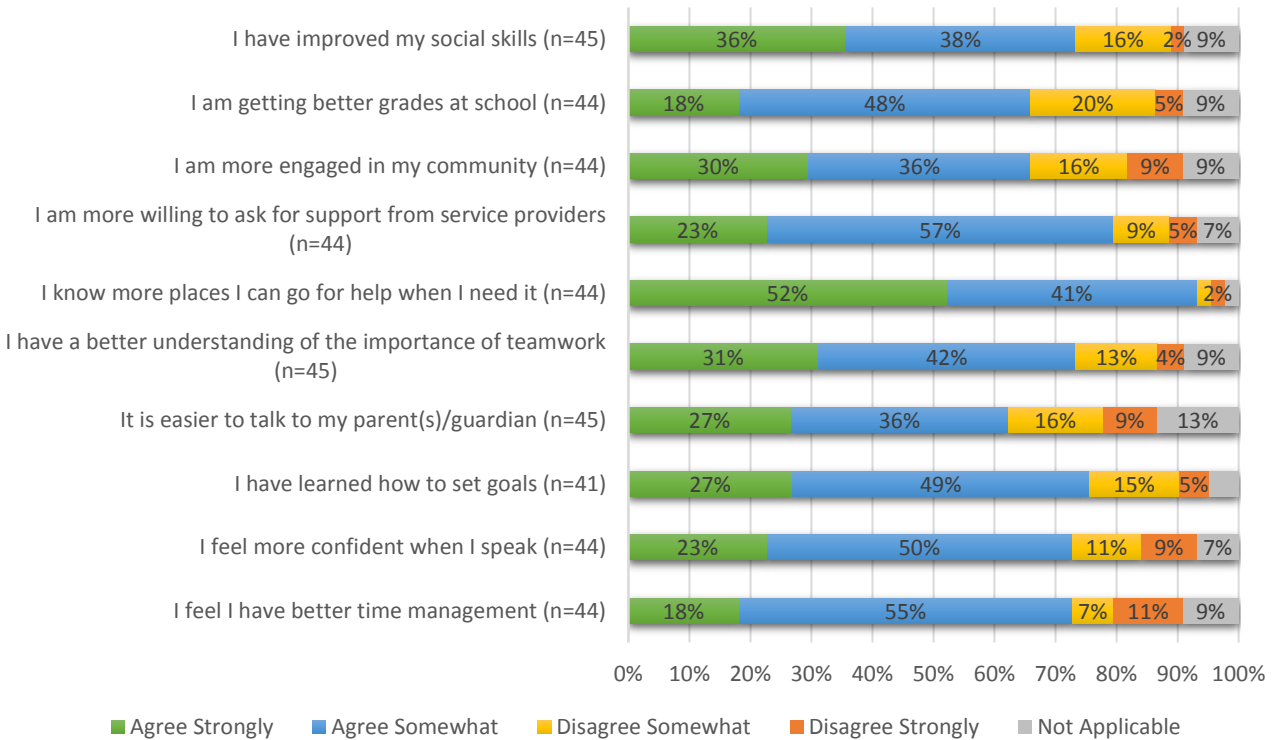
Outcomes

Short-Term

Youth, parents/guardians, and stakeholders were each asked to answer unique closed-ended questions to measure any short or intermediate term changes they experienced over the course of their involvement in QP. Youth were asked if they had developed their knowledge of where to ask for support in the community, their willingness to ask for support from service agencies, and life and social skills such as setting goals and confidence in speaking. Youth were asked to only reflect on themselves and whether they had personally witnessed any changes. Parents/guardians were asked to evaluate whether their youth had improved on a similar set of knowledge and skills (i.e. social skills and grades), as well as areas where parents/guardians themselves improved their awareness of support services, and skills in parenting. Finally, stakeholders were asked to assess how well QP improved partnerships across agencies, and whether stakeholders noticed improvements for youth in QP or their parents over the course of the program. The next section of this report characterizes the short-term outcomes measured and shown in figures 10, 11, and 12.

Youth

Youth respondents were asked to select the degree to which they agreed with statements which gauged how much they had improved their knowledge and skills, short-term and intermediate goals, over the course of the program. Figure 10 below shows that most of the youth participants felt they had improved in each measure of educational and developmental skill listed. In particular, 93% of 44 youth respondents agreed somewhat or strongly that they were more aware of places to go for help since starting in QP. Coinciding this knowledge of where to go was an increase in the willingness from youth participants to ask for support from service agencies. This indicates that respondent's experience at JHS-B may have helped to de-stigmatize the use of community supports. One final notable finding shown in figure 10 is that nearly three-quarters of respondents agreed that since they started QP they have improved their social skills. The growth in social skills is a recurring theme in the findings of this report and will be addressed more thoroughly in the discussion section.

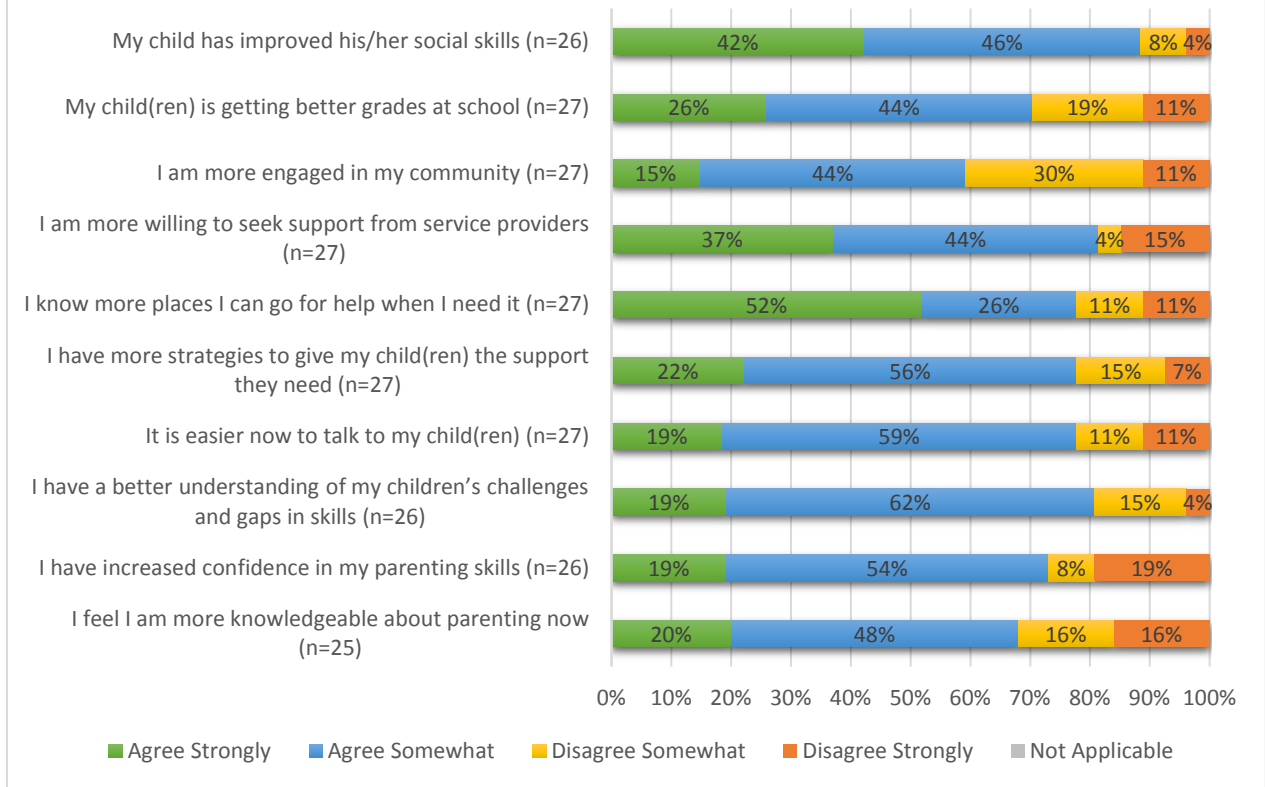Fig.10- Youth Short Term Outcomes: Since I Started QP...

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Not Applicable
I have improved my social skills (n=45)	36%	38%	16%	2%	9%
I am getting better grades at school (n=44)	18%	48%	20%	5%	9%
I am more engaged in my community (n=44)	30%	36%	16%	9%	9%
I am more willing to ask for support from service providers (n=44)	23%	57%	9%	5%	7%
I know more places I can go for help when I need it (n=44)	52%	41%		2%	
I have a better understanding of the importance of teamwork (n=45)	31%	42%	13%	4%	9%
It is easier to talk to my parent(s)/guardian (n=45)	27%	36%	16%	9%	13%
I have learned how to set goals (n=41)	27%	49%	15%	5%	
I feel more confident when I speak (n=44)	23%	50%	11%	9%	7%
I feel I have better time management (n=44)	18%	55%	7%	11%	9%

Parents/Guardians

Similar to figure 10, figure 11 below illustrates a set of questions for parents/guardians to reflect on the changes they have witnessed with their youth. Figure 11 shows that most parents/guardians also felt their youth had largely improved their social skills, and was getting better grades since joining QP. Parents/guardians also felt they were more likely to seek support from service providers and were more aware of places to go if they needed help since they began their participation in QP. Parents/guardians were also asked a separate series of questions regarding relationships with their family. The bulk of the parents/guardians filling the survey agreed either somewhat or strongly that they have more strategies to give their youth the support they need, it is easier now to talk to their youth, and they have a better understanding of their youth's challenges and gaps in skills since the family started QP.

Compared to the outcomes youth reported in figure 10, parents/guardians reported "disagree strongly" at higher proportions when asked if they witnessed positive changes in themselves or their youth. A closer look at figure 11 shows that on several measures there are anywhere between one-fifth to one-third of parent/guardian respondents who disagree somewhat or strongly with witnessing positive changes. There are four measures where one-quarter or more of the parent/guardian sample disagreed strongly or somewhat with witnessing changes in their youth or themselves. One careful consideration to monitor moving forward is to assess whether it is consistently the same youth or parents/guardians who are not experiencing successful outcomes, or whether there is variation in poor and good outcomes among youth and parents/guardians. A review of the individual case data presented in figures 10 and 11 showed that nearly all the respondents varied between agreeing and disagreeing on these measures.

Fig.11- Parents Short Term Outcomes: Since My Family Started QP...

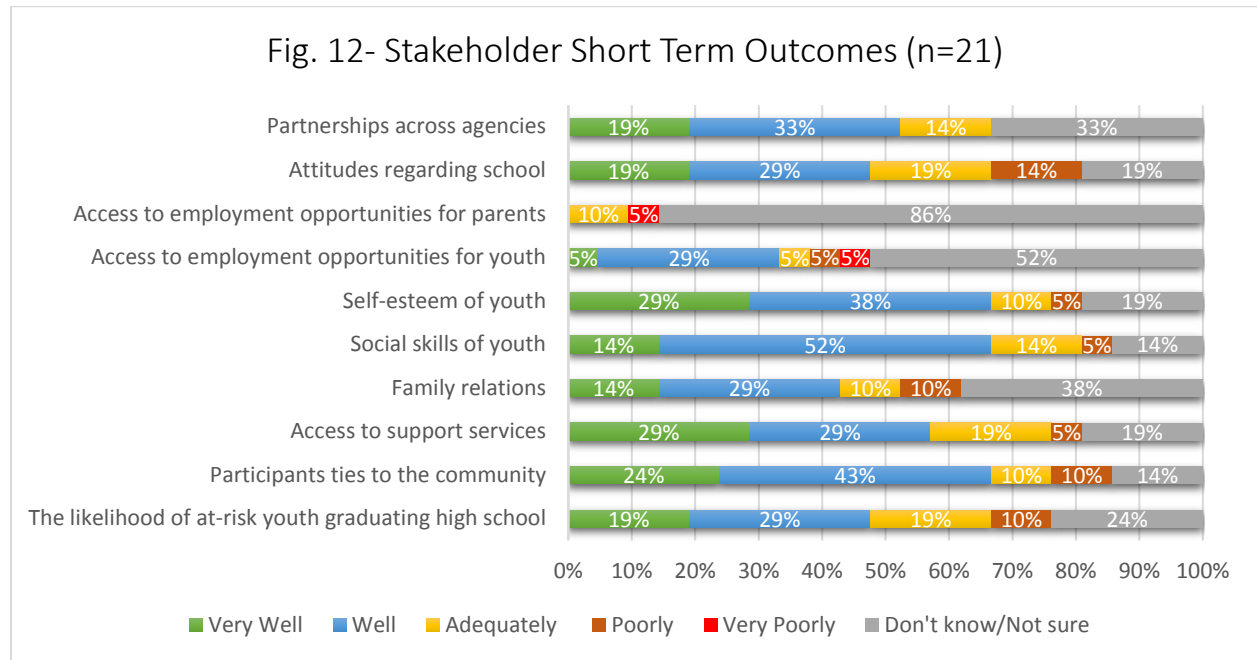| Measure	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
My child has improved his/her social skills (n=26)	42%	46%	8%	4%
My child(ren) is getting better grades at school (n=27)	26%	44%	19%	11%
I am more engaged in my community (n=27)	15%	44%	30%	11%
I am more willing to seek support from service providers (n=27)	37%	44%	4%	15%
I know more places I can go for help when I need it (n=27)	52%	26%	11%	11%
I have more strategies to give my child(ren) the support they need (n=27)	22%	56%	15%	7%
It is easier now to talk to my child(ren) (n=27)	19%	59%	11%	11%
I have a better understanding of my children's challenges and gaps in skills (n=26)	19%	62%	15%	4%
I have increased confidence in my parenting skills (n=26)	19%	54%	8%	19%
I feel I am more knowledgeable about parenting now (n=25)	20%	48%	16%	16%

Legend: Agree Strongly, Agree Somewhat, Disagree Somewhat, Disagree Strongly, Not Applicable

Stakeholders

Finally, stakeholders were asked to assess how well QP had improved partnerships across agencies and aspects of the youth and parent/guardian's lives. Since some of the stakeholders were referral sources or partners in providing communities spaces or services, it was assumed stakeholders would stay in touch with many of the participants. They would thus be able to provide a third and objective layer of assessment for whether youth and their families were improving or regressing on similar measures.

When reviewing figure 12 below, this assumption that stakeholders would keep track or provide an objective lens to what youth and parents/guardians outcomes did not always hold true. Stakeholders selected "don't know/not sure" at high proportions. In some measures 86% and 52% of stakeholders selected don't know/not sure. For some measures this may be an expected response, since many of the stakeholders were School Representatives, and so they would likely have no way of knowing if access to employment opportunities for parents had improved due to their involvement in QP.

Despite several measures where stakeholders selected as "don't know/not sure" at high proportions, there is some triangulation with the responses selected by youth and parents/guardians from figures 10 and 11. For instance, most of the stakeholders selected or "well" or "very well" when evaluating whether QP improved the self-esteem and social skills of youth. Measures such as improved social skills, and comparable measures to self-esteem such as "confidence when I speak" were noted highly by youth and

parents/guardians as areas where they experienced improvements. One of the key outcome measures for QP is improving the likelihood of at-risk youth graduating high school. Figure 12 depicts a coin toss between stakeholders who feel QP is doing well or poorly/not sure in improving the likelihood of at-risk youth graduating. As noted earlier, many of the stakeholders were school representatives or from Children's Aid Society and therefore may have insight into the effectiveness or likelihood educational outcomes. It is noticeable that stakeholders are more confident about the positive impacts on social skills and self-esteem. This stalemate on the educational outcome but certainty in improving social skills and self-esteem may lay bare the core mechanisms at work in QP, which will be discussed later.

Fig. 12- Stakeholder Short Term Outcomes (n=21)

Outcome	Very Well	Well	Adequately	Poorly	Very Poorly	Don't know/Not sure
Partnerships across agencies	19%	33%	14%			33%
Attitudes regarding school	19%	29%	19%	14%		19%
Access to employment opportunities for parents		10%			5%	86%
Access to employment opportunities for youth	5%	29%	5%	5%	5%	52%
Self-esteem of youth	29%	38%	10%	5%		19%
Social skills of youth	14%	52%	14%	5%		14%
Family relations	14%	29%	10%	10%		38%
Access to support services	29%	29%	19%	5%		19%
Participants ties to the community	24%	43%	10%	10%		14%
The likelihood of at-risk youth graduating high school	19%	29%	19%	10%		24%

Long-term

Three different approaches were used to assess long-term outcomes for QP, and two of these methods aimed to isolate where QP had the most impact for youth and their families. The first approach asked youth and parents/guardians what was the most significant change they experienced over the course of the youth's involvement in QP. This open-ended question allowed those closest to receiving services, the youth and parents/guardians, to reflect on the impact of QP in their own words. If there were no changes experienced respondents were asked to reflect on why they felt there had not been any significant changes since joining QP.

The second approach asked stakeholders and staff to rank where QP had the most positive impact (1=the most positive impact and 10=the least impact) in each of the following ten outcome areas:
- The likelihood of at-risk youth graduating high school
- Participants ties to the community
- Access to support services
- Family relations
- Social skills of youth
- Self-esteem of youth
- Access to employment opportunities for youth

- Access to employment opportunities for parents
- Attitudes regarding school
- Partnerships across agencies.

Staff and stakeholders were asked to rank these ten outcome areas using the online survey platform Survey Monkey, and many experienced technical difficulties from either the survey platform itself or user error in ordering their rankings. Only nine of the 22 stakeholders completed their rankings, six of these nine stakeholders provided comments. The final rankings participants provided were reverse-coded for the analysis, so that high scores equaled outcome areas respondents felt QP had the most positive impact. Finally, the third approach examined the credits obtained by youth over the course of their involvement with QP, which is presented after the most significant change and outcome rankings findings below.

Youth's Most Significant Change
A total of 33 youth responded to the question asking what is the most significant change you have experienced through your participation in the Quantum Program? In 14 of these responses youth mentioned improvements and growth in their social skills as the most significant change that they have experienced through their participation in QP. Seven youth noted they either had not experienced any change, or did not know if they had. The remaining youth each described separate factors where they experienced change, such as achieving school credits, more community engagement, participation in group activities, and improved time management. Returning to the majority of responses, the growth in social skills stood out as the most significant change for youth who responded to this question. Some responses youth provided to the most significant change they experienced included:

"social skills - talking about feelings."- Youth

"My ability to speak to others"-Youth

"social interaction more comfortable with a bigger group setting."-Youth

"My social life and part of the community has increased."- Youth

Parent/Guardian's Most Significant Change
A total of 26 parents/guardians responded to a question asking them to reflect on the most significant change they have seen since their participation in QP. In 14 of these responses parents/guardians mentioned improvements or growth in the social skills or social lives of their youth. An additional five parents/guardians noted either no change or that their youth was better positioned to speak on any benefits witnessed over the course of the program. Two other parents/guardians provided comments noting a better awareness of the supports available in the community to help their children. The remaining responses varied in their answers, including better attendance in school for their youth and more maturity from their youth. Similar to the youth respondents the majority of parents/guardians provided comments alluding to improvements in the social skills of their youth. Some examples of the responses parents/guardians provided relating to social skills are highlighted below:

"My child meets with other peers in Quantum two hours a week. He loves going and I think he is very social."-Parent/Guardian

My son is happier and looks forward to Quantum & being involved."-Parent/Guardian

"my daughter is more outgoing."-Parent/Guardian

"My son is staying in school & participating weekly in social activities."-Parent/Guardian

While the growth of social skills falls under the developmental support component of QP, it has not received as much focus in the evaluation as the educational outcomes. As a reminder, the sample size being analyzed in this final evaluation report is small, and when taken together with the attrition rate the findings do not lend themselves to generalizability to every participant's experience of QP. Yet, the majority of youth and parents/guardians both noting improvements in social skills as the central change in their time in the program should not go unnoticed. The implications of these findings will be elaborated in the discussion section later in this report. The next sections of the report detail the findings from the second approach to assessing where QP had the most impact for youth and their families.

Stakeholder & Staff Impact Rankings
The rankings stakeholders provided for which outcome areas QP had the most positive impact were reverse coded, whereby outcome areas with the highest score signaled greater positive impact. The sum of the rankings for each outcome area was calculated, and ranked from highest to lowest. With nine stakeholders completing the ranking the highest score possible was 90 on a single outcome area. For example, if all of the stakeholders selected "self-esteem of youth" as the number one area where QP had the most positive impact the highest ranking score would be 90. Figure 13 below illustrates the result of weighing and summing the rankings of the impact of QP as noticed by stakeholders.

Fig.13-Long Term Impact: Ranked Scores for Stakeholders on the Outcome Areas for QP with the Most Positive Impact (n=9)

Outcome Area	Score
Access to support services	67
The likelihood of at-risk youth graduating high school	58
Participants ties to the community	58
Social skills of youth	53
Self-esteem of youth	50
Partnerships across agencies	50
Attitudes regarding school	45
Family relations	42
Access to employment opportunities for youth	41
Access to employment opportunities for parents	31

Figure 13 shows stakeholders felt improving access to support services was where QP was the most impactful. Followed by improving the likelihood of at-risk youth graduating high school and improving participants ties to the community as the second most impactful area, and third the social skills of youth. Improving access to employment opportunities for parents was noted as the least impactful outcome area of QP.

Since only nine respondents completed the rankings they are not representative of where stakeholders felt QP had the most impact. The comments accompanying these rankings also primarily noted the technical difficulties in clicking and dragging each outcome area to rank them, and some participants felt ranking the outcomes one higher than the other was not very useful for the least impactful areas. These difficulties and inability to provide equivalent scores, forcing respondents to decide which were less or more impactful than the other, likely led to lower response rates to this question.

Despite these challenges with the rankings, the findings above should not be dismissed, as they do not deviate from the successes and short-term outcome findings reported in figures 7 and 12 respectively. Access to support services, improving social skills of youth, and participants ties to the community are consistently found to be key areas where QP has produced positive impacts—regardless of how the question is asked. Even with the low number of stakeholders who completed the rankings, there is a high degree of reliability across the survey in reporting improvements in access to support services, participant ties to the community, and social skills of the youth as impact areas for QP.

Finally, three of the four staff attempted to complete the rankings for where they saw QP having the most impact. Unfortunately, only one staff member was able to complete all of their rankings with the other two noting technical difficulties with Survey Monkey in clicking and dragging the rankings. To avoid possibly identifying the staff member the results for the lone staff member are not included here. The outcome section of this report has highlighted the improvement of youth's social skills and the likelihood of graduation as consistent findings. The next section of this report details the results from the analysis of the report cards collected from youth participants in QP.

Youth Grades

The Poverty Reduction Strategy has adopted the Ontario School Information System's measure for analyzing graduation rates.[11] This measure stipulates that individuals who graduate within five years of starting grade nine are included in the graduation rate. Similarly, this evaluation adopts the same definition for defining the proportion of youth in QP who are on-track to graduate. In order to graduate high school in Ontario individuals need 30 credits, with 18 of those being compulsory. Since this evaluation does not have the report or credit histories of youth in QP, the focus is on the total number of credits per term achieved rather than by type (i.e. compulsory or elective).

Operationalizing this definition of on-track to graduate means, youth who achieve a minimum of three credits per term will be categorized as on-track to graduate, and those who achieve below three will be noted as not on track. A total of 30 credits within 5 years is required to be considered on-track to graduate, therefore a minimum of 6 credits per year must be obtained. Since the unit of analysis collected is by term (i.e. report card), the year is divided by two semesters, hence, producing a requirement of three credits per term. If a youth obtains three credits per term they will be on track to graduate within five years from when they began in grade 9.

The unit of analysis for youth grades is by term, which is unfortunately an imperfect measure for assessing whether youth remained on-track to graduate over the course of their involvement in QP. Theoretically, a youth could obtain two credits in one term and then four credits in the second term, but remain on track to graduate as they still managed to complete six credits in that year. The minimum of three credits per term is a balanced approach to measuring on-track to graduate, as it is assumed youth may be less likely to double their workload to remain on-track to graduate if they fall behind in the first term. While the year would be a more appropriate unit of analysis for time, unfortunately, this could not be done as the data collection relied on voluntary submissions of grades. Providing report cards and grades were not mandatory, as that would have been unethical to mandate the release of sensitive data. Moreover, some schools in the Belleville and District area did not allow for the release of report card data for the purposes of evaluation. As the analyses below will show, the few youth who were not on-track to graduate tended not to provide more than one report card to verify if they did recuperate from a poor term.

32 (42%) of the 76 active youth who were accessible to obtain follow-up grades and report cards, as well as had the appropriate school and parent disclosures, provided at least one final semester of grades covering their involvement with QP. These 32 youth provided a total of 49 report cards to analyze whether or not youth remained on-track to graduate in a particular semester. 11 of the 32 youth only provided a single term's final report, leaving a sample of 22 youth to review whether they remained on track to graduate for that year. As table 3 below shows, analysing by year was unnecessary as the majority of participants who provided their report cards were on track to graduate over the course of their involvement with QP.

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[11] The Poverty Reduction Strategy has operationalized the graduation rate measure as the "percentage of students entering high school at the same time who graduate within five years of having started Grade 9," see: http://otf.ca/sites/default/files/indicators_chart_en_04.pdf

Table 3: Number of QP Participants on Track to Graduate & Characteristics					
Status	# of Participants	# of Report Cards with Final Grades Analyzed	Participant Grade at Time of Report Card	Gender	CAS Involved (within group)
On-track to graduate (≥ 3 credits per term)	25 (78%)	49	Grade 9= 20 Grade ≥ 10= 5	Male=15 Female=10	2
Not on-track to graduate (< 3 credits per term)	7 (22%)	8	Grade 9= 3 Grade ≥ 10= 4	Male=7	4
Total	32 (100%)	57	32 (100%)	32 (100%)	6 (19%)

Table 3 shows that over three-quarters of QP participants who reported their grades remained on-track to graduate over the course of their involvement with QP. The bulk of those who remained on-track to graduate through the course of their involvement were in grade 9 at the time of reporting their credits, and were nearly evenly split across gender (males and females). Moreover, two (8%) of the 25 youth who remained on-track to graduate were CAS-involved.

Although table 3 provides a positive picture of youth participating in QP and their ability to stay on-track, it also provides an outline of the participants who reported their grades and did not remain on-track to graduate over the course of their involvement with QP. The seven youth who were not on-track to graduate over the course of their participation in QP were all males, most of whom were involved with CAS, and more likely to start later in QP than those who remained on-track to graduate. For instance, 80% of those who remained on-track to graduate began their involvement with QP early, as they reported their credits for grade 9. Whereas, 57% of those who were not on-track to graduate began their involvement in QP later on in their high school tenure, as they reported their credits for grades 10 or higher. This later start date may be more crucial in explaining the difficulties in remaining on-track to graduate, as a small sample of CAS involved youth did remain on-track to graduate. While these samples are small it is noteworthy to keep in mind that the program may work more effectively targeting youth at the start of high school, and may have difficulty in reversing the courses of males involved with CAS who begin the program at a later time.

The 78% of youth who provided their report cards and remained on-track to graduate reflects well on QP. However, some youth who enter QP may be doing so to bolster their social skills or other concerns such as mental health which may put them at-risk of not completing high school, but otherwise they may be performing well academically. In order to examine whether QP was responsible for assisting youth in their ability to remain on-track to graduate the responses for the successful 25 youth were paired with responses from the Youth Satisfaction and Parent/Guardian Satisfaction Surveys. More specifically, the youth and their parent/guardian's responses to whether QP's educational supports were helpful, and whether they have experienced improved grades since their involvement with QP were paired and compared for those who remained on-track to graduate. The results for this pairing are reported in table 4 below to help estimate the degree to which youth remaining on-track to graduate can be attributed to QP.

Table 4: Estimating Attribution from QP in Assisting Those On Track to Graduate (n=25)					
How helpful was QP in giving you or connecting you to the following services/supports...	Youth Self Report-Homework support	Parent-Educational support for your child	Since I/my family started the Quantum program...	I am getting better grades at school	My child(ren) is getting better grades at school
Extremely helpful	4 (16%)	3 (12%)	Agree Strongly	2 (8%)	6 (24%)
Helpful	8 (32%)	11 (44%)	Agree Somewhat	11 (44%)	6 (24%)
A little helpful	2 (8%)	0 (0%)	Disagree Somewhat	4 (16%)	2 (8%)
Not at all helpful	1 (4%)	1 (4%)	Disagree Strongly	1 (4%)	3 (12%)
Did not need this program (N/A)	3 (12%)	3 (12%)	Not Applicable	1 (4%)	0 (0%)
Missing (Did not answer survey or question)	7 (28%)	7 (28%)	Missing (Did not answer survey or question)	6 (24%)	8 (32%)
Total	25 (100%)	25 (100%)	Total	25 (100%)	25 (100%)

Table 4 above pairs youth who remained on-track to graduate with the responses they or their parents/guardians gave on the helpfulness of QP's education support and the improvements in education outcomes they witnessed. Table 4 also includes missing values as a part of the denominator, since many of those who provided their report cards did not complete surveys. Including these missing values as a part of the denominator provides a confident underestimation of the impact of QP; the minimum degree to which its educational supports may have affected academic outcomes.

The findings from table 4 show that at a minimum 50% of youth participants who remained on-track to graduate found the homework support from QP a little helpful, helpful, or extremely helpful. Moreover, a minimum of 56% of parents/guardians of youth who remained on-track to graduate found the educational support from QP helpful. 52% of youth who remained on-track to graduate also agreed somewhat or strongly that they were getting better grades in school since their involvement with QP. Similarly, 48% of parents/guardians whose youth remained on-track to graduate also agreed somewhat or strongly that their child was getting betting grades since they started with QP.

Table 4 cross-references the data from grades with responses from surveys to estimate the impact of QP's educational supports in assisting youth in remaining on-track to graduate. Nonetheless, it may not be QP's homework support which is impacting youth but the recreational or social skill building activities which may correlate stronger with the ability to remain on-track to graduate. The sample sizes in this evaluation are too small to isolate and report on these correlations, rather it is important to analyze deeper and more critically whether social skills activities or homework support or the combination of the two is what contributes strongly to educational outcomes. Controlling for factors such as late program start and for males who are CAS involved in the future would also help to provide a more nuanced

understanding of how after school programs can improve the likelihood of graduation for at-risk groups. The discussion section below provides further summaries and analysis from this report.

Discussion

Process & Monitoring Findings

Overall, QP has been successful in satisfying youth, parents/guardians, stakeholders, and the staff involved in the program. For nearly all of the youth and parents/guardians the program is explained well at the start, and both youth and parents/guardians feel they have a say in the services delivered. There were no differences across male and female youth or whether the youth was from the first or second cohort in the findings for this final evaluation report. This all shows that QP staff have maintained the client-centered case-management fidelity for how QP is intended to operate. Communication between QP staff and stakeholders was also predominately positive. However, the more positive comments were from stakeholders working in the Belleville area. Stakeholders working in Picton and Trenton mentioned strides in better communication, but still felt there was room for improvement. Communication amongst staff internally and with youth has been a strong pillar for the program. There were no issues reported with communications between staff and youth throughout any of the surveys, and the youth respondents overall lauded their relationships with their peers and mentors. While communication between staff, stakeholders, and parents were noted as good with improvements occurring along the way, the staff seemed to have excelled in connecting with youth, which is the core target group for the program.

Earlier, this report provided a discussion on the types of services and supports QP provided or connected youth and parents/guardians to. That discussion noted that there were discrepancies in the reported helpfulness of specific services for youth and parents/guardians. Those discrepancies may be due to the differences in the awareness of the issues or comfort in reaching out to staff for solutions. Another important note with regards to figures 6A and 6B is that it indicates how many youth and parents/guardians did not require certain services. Relating back to the attrition rate discussed earlier, are youth who feel they are not receiving services in anger management, mental health, and substance use simply dropping out or leaving the program for more intensive supports? Attrition rates may explain why large proportions of youth respondents to the survey may not have required these services. QP may be able to connect youth to more intensive supports in anger management, mental health, and substance use but not deliver as much of the one-to-one supports some of the very high needs youth may require.

Moreover, most stakeholders noted that the supports available across the three communities (Belleville, Picton, Trenton) were not similar. Some stakeholders felt this was inevitable since some recreational supports such as swimming or boxing may only be available in certain communities. Nonetheless, the supports at the moment are primarily concentrated in the Belleville area, where QP has had a larger footprint and longer history in providing services. As demands grow for QP to expand its programming and services, the program will be focusing on increasing access to services and supports in the Trenton and Picton areas. QP recently received a Grow Grant from the Ontario Trillium Foundation to increase the number of hub sessions and access to supports, and staff have dedicated those efforts to the Picton and Trenton areas.

The strengths, challenges, and recommendations provided by youth, parents/guardians, stakeholders and staff shown in figures 7, 8, and 9 converged and diverged at various points. The strengths were notable in that they each work together collectively to make QP successful. Connections to services and support, alongside food, the inclusive atmosphere and social relations are reasons youth attend and return to QP

for support. While each group reported different strengths, they all nonetheless work cohesively for the program to attract and retain youth in QP.

One challenge noted was the difficulties of providing the program in a group setting. The client population, youth who are at-risk of not completing high school, are likely a group prone to outbursts or conflict, and thus some conflict management may be inevitable. Avoiding this conflict by reducing group activities is not a beneficial option either, as the growth of social skills for youth is consistently the most impactful outcome emanating from QP. QP staff must continue to confront the conflict—and "drama" as one stakeholder put it—as an opportunity to impart conflict resolutions skills amongst the youth. QP staff may wish to explore new methods to elicit conflict management between youth or address struggles in the group activities. These conflicts may be reasons why certain youth drop out of their participation in QP early, and addressing new methods may help to improve the retention of youth participants. Relegating group activities as an inconsequential delivery method for the program, however, should not be the answer, as it might negate the improvements seen in the social skills amongst QP youth.

Outcomes

Short Term

Across youth, parents/guardians, and stakeholders the most consistent outcomes reported were with regards to improving access to services and a willingness to reach out for supports for both youth and parents/guardians, and growth in the social skills and self-esteem of youth. Youth and parents/guardians also noted the most significant change they experienced was a growth in social skills amongst youth. The consistency of these findings across respondents and question formats lends strong confidence to the reliability in the answers. The response rates for the surveys, particularly for youth and parents/guardians, were not high enough to generalize the responses to all youth and parent/guardians who experienced program. Nonetheless, these low response rates should be interpreted alongside the triangulation found across stakeholders and staff in acknowledging improved social skills and access to services as central outcomes for QP.

Access to employment for both parents/guardians and youth seems to be the least impactful outcome of the program. Figures 6A, 6B, and 13 indicate that some youth and parents/guardians are experiencing some degree of support in employment. This support and connection to employment is likely more case by case and individualized, rather than an outcome QP aims to achieves for all youth and their families. The client-centred, case-management approach which informs QP's service delivery model entails that youth and parents/guardians who request and need employment services will receive them. Thus, improvement in employment is more of an individual and case by case goal rather than an overarching purpose for the program, when compared to the central outcomes of improving the social skills of youth and access to services and supports for families. QP may not be improving access to employment opportunities for all in the short term, however, the program's strengths are likely contributing to the long-term goals of the poverty reduction strategy.

Long Term

QP was funded as part of the province's long term poverty reduction strategy. More specifically, QP was funded to assist the province in taking steps forward in reducing poverty in three key indicators: high school graduation rates; not in education, employment, or training (NEET); and the low-income measure. Below is a brief analysis of whether QP is positively affecting these indicators from the findings conducted over the course of this evaluation.

High School Graduation Rates
This evaluation report includes data gathered from credits obtained to assess whether youth in QP were on-track to graduate high school within five years. The findings indicated that over three-quarters of the youth who provided report card data were on-track to graduate over the course of their involvement with QP. The youth's ability to remain on-track to graduate over the course of their participation involvement can be attributed in part to QP, as 50% on-track to graduate youth commended the homework support from QP and felt their grades had improved since joining QP. Furthermore, all of the youth active in QP at the time of writing this report were attending class and figures 12 and 13 show that many stakeholders, the majority of whom were school representatives, felt QP was improving the likelihood of at-risk youth graduating high school. Moreover, youth and parents/guardians in figures 6A, 6B, 10, and 11 indicated improved grades and academic support over the course of their involvement in QP. While this report cannot definitively measure whether QP is improving graduation rates, the early responses across youth, parents/guardians, and stakeholders signals that QP is improving youth with their academics and likelikhood of remaining on-track to graduation.

NEET (not in education, employment or training)
76 of the 113 youth who entered QP in August 2015 and are active in QP have all remained in school. It is unclear whether the 37-remaining youth who left the program early continue to attend school or transferred their pursuits to employment or training. The limitations in the follow-ups and exit surveys with youth who are no longer with the program entails this second indicator cannot entirely be measured. At the bare minimum, QP has assisted 67% of youth who have interacted with the program to remain in school. As noted earlier, this is apparent in figures 6, 10, and 11 as youth and parents/guardians indicated that QP was helping youth academically, and therefore likely improving their retention in school. Although the response rates were low, stakeholders also noted improvements in the likelihood of at-risk youth graduating high school, consequently reducing the likelihood of youth in QP becoming a part of the not in education, employment or training population in Ontario.

Low-income measure
Figures 6 and 13 noted that QP had improved access to employment for a portion youth. Access to employment supports for parents overall was noted as the least impactful area for QP. There are likely instances where QP has connected youth and parents to employment supports. This support has been more case by case and limited than broadly across youth and parent/guardian participants. In the short term, QP is likely not producing a substantial impact in reducing the number of Ontarians living below the median income in Ontario. However, QP is likely having a stronger impact in reducing the likelihood that participants in QP grow up living in a household below the median income threshold. Across all respondents, growth in the social skills of youth was noted as the most prominent outcome of QP. There is growing evidence for the need to develop social skills and that academic or technical skill and experience are not enough for youth entering the job market.[12] QP is likely laying a foundation of social skills and academic capacity, whereby youth are less likely to be a part of the NEET population and living below the median income threshold in the future. The fruits of QP's labor may not be visible until years after participants have left, a sustainability evaluation in the future would assist in verifying any impact.

Triangulation and Theory of Change
As noted in the discussion surrounding figure 12, the stakeholders did not have many responses to the questions or signal many improvements. Growth in the social skills and self-esteem of youth, however,

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[12] Heckman, James J., and Tim Kautz. "Hard evidence on soft skills." Labour economics 19.4 (2012): 451-464.

was noted as an area by stakeholders where youth in QP had improved. Social skills were noted by youth, parents/guardians, and staff as well as a factor where youth improved over the course of their involvement in QP. As mentioned previously, this triangulation in perspective suggests alterations be made to how the program views its theory of change. Growing the social skills of youth should be viewed as a key developmental component which may lay the foundation for educational outcomes, or one which interacts with educational support to improve academic outcomes. This is one area where QP is providing the most impact and should be incorporated more prominently in its theory of change model. While the findings from this report indicate that QP assists youth in their ability to remain on-track to graduate, it is not clear whether the homework support alone is attributable for that positive impact. The impact of improving the social skills on academic outcomes needs to be studied further, and more importantly the interactive effect of conducting activities aimed at improving skills alongside providing homework support.

Limitations

A key limitation hindering the generalizability of the findings is the low response rates for youth and parents/guardians, as well as the possible self-selection of respondents who are satisfied with the program, are completing the surveys, and providing report card data. Moreover, those who may not have performed well academically may be less comfortable to share their report card data, which is why this evaluation underestimated the magnitude of the outcomes.Those who do not enjoy the program likely do not attend QP and have either dropped out or are unwilling to participate in surveys to air grievances as to why they left. The responses analyzed here are also from one-time surveys, which may not be very accurate in addressing if attitudes or behaviours have improved over time. Telescoping good or bad behaviours and experiences may be occurring in the opinions expressed by respondents. These limitations need to be taken into consideration when generalizing the findings to the program as a whole, as well as any broader external validity claims on the impacts of after school and lunch-based programs for youth.

Lessons Learned

Overall, the youth who completed the survey indicated that they were satisfied with the program, but many suggested that this program should be expanded to include more youth. Parents/guardians also held a similar view, with some even stating that the QP should start for youth at a younger age (one respondent indicated at age 11 or 12). The findings from the report card data also indicate QP may be more effective when targeting youth early as opposed to later in their tenure at high school. Another recommendation would be to increase transportation to the hubs. Many youths indicated that they would have enjoyed the program more if they were able to commute to the hubs more often. If possible, a shuttle service, or even a youth pick up/drop-off service should be implemented so youth can consistently attend services.

The findings from this report shows parents/guardians are more likely to know where to access supports for themselves and their youth. Despite little impact in connecting the parents/guardians to employment, QP has improved community ties and access to services for some parents/guardians. Discussions with staff from JHS-B highlighted that the LPRF dramatically helped QP improve its capacity in assisting the parents/guardians of youth in QP. Prior to the fund and implementing the program, QP assumed providing and connecting parents to the services alone would attract parents/guardians to participate. Similar to the youth in QP, the relationships between parents/guardians and QP staff are key to enticing

families as a whole to interact with services. Staff at JHS-B noted LPRF assisted greatly in piloting programming for the family as a whole, and mainly that providing supports alone will be ineffective unless relationships and trust have been formulated first.

One factor not measured in this evaluation, yet should be assessed in future research is the spatial dimension of programming and the stigma free environment advocated by the Belleville youth centre for drop-ins. This community space is used by at-risk youth and other members of the community for boxing or cycling competitions. Access to a stigma free, open, and safe community space may be why QP and the supports in Belleville have excelled more relative to the other areas. Youth and stakeholders often noted the inclusive and open atmosphere created by JHS-B as one of the best features of the program. Any after school-based program which is being implemented or evaluated should measure the spatial dimension where programming occurs, and how the space bolsters or hinders the program's ability to operate.

The attrition and exit rates for this program were not anticipated to be as high, as the turnover was low in the previous iteration of QP which followed the same group of youth for four years. Since those youths were the same group of 40+ students with intake all occurring at one point rather than being on-going, there was not enough early preparation on the intake for suitable youth and expectations for when they would leave. QP staff adjusted to the intake process, and two site visits from the Evaluation Team with file audits have shown significant strides in organization and foresight on file referral, acceptance, and closures. This has also prompted lessons learned for the evaluation team.

Exit surveys with participants do not seem feasible or likely to occur, rather close-ended assessments for staff and stakeholders may prompt better responses as to why youth decide to leave the program. A tool which is filled by staff and where the responses are verified by the referral source may provide a more accurate picture as to why certain youth leave the program. This option may be implemented for future evaluations for QP. Second, collecting data on dosage will also assist in better understanding the attrition rate. At the moment, those youths who only spent a day in the program are considered a part of the attrition rate. They are included in this rate because it is not clear the degree to which they received services, such as how many hours of services, or the types of referrals they may have received. More detailed collection on dosage and referrals for each youth will help to determine if the youth participated enough to be part of the attrition rate, or was simply an inappropriate referral. This report overestimated the attrition rate, as opposed to providing an underestimation, since the information on dosage was not precise enough to determine whether a youth was an inappropriate referral or received all of the services they needed.

Recommendations

Considering the lessons learned and the process and outcome findings from this evaluation report, the Evaluation Team has seven recommendations for the programming aspect of QP and four recommendations for future evaluations of QP.

Programming
- Seek more partnerships and opportunities for activities for youth in Trenton and Picton. This may also include improved transportation access for youth from areas outside of Belleville to attend the Belleville youth centre where more resources are available.
- Continue soft relationship building with parents/guardians of youth in QP, prior to presenting supports to the family as a whole.

- Continue providing food and also more opportunity for youth to select the food available at hubs.
- More one on one homework support for youth.
- JHS-B staff should inquire into the need for additional conflict resolution techniques to improve conflict amongst youth in group activities.
- More clear communication across parents/guardians and school representatives on how QP positively impacts youth.
- JHS-B staff should inquire into targeting youth early in high school, as the impact of the programming may be more effective when youth are targeted early in their tenure at high school.

Evaluation
- Track dosage and duration among participants in a more systematic way, outside of an attendance calendar for activities.
- The evaluation should emphasize ease of access and use at the design stage of the evaluation itself. This entails reducing the complexity of the surveys by utilizing a single scale across surveys on attitudes. Also, separating the quantitative and qualitative methods, whereby open-ended interviews or focus groups are used to gather more nuanced understandings across youth, parents/guardians, and stakeholders. Future evaluations should also inquire into the availability of honorariums or incentives for participation in surveys including exit surveys.
- Evaluate the spatial impact of the Belleville youth centre as a stigma free space and its interaction with QP.
- Examine the interaction effects between social skills programming and educational support on academic outcomes.

Conclusion

Over the course of the two years QP operated as intended, while producing outcomes in areas it aimed to impact. The four surveys provided insight into how the program was communicated, delivered, and the impacts emanating from QP over the two-year project. The conclusions drawn in this report have largely been with consideration of the attrition rate for QP and the response rate for the surveys. The findings in this report may not be emblematic of the opinions of all the individuals who have interacted with QP, yet there are areas where there is clear triangulation across different perspectives. For instance, the communication internally and externally with the program has received positive results amongst youth, parents, staff, and stakeholders with improvements in the Picton and Trenton coming along. There have been a range of services delivered with most services relating to youth and connections to educational and recreational supports. The key outcomes for the program thus far have been with regards to improving the likelihood of participants completing high school, increasing the social skills of youth, and improving access and understanding of community services for families. In the short term, QP is likely improving the high school graduation rates for youth at-risk of not completing high school. In the long term, QP may be impacting LPRF's Low Income Measure and NEET indicators by providing supports and services which reduce the risks of individuals falling below those thresholds. The lessons learned have primarily related to the delivery of the program, with regards to outreach for parents, and for the evaluation have related to the importance of capturing dosage and program exit. Finally, the recommendations for the program largely relate to increasing access to supports across the hubs, and implementing new tools and processes for capturing duration, dosage, and exit for participants.

Appendices

Appendix A: Program Logic Model for the Quantum Program at JHS-Belleville

Appendix B: Youth Satisfaction Survey

Appendix C: Parent Satisfaction Survey

Appendix D: Program Delivery Satisfaction Survey

Appendix E: Stakeholder Satisfaction Survey

Appendix A: Program Logic Model for the Quantum Program at JHS-Belleville

POVERTY REDUCTION INDICATORS TO BE ADDRESSED:
1. HIGH SCHOOL GRADUATION RATES; 2. NOT IN EDUCATION, EMPLOYMENT, OR TRAINING (NEET); 3. LOW INCOME MEASURE

TARGET GROUP(S) SERVED: (AS IDENTIFIED IN THE PRS): YOUTH AT-RISK (RISK OF NOT GRADUATING, OR CROWN WARDS), AND THEIR PARENTS (NEET OR LONG-TERM UNEMPLOYMENT)

PROGRAM GOAL(S): IMPROVE THE LIKELIHOOD OF AT-RISK YOUTH GRADUATING FROM HIGH SCHOOL BY PROVIDING EDUCATIONAL, DEVELOPMENTAL, AND PARENTAL SUPPORTS

IMPLEMENTATION OBJECTIVES: DELIVER THE PLANNED SERVICES TO THE INTENDED POPULATION IN A MANNER WHICH EFFECTIVELY ENGAGED COMMUNITY STAKEHOLDERS

PROGRAM COMPONENTS	Educational Support	Developmental Support	Parental Support
ACTIVITIES	1. Homework support 2. Computer based instruction 3. Peer tutoring and mentoring 4. Workshops 5. Literacy activities	1. Engage 100 youth in formalized activity (i.e. dance, drama, photography, music, cooking) 2. Entrepreneurship training 3. Recreation, health, and fitness	1. Monthly updates for parents/guardians of youth in QP 2. Referrals to community supports and services where necessary
OUTPUTS	100 high school students receive educational support. Surveys completed by participants and staff on impact of educational supports. Peer tutoring/mentoring.	Active participation in case management. Connect youth with community partners. Satisfaction surveys on the development of new skills.	Contacts with community partners. Referrals to supports and services. Contacts with parents/guardians
SHORT-TERM OUTCOMES & INDICATORS	Increased educational aspirations. Increased access to homework support.	Improved personal and social skills. Increased access to community supports.	Improved ability to manage issues with youth. Increased access to necessary supports (i.e. counselling, employment service)
MEDIUM-TERM OUTCOMES & INDICATORS	Improved attitudes regarding school. Reduced conflict with peers. Stay on track to graduate.	Improved pro-social values and conduct. Improved self-esteem.	Improved family relations
LONG-TERM OUTCOMES & INDICATORS	Improve the likelihood of graduating high school.	Improved communication, teamwork, and goal setting and meeting skills.	Stronger family and community ties.

ASSUMPTIONS: YOUTH AND THEIR PARENTS WILL IMPROVE THEIR LIKELIHOOD OF AVOIDING POVERTY BY RECEIVING EDUCATIONAL, DEVELOPMENTAL, AND PARENTAL SUPPORTS THROUGH A CLIENT-CENTRED APPROACH. A HUB MODEL WILL LEVERAGE THE RESOURCES OF STAKEHOLDERS ACROSS THE THREE SEPARATE AREAS TO DELIVER SERVICES EFFECTIVELY.

Appendix B: Youth Satisfaction Survey
Youth Satisfaction Survey (online)

The Quantum Program (or QP for short) helps youth who need support in school, by providing and connecting them and their parents/guardians to a variety of supports services.
QP is being evaluated by professionals at the Centre of Research, Policy & Program Development at the John Howard Society of Ontario to see if the program is meeting its goals and helping young people and their parents/guardians.

Please complete this brief survey to help evaluate the Quantum Program (QP) from the delivery perspective. The survey is anonymous: Do not include your name or the names and identifiable information of others. You can exit the survey at any point without consequence to accessing programs or services at QP or any other agency. If you are not comfortable answering a question you may skip it. Your responses will be combined with responses from other youth in QP to help the Evaluation Team examine QP. These responses will inform reports the Evaluation Team will send to funders and other reports which may published.

If you have any questions or concerns about this survey or the evaluation overall, please contact Sunny Dhillon at sdhillon@johnhoward.on.ca or 416-408-4282 ext 227. If you have questions about how this data is stored on Survey Monkey please see: https://www.surveymonkey.com/mp/policy/privacy-policy/, or contact Sunny Dhillon for any concerns. Thank you very much, your feedback is appreciated.
□ I understand my responses are confidential and agree to complete this survey (continue to next page

1. Please enter the 4 digit ID given to you by the Coordinator of the Quantum Program
   _ _ _ _

2. In which communities have you been attending QP services? (select all that apply):
   □ Belleville   □ Picton   □ Trenton

3. How much of your time do you feel you are spending in the Quantum Program?
   □ Far too much   □ Too much   □ Just right   □ Too little   □ Far too little

4. Rate your overall satisfaction with the Quantum Program. Check one:
   □ Very Satisfied   □ Satisfied   □ Neither satisfied nor dissatisfied   □ Dissatisfied   □ Very Dissatisfied

5. Was the program explained well to you before you started?
   □ Yes   □ Somewhat   □No
   (Please use the space below to comment on how the program was explained to you):
   _____

6. Did you feel that you had a say in the services you received?
   □ Yes   □ A little   □ Not at all
   (Please use the space below to comment on your input with the services you received):
   _____

7. How helpful was QP in giving you or connecting you to the following services/supports. If you did or do not need a service, simply select 'Did not need this program (N/A).'

		Extremely helpful	Helpful	A little helpful	Not at all helpful	Did not need this program (N/A)
a)	Employment services/agencies	□	□	□	□	□
b)	Housing services	□	□	□	□	□
c)	Mental health services	□	□	□	□	□
d)	Anger management support	□	□	□	□	□
e)	Physical disability support	□	□	□	□	□
f)	Substance use treatment	□	□	□	□	□
g)	Homework support	□	□	□	□	□
h)	Family support	□	□	□	□	□
i)	Planning your goals	□	□	□	□	□

j)   Recreational
     activities in the   ☐   ☐   ☐   ☐   ☐
     community

k)   Any other
     service/support not   ☐   ☐   ☐   ☐   ☐
     listed:_____

8.   Are there any services you need or would like but have not been offered or connected to?
                         Y____   N_____
     (b.) Which services have you not been offered or connected to?
     _____
     (c.) How might you think these services will be helpful to
     you?_____

9. Since I started the Quantum Program…	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Not Applicable
I feel I have better time management	☐	☐	☐	☐	☐
I feel more confident when I speak	☐	☐	☐	☐	☐
I have learned how to set goals	☐	☐	☐	☐	☐
It is easier to talk to my parent(s)/guardian	☐	☐	☐	☐	☐
I have a better understanding of the importance of teamwork	☐	☐	☐	☐	☐
I know more places I can go for help when I need it	☐	☐	☐	☐	☐
I am more willing to ask for support from service providers	☐	☐	☐	☐	☐
I am more engaged in my community	☐	☐	☐	☐	☐
I am getting better grades at school	☐	☐	☐	☐	☐
I have improved my social skills	☐	☐	☐	☐	☐

10. What is the most significant change you have experienced through your participation in the Quantum
    Program? If you did not experience any changes please use this space to explain why.
    _____
    _____

11. From your perspective, what are the best features of the Quantum program?
    _____
    _____

12. From your perspective, what are the weakest or most challenging features of this program?
    _____
    _____

13. Would you recommend this program to other youth?
    ☐ Yes   ☐ No

(Please use the space below to comment on why you would or would not recommend QP to other youth):

_____

14. Do you have any suggestions about how this program could be improved for the future?

_____
_____

15. Please provide any additional comments on any aspect of this program

_____
_____

Appendix C: Parent Satisfaction Survey
Parent/Guardian Satisfaction Survey (online)

The Quantum Program (or QP for short) is designed to provide assistance to youth who need support in school, by providing and connecting them and their parents/guardians to a variety of supports services. QP is being evaluated by professional evaluators at the Centre of Research, Policy & Program Development at the John Howard Society of Ontario to see if the program is meeting its goals and is helping assist young people and their parents/guardians.

Please complete this brief survey to help evaluate the Quantum Program (QP) from the delivery perspective. The survey is anonymous: Do not include your name or the names and identifiable information of others. You can exit the survey at any point without consequences for myself and my youth to accessing programs or services at QP or any other agency. If you are not comfortable answering a question you may skip it. Your responses will be combined with responses from parents/guardians whose youth are in QP to help the Evaluation Team assess the delivery program. These responses will inform reports the Evaluation Team will send to funders and other reports which may published.
If you have any questions or concerns about this survey or the evaluation overall, please contact Sunny Dhillon at sdhillon@johnhoward.on.ca or 416-408-4282 ext 227. If you have questions about how this data is stored on Survey Monkey please see: https://www.surveymonkey.com/mp/policy/privacy-policy/, or contact Sunny Dhillon for any concerns. Thank you very much, your feedback is appreciated.
□ I understand my responses are confidential and agree to participate in this survey (continue to next page

1. Please enter the 4 digit ID given to you by the Coordinator of the Quantum Program

   _ _ _ _
2. How many youth under your care (as a parent or guardian) are currently enrolled in the Quantum Program?

   □ 0   □ 1   □ 2   □ 3   □ 4+

3. In which communities have you been attending QP services? (select all that apply):

   □ Belleville   □ Picton   □ Trenton

4. Rate your overall satisfaction with the Quantum Program. Check one:

   □ Very Satisfied   □ Satisfied   □ Neither satisfied nor dissatisfied   □ Dissatisfied   □ Very Dissatisfied

5. Was the program explained well to you before your family started?

   □ Yes   □ Somewhat   □No

   (Please use the space below to comment on how the program was explained to you):

   _____

6. Did you feel that your family had a say in the services you received?

   □ Yes   □ A little   □ Not at all

   (Please use the space below to comment on your input with the services you received):

   _____

7. How helpful was QP in giving you or connecting you to the following services/supports. If you did or do not need a service, simply select 'Did not need this program (N/A).'

	Extremely helpful	Helpful	A little helpful	Not at all helpful	Did not need this program (N/A)
l) Employment services/agencies	□	□	□	□	□
m) Housing services	□	□	□	□	□
n) Mental health services	□	□	□	□	□
o) Anger management support	□	□	□	□	□
p) Physical disability support	□	□	□	□	□
q) Substance use treatment	□	□	□	□	□
r) Educational support for your child	□	□	□	□	□
s) Family support	□	□	□	□	□
t) Planning your goals	□	□	□	□	□

u) Recreational activities in the community ☐ ☐ ☐ ☐ ☐

v) Any other service/support not listed:_____ ☐ ☐ ☐ ☐ ☐

8. Are there any services you need or would like but have not been offered or connected to?

           Y___   N____

(b.) Which services have you not been offered or connected to?

_____

(c.) How might you think these services will be helpful to you?_____

9. Since my family started the Quantum Program…	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly	Not Applicable
I feel I am more knowledgeable about parenting now	☐	☐	☐	☐	☐
I have increased confidence in my parenting skills	☐	☐	☐	☐	☐
I have a better understanding of my children's challenges and gaps in skills	☐	☐	☐	☐	☐
It is easier now to talk to my child(ren)	☐	☐	☐	☐	☐
I have more strategies to give my child(ren) the support they need	☐	☐	☐	☐	☐
I know more places I can go for help when I need it	☐	☐	☐	☐	☐
I am more willing to seek support from service providers	☐	☐	☐	☐	☐
I am more engaged in my community	☐	☐	☐	☐	☐
My child(ren) is getting better grades at school	☐	☐	☐	☐	☐
My child has improved his/her social skills	☐	☐	☐	☐	☐

10. What is the most significant change you have experienced through your participation in the Quantum Program? If you did not experience any changes please use this space to explain why.

_____
_____

11. From your perspective, what are the best features of the Quantum program?

_____
_____

12. From your perspective, what are the weakest or most challenging features of this program?

_____
_____

13. Would you recommend this program to other parents?
   □ Yes   □ No

   (Please use the space below to comment on why you would or would not recommend QP to other parents):
   _____

14. Do you have any suggestions about how this program could be improved for the future?
   _____
   _____

15. Please provide any additional comments on any aspect of this program
   _____
   _____

Appendix D: Program Delivery Satisfaction Survey
Program Delivery Satisfaction Survey (online)

The Quantum Program (or QP for short) is designed to provide assistance to youth who need support in school, by providing and connecting them and their parents/guardians to a variety of supports services. QP is being evaluated by professional evaluators at the Centre of Research, Policy & Program Development at the John Howard Society of Ontario to see if the program is meeting its goals and is helping assist vulnerable young people and their parents/guardians.

Please complete this brief survey to help evaluate the Quantum Program (QP) from the delivery perspective. The survey is anonymous: do not include your name or the names and identifiable information of others. You can exit the survey at any point without consequence, and if you are not comfortable answering a question you may skip it. Your responses will be combined with responses from other staff and volunteers working in QP to help the Evaluation Team assess the delivery program. These responses will inform reports the Evaluation Team will send to funders and other reports which may published.

If you have any questions or concerns about this survey or the evaluation overall, please contact Sunny Dhillon at sdhillon@johnhoward.on.ca or 416-408-4282 ext 227. If you have questions about how this data is stored on Survey Monkey please see: https://www.surveymonkey.com/mp/policy/privacy-policy/, or contact Sunny Dhillon for any concerns. Thank you very much, your feedback is appreciated.

□ I understand my responses are confidential and agree to complete this survey (continue to next page)

1. Which position best describes your role in QP?
□ Youth Worker   □ Teacher   □ Volunteer   □ Other:_____

2. In which communities have you been delivering QP services? (select all that apply):
□ Belleville   □ Picton □ Trenton

3. Overall, how would you rate your satisfaction with the Quantum Program?

□	□	□	□	□
Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied

4. Are you satisfied with the involvement from community partners?
 □ Yes □ Somewhat □ No
(Please use the space below to explain why you are or are not satisfied):
_____

5. Are there any service providers not involved in the delivery of the Quantum Program you feel should be included?
 □ Yes □ Somewhat □ No
(Please use the space below to explain which service providers you feel should be included and why):
_____

6. Are you able to develop a rapport with the youth?
 □ Yes □ Somewhat □ No □ Not Applicable
(Please use the space below to comment on how relationships have enfolded between you and youth in QP):
_____

7. Are you able to develop a rapport with the parents?
 □ Yes □ Somewhat □ No □ Not Applicable
(Please use the space below to comment on how relationships have enfolded between you and the parents in QP):
_____

8. Are you satisfied with the dynamics between you and other coworkers in QP?
 □ Yes □ Somewhat □ No □ Not Applicable
(Please use the space below to comment on the relationships with you and other staff/volunteers):
_____

9. Are you satisfied with your relationship with your supervisor?
 □ Yes □ Somewhat □ No □ Not Applicable
(Please use the space below to comment on the relationship with your supervisor):
_____

10. Were you satisfied with the amount of support and supervision provided by your supervisor?
 □ Yes □ Somewhat   □ No □ Not Applicable

(Please use the space below to comment on the support and supervision provided by your supervisor):

_____

11. Were there a sufficient number and types of training provided to you?
□ Yes   □ Somewhat   □ No   □ Not Applicable   (explain if no)

(Please use the space below to comment on the number and types of training provided to you):

_____

12.
    a. By clicking and dragging each of the outcome areas below, please rank where you believe QP had the most positive impact (1=the most positive impact and 10=the least impact)
    1=the most positive impact 10=the least impact
        □ The likelihood of at-risk youth graduating high school
        □ Participants ties to the community
        □ Access to support services
        □ Family relations
        □ Social skills of youth
        □ Self-esteem of youth
        □ Access to employment opportunities for youth
        □ Access to employment opportunities for parents
        □ Attitudes regarding school
        □ Partnerships across agencies

    b. (Please use the space below to comment on your rankings):

_____

13. From your perspective, what are the best features of the program? _____

14. From your perspective what are the weakest, or most challenging features of this program?

_____

15. Would you recommend this program:?
    a. for youth?   □ Yes   □ No
    b. for parents?   □ Yes   □ No

(Please use the space below to comment on why you would or would not recommend QP to either youth or parents):

_____

16. How could the program be improved for the future? _____

17. Please provide any additional comments on any aspects of this program_____

Appendix E: Stakeholder Satisfaction Survey
Stakeholder Satisfaction Survey (online)

The Quantum Program (or QP for short) is designed to provide assistance to youth who need support in school, by providing and connecting them and their parents/guardians to a variety of supports services. QP is being evaluated by professional evaluators at the Centre of Research, Policy & Program Development at the John Howard Society of Ontario to see if the program is meeting its goals and is helping assist vulnerable young people and their parents/guardians.

Please complete this brief survey to help evaluate the Quantum Program (QP) from the delivery perspective. The survey is anonymous: Do not include your name or the names and identifiable information of others. You can exit the survey at any point without consequence, and if you are not comfortable answering a question you may skip it. Your responses will be combined with responses from other stakeholders working in QP to help the Evaluation Team assess the delivery program. These responses will inform reports the Evaluation Team will send to funders and other reports which may published.

If you have any questions or concerns about this survey or the evaluation overall, please contact Sunny Dhillon at sdhillon@johnhoward.on.ca or 416-408-4282 ext 227. If you have questions about how this data is stored on Survey Monkey please see: https://www.surveymonkey.com/mp/policy/privacy-policy/, or contact Sunny Dhillon for any concerns. Thank you very much, your feedback is appreciated.

□ I understand my responses are confidential and agree to complete this survey (continue to next page)

1. I am (check one):   □ School Representative   □ Youth Steering Committee Member
   □ Children's Aid Society   □ Other (please specify) _____

2. In which communities have you been delivering or receiving QP services? (select all that apply):
   □ Belleville   □ Picton □ Trenton

3. Rate your overall satisfaction with the Quantum Program. Check one:

□	□	□	□	□
Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied

4. Are you satisfied with the level of communication with JHS-Belleville?
   □ Yes   □ Somewhat □ No
   (Please use the space below to comment on your satisfaction/dissatisfaction in communicating with JHS-Belleville):
   _____

5. Are similar supports available across Belleville, Picton, Trenton?
   □ Yes □ Somewhat □ No □ Don't know/ Not sure
   (Please use the space below to express your thoughts on the supports available across the hubs):
   _____

6. Do you feel that your input is/was valued? □ Yes □ Somewhat □ No □ Don't know/ Not sure
   (Please use the space below to comment on whether your input is valued):
   _____

7. In your opinion, how well has the Quantum Program improved…	Very well	Well	Adequately	Poorly	Very Poorly	Don't know/Not sure
The likelihood of at-risk youth graduating high school	□	□	□	□	□	□
Participants ties to the community	□	□	□	□	□	□
Access to support services	□	□	□	□	□	□
Family relations	□	□	□	□	□	□
Social skills of youth	□	□	□	□	□	□
Self-esteem of youth	□	□	□	□	□	□
Access to employment opportunities for youth	□	□	□	□	□	□
Access to employment opportunities for parents	□	□	□	□	□	□
Attitudes regarding school	□	□	□	□	□	□
Partnerships across agencies	□	□	□	□	□	□

8.
   a. By clicking and dragging each of the outcome areas below, please rank where you believe QP had the most positive impact (1=the most positive impact and 10=the least impact)
   1=the most positive impact 10=the least impact
   - ☐ The likelihood of at-risk youth graduating high school
   - ☐ Participants ties to the community
   - ☐ Access to support services
   - ☐ Family relations
   - ☐ Social skills of youth
   - ☐ Self-esteem of youth
   - ☐ Access to employment opportunities for youth
   - ☐ Access to employment opportunities for parents
   - ☐ Attitudes regarding school
   - ☐ Partnerships across agencies

   b. (Please use the space below to comment on your rankings):
   _____

9. From your perspective, what are the best features of this program?_____

10. From your perspective, what are the weakest, or most challenging features of this program?_____

11. Would you recommend this program…
    a. for youth?   ☐ Yes   ☐ No
    b. for parents?   ☐ Yes   ☐ No

    (Please use the space below to comment on why you would or would not recommend QP to either youth or parents):
    _____

12. Do you have any suggestions about how this program can be improved for the future?_____

13. Please provide any additional comments on any aspect of this program_____