

## Sistema Report 2019



*Presented by The Students Commission of Canada, September 2019*

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## Executive Summary

The purpose of this report is to gain a greater understanding of how youth are engaged in the Sistema Afterschool program. The quantitative survey results in this report are based on 2 time points of data collection. This allows for the understanding of not only the start and end points of the first year of evaluating the program, but also a tentative exploration into the changes participants might experience due to the program. A total of 21 quantitative questions were included, and were separated into five categories. Descriptions and main findings for each of these categories are outlined as follows:

1. *Overall Program Qualities*: This section includes eight questions assessing various qualities of the program, such as feeling welcome, having fun, and learning. Findings reveal that at all four schools, participants are reporting very high levels of support, enjoyment, and learning through the program (means ranging from 3.66 to 4.19).
2. *Social/Community Connectedness & Problem-Solving*: This section includes seven questions assessing various qualities of connectedness within various communities. Further, some questions also examine attitudes towards problem-solving. Similar to the first category, findings reveal that at all four schools, participants are reporting high levels of connection with their communities, peers, and adults, as well as positive attitudes with respect to problem-solving (means ranging from 3.70 to 4.29).
3. *Peer Interaction*: This section includes 3 questions assessing how participants interact with other children, inside and out of the program. This section will seek to explore the importance of healthy peer to peer interactions and how it might impact youth's perceptions of Sistema (means ranging from 3.36 to 4.33).
4. *Learning a New Instrument*: Given that one integral component of the Sistema program is to engage youth through learning a new instrument, one question assessing this outcome was analyzed independently. Responses were fairly high, but this section will seek to draw conclusions on how the main aspect of the program might be improved (means ranging from 3.30 to 4.11).
5. *Physical Activity & Movement*: Two additional questions were included to assess the participants' experiences with physical activity and movement during the Sistema programming. This section highlights how youth might like to have more physical activity integrated as part of the programming, such as how adding dancing to the choir may have been effective in some locations (means ranging from 2.96 to 3.67).

The qualitative component of the survey examines participants' responses to two open-ended questions seeking to understand what participants liked about the program and

what they think can be improved. Descriptions and main findings of these components are outlined as follows:

1. *What do you like about choir, strings, and/or percussion?* When examining the themes of the responses, many participants indicated that they loved learning new instruments, and were having a lot of fun doing so.
2. *How can choir, strings, and/or percussion be improved?* When examining the themes of the responses, many participants indicated that they would love more breaks and getting a say in which songs are being practised.

## Sharing the Stories Background

The Students Commission of Canada (SCC) is the lead organization for the Centre of Excellence for Youth Engagement (CEYE). CEYE is a network of youth, organizations, and academics focused on generating evidence and best practices on youth engagement programs, initiatives, and interventions. CEYE has developed a youth engagement definition for the Canadian context as well as a comprehensive youth engagement framework.

In 2011, the Students Commission of Canada identified a consistent gap in the capacity of Canadian youth-serving organizations to effectively tell their story. In fact, most organizations did not have the capacity or resources to rigorously evaluate their programs or compare the effectiveness of their programs with other organizations. As a result, there was a lack of Canadian evidence for youth engagement programs, initiatives, and interventions. Through support and funding from the Ontario Trillium Foundation, the SCC launched the Sharing the Stories (StS) research and evaluation platform. StS includes reliable and valid quantitative and qualitative evaluation tools. More importantly, it includes a team of coaches and analysts who support organizations to effectively tell the story of their programs.

StS is a subscription-based model. Each organization pays a relatively small fee to subscribe to the platform. They also agree to pool their data into an anonymized database so that comparisons can be made across programs using similar evaluation tools, processes, and measures. StS now has over 200 unique programs and organizations that subscribe to the platform.

### *Sharing the Stories Vision*

Sharing the Stories is focused on building an anonymized database of information for youth, the youth sector, policy-makers, and funders. The information gleaned from the database supports:

- 1. Youth Voice:** StS provides a platform for young people to have their voices heard in the programs and initiatives that work with them.
- 2. Youth Sector:** StS provides a platform for organizations to learn about what's working in their programs and what might need to be improved.
- 3. Policy-Makers:** StS identifies trends in the youth-serving sector and shares them with policy-makers so that policy can be informed by evidence.
- 4. Funders:** The evidence generated from StS informs funders on the effectiveness of their programs.

Sharing the Stories is organized around reporting on change on Three Levels using CEYE's Youth Engagement Framework.

- The individual level focuses on reporting on changes (positive and negative) for individual youth and adult allies.
- The social level focuses on reporting on changes (positive and negative) in relationships. For example: how youth interact with other youth or how youth interact with other adult allies.
- The system level focuses on reporting on changes (positive and negative) for programs, organizations, and policy-makers. For example, how youth influence program design or how youth influence government policy.

## Process and Tools to Date

The Sistema Afterschool Program used a custom survey, designed to examine aspects specific to the program and participants. A total of 68 youth participated at timepoint 1 and 97 at timepoint 2, from a total of four afterschool programs:

Afterschool Program Location	Number of Participants Timepoint 1	Number of Participants Timepoint 2
<b>St. Martin de Porres</b>	18	15
<b>Yorkwoods</b>	10	25
<b>Parkdale</b>	28	46
<b>Military Trail</b>	12	11

This report summarizes findings from the third year of data collection. The questionnaire used includes a total of 23 items. Of these items, the first 21 were answered using a 5-point Likert rating scale. Participants were asked to read a statement and circle one of the appropriate responses:

- 1 – Disagree
- 2 – Somewhat Disagree
- 3 – Neutral
- 4 – Somewhat Agree
- 5 – Agree

The quantitative results will often reference means; means represent the average rating of participants who responded to the specific question and will range from 1 to 5, as per the above scale. In addition to quantitative items, two open-ended items were included to gain a greater understanding of participants' experiences that may have otherwise been missed. The two questions were:

- 1 – What do you like about choir, strings, and/or percussion?
- 2 – How can choir, strings, and/or percussion be improved?

## Organization of the Report

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

**Demographics:** This section will give an overview and breakdown of the various demographics who took part in the program. The information in this section will be displayed as an infographic to allow for a visual representation of the data.

**Custom Survey Quantitative Results:** This section is a quantitative analysis of how youth answered the custom survey. Because a number of questions were included, questions were divided into four categories. Additional analyses were conducted to compare the four different schools. Graphs, tables, and brief implications will be presented to aid with interpretation of the findings.

**Custom Survey Qualitative Results:** This section organizes participants' responses to the two qualitative items, previously noted. Themes and implications are identified and examples of participant responses are provided.

**Appendix:** Though not part of the main report, an appendix section will be referenced throughout the report. This section includes detailed descriptive information about each quantitative question for the overall group and for each individual school.



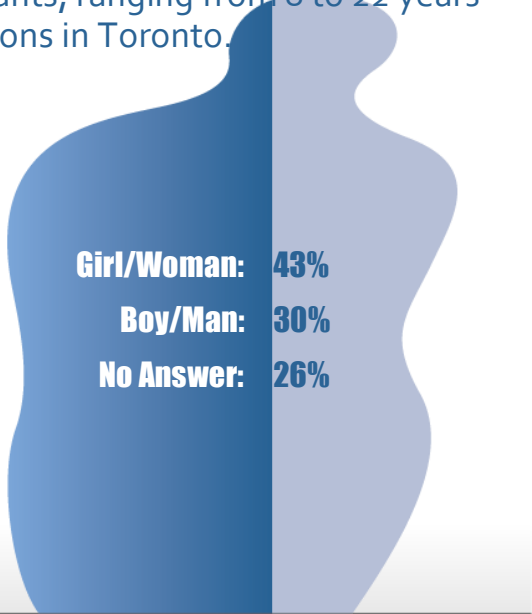
# Demographics

11

Average Age

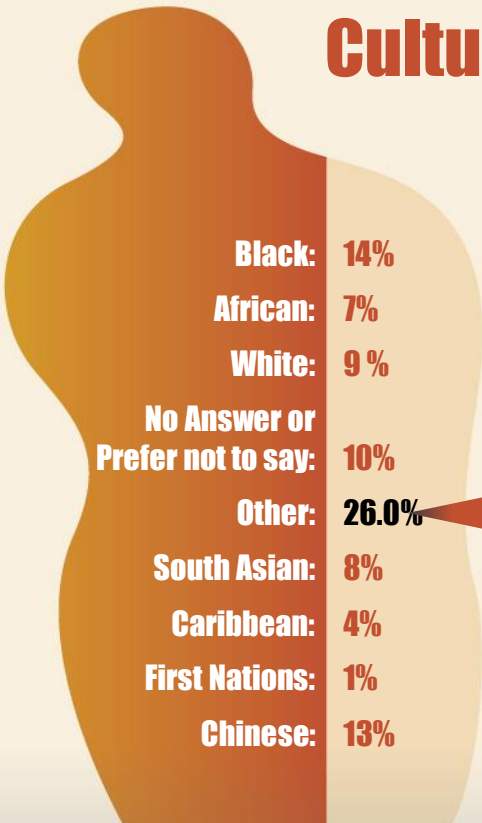
This section outlines the demographic breakdown of the Sistema afterschool program. 112 participants, ranging from 8 to 22 years old, took part from 4 school locations in Toronto.

## Gender



**Girl/Woman: 43%**  
**Boy/Man: 30%**  
**No Answer: 26%**

## Cultural and Racial Backgrounds



Arab: 2%  
Filipino: 7%  
Japanese: 1%  
Korean: 3%  
Latin American: 2%  
Southeast Asian: 1%  
West Asian: 1%  
Jamaican: 9%

**56%**  
English

**10%**  
French

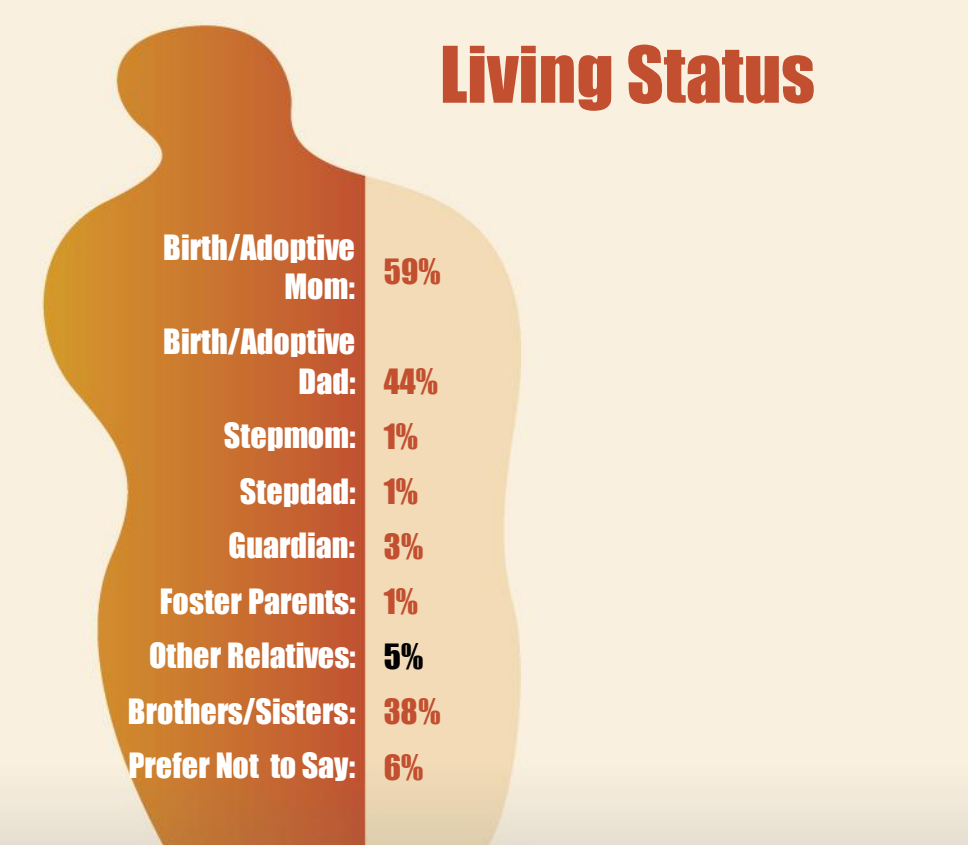
**29%**  
Speak another language

Malayalam, Filipino, Tagalog, Mandarin, Cantonese, Bangla, Chinese, Vietnamese, Tamil, Ukranian, Tibetan, Hindi

**Languages spoken at home**



## Living Status



The infographic features a silhouette of a person's torso and head on the left side. The silhouette is filled with a gradient of orange and brown colors. To the right of the silhouette, the text 'Living Status' is written in a bold, dark brown font. Below the title, a list of living statuses and their corresponding percentages is displayed in a bold, dark brown font. The percentages are: Birth/Adoptive Mom: 59%, Birth/Adoptive Dad: 44%, Stepmom: 1%, Stepdad: 1%, Guardian: 3%, Foster Parents: 1%, Other Relatives: 5%, Brothers/Sisters: 38%, and Prefer Not to Say: 6%.

<b>Birth/Adoptive Mom:</b>	<b>59%</b>
<b>Birth/Adoptive Dad:</b>	<b>44%</b>
<b>Stepmom:</b>	<b>1%</b>
<b>Stepdad:</b>	<b>1%</b>
<b>Guardian:</b>	<b>3%</b>
<b>Foster Parents:</b>	<b>1%</b>
<b>Other Relatives:</b>	<b>5%</b>
<b>Brothers/Sisters:</b>	<b>38%</b>
<b>Prefer Not to Say:</b>	<b>6%</b>

## Quantitative Results

Participants answered 21 questions used to evaluate their participation in the Sistema program. A brief review of these questions suggests that dividing them into four distinct categories may be helpful with conceptual understanding. Specifically, questions are grouped together into statistically reliable sets. Reliability is a measure of internal consistency of a set of questions. In other words, each set of questions is good at measuring the related, but different aspects of what is being studied. When looking at the overall scale (i.e., all 21 questions), the reliability estimate is very good (Cronbach's  $\alpha = .768$ ). Therefore, our questions reliably measure what we want them to measure.

Descriptive statistics (i.e., means, standard deviations, modes) for all items for the overall sample and each school can be reviewed in the appendix section. For comparisons between different timepoints and between locations, One-way ANOVA tests were run to determine if the results were statically significant.

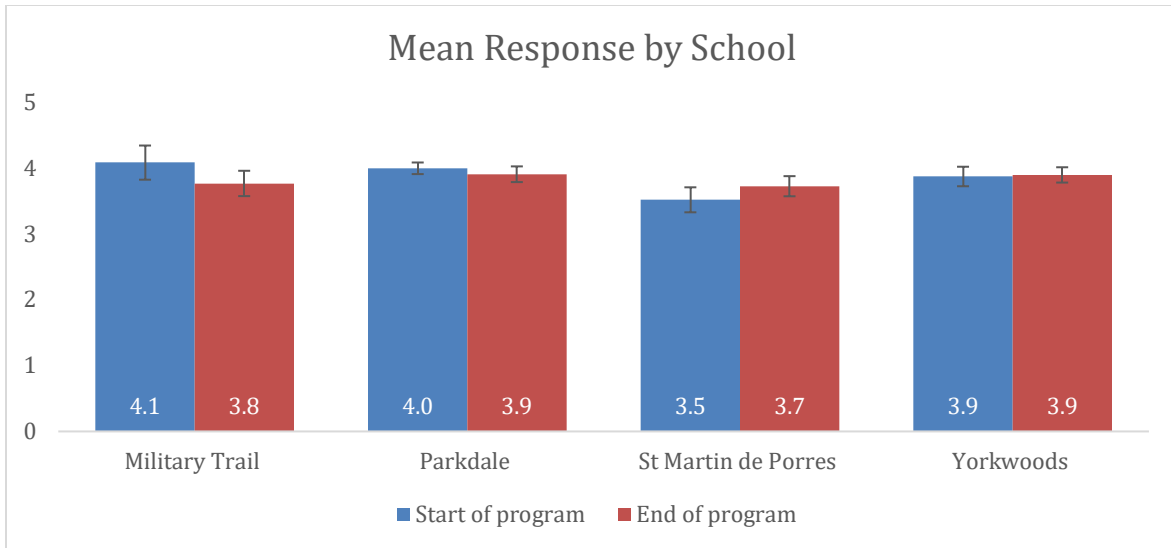
When comparing timepoint 1 to timepoint 2, pair sample t-tests were run on the data as well as the subsets based on location. Because these t-test were run as paired samples tests, this allows us to determine if the changes participants experienced between timepoints and locations were meaningful. The definition of meaningful in this context: changes in results can be attributed to something non-random. For example, a score may be higher because of factors inside or outside of control of the program.

As previously mentioned, all of the questions for the described categories used a 5-point scale to determine the level to which participants agreed or disagreed with the statements:

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

The data is illustrated through the use of graphs and key findings are highlighted to give readers a starting point from which to reflect on the data. Statistical comparisons were also made among the four different schools and results are discussed accordingly.

The following graph is a representation of the mean responses by location for the tool overall, there are some interesting findings:



**Takeaway/Things to Consider:** Though many of the responses saw decreases in results when comparing timepoint 1 to timepoint 2, the responses remained fairly high. Any number of factors may have influenced these decreases such as:

- youth becoming more comfortable answering the survey;
- youth having a deeper understanding of what the questions are asking and how they themselves rank on the 1 to 5 scales;
- youth having an understanding that their responses are anonymous and there are no repercussions from their teachers and program staff based on their responses;

### Category 1 – Overall Program Qualities

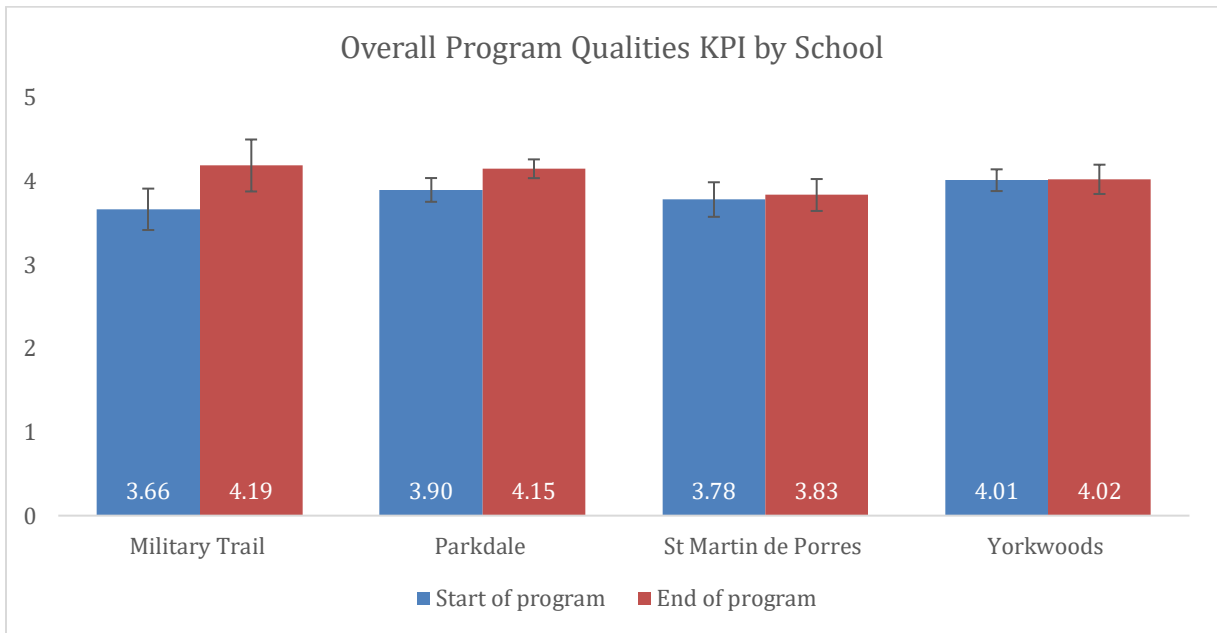
For this category, the following 8 questions were included. The items were grouped together because a series of analyses indicated that they can be interpreted as a distinct category, representing a common theme. When grouped together, the scale had high reliability (Cronbach’s alpha = .768). This set of questions is also known as a Key Performance Indicator (KPI) and will be referred to as such in the body of this report. Here are the questions that make up the Program Qualities KPI:

1. I feel safe when I’m in this program.
2. This program makes me feel welcome.
3. I feel happy to be at this program.
4. In this program, I am encouraged to express my ideas and opinions.
5. I learn a lot from the staff in this program.
6. This program taught me how to play a new instrument.
7. I am comfortable playing a musical instrument.

8. I have fun in this program.

The following graph outlines the average response among these eight questions for each school. That is, responses on these eight questions were averaged for each participant to determine an overall program qualities score.

- When examining the Overall Program Qualities KPI at both timepoints, we found that there were no statistical differences between locations.
- We found that there were statistical differences between the start and the end of the program for the overall program qualities score for the **Military Trail** Afterschool program.



**Takeaway/Things to Consider:** Similar to the trend for the data at large, there were **small increases** when comparing the start and ends of programming. Military Trail was the group with the largest increase whereas Yorkwoods remained stable.

It is worth considering the following hypotheses. Please note that these hypotheses are for discussion purposes and help to potentially explain changes between the timepoints:

- For the schools which saw little to no increase, it may be due to a number of other external factors. For example, youth being more familiar with how to complete the survey, being more cognisant of their feelings towards the program with more understanding of the purpose of the evaluation through continued explanation by Students Commission staff, etc.

Reinforcing these generally high scores, in **the qualitative portion** of the survey (last 2 questions) the youth seem to really enjoy the program. Here are a few quotes which exemplifies this statement:

*“It's fun, I get to be with my friends, we get to sing and/or play our instruments. We get to play fun games”*

*“In choir, I like to learn new songs and being with my friends. In strings, I like to learn music and different types of techniques playing violin. In percussion, I like to try out new rhythms that I've never heard of before”*

*“I like that in strings we get to try different techniques on the violin. I like in percussion we have different ways to play the bucket. I like in choir we have different groups when we split into parts.”*

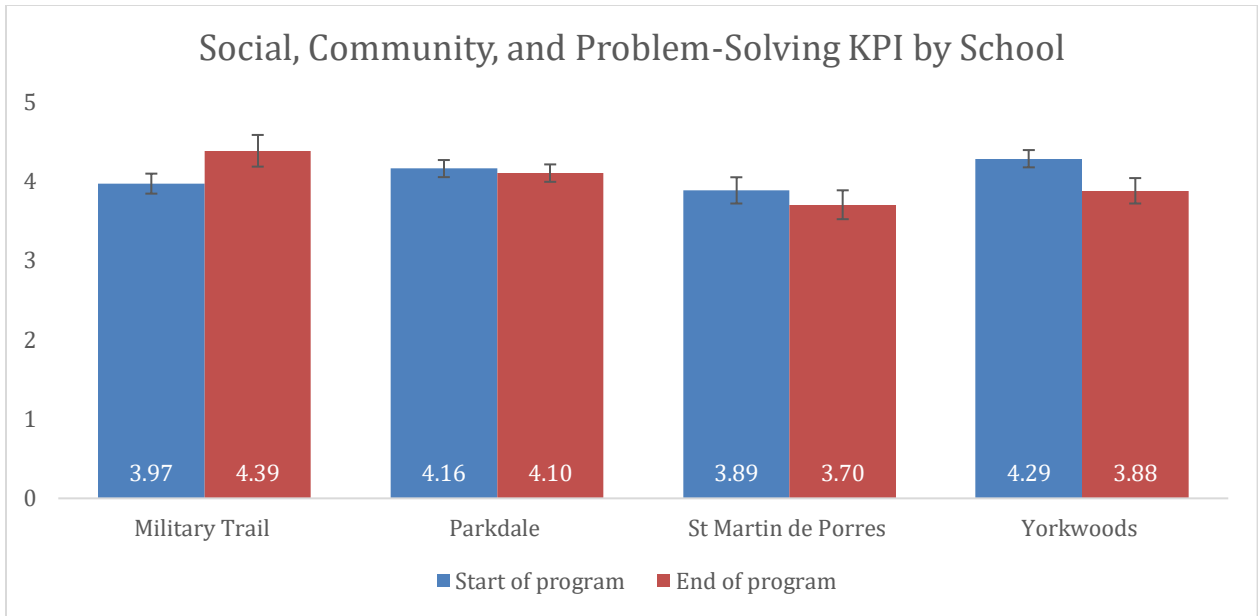
## **Category 2 – Social, Community, and Problem-Solving**

For this category, the following 7 questions were included. When grouped together, the scale had good reliability (Cronbach's alpha = .660). This KPI will be referred to as Social, Community and Problem-Solving.

1. I feel like I belong in my community.
2. Only by working together can people make changes in the community.
3. I feel safe when I'm in my community.
4. I am positive about my future.
5. Most problems can be solved by taking action.
6. There are adults I can ask for help when I need it.
7. In my life, there is an adult who believes in me.

The following graph outlines the average response among these seven questions for participants from each school. That is, responses on these ten questions were averaged for each participant to determine the score for this KPI.

- When examining the Social, Community and Problem-Solving KPI at both timepoints, we found that there were no statistical differences between locations.
- We found that there were statistical differences between the start and the end of the program for the social, community, and problem solving score for the **Military Trail** Afterschool program.



**Takeaway/Things to Consider:** Except for the Military Trail group, there were **decreases** when comparing the start and end of programming. However, these decreases were not shown to be statistically significant. Please refer to the hypotheses as to why data might be the same or decrease over time.

Furthermore, in **the qualitative part** of the survey (last 2 questions) the youth seem to feel supported by their teachers (generally) which may be a contributing factor to their feelings of community:

*“What I like about each thing I do in Sistema is I have so many sweet teachers that treat me well. If I don't understand they make me understand. I love the way all of this is organized.”*

*“I like choir and strings because they believe in us and they tell us too”*

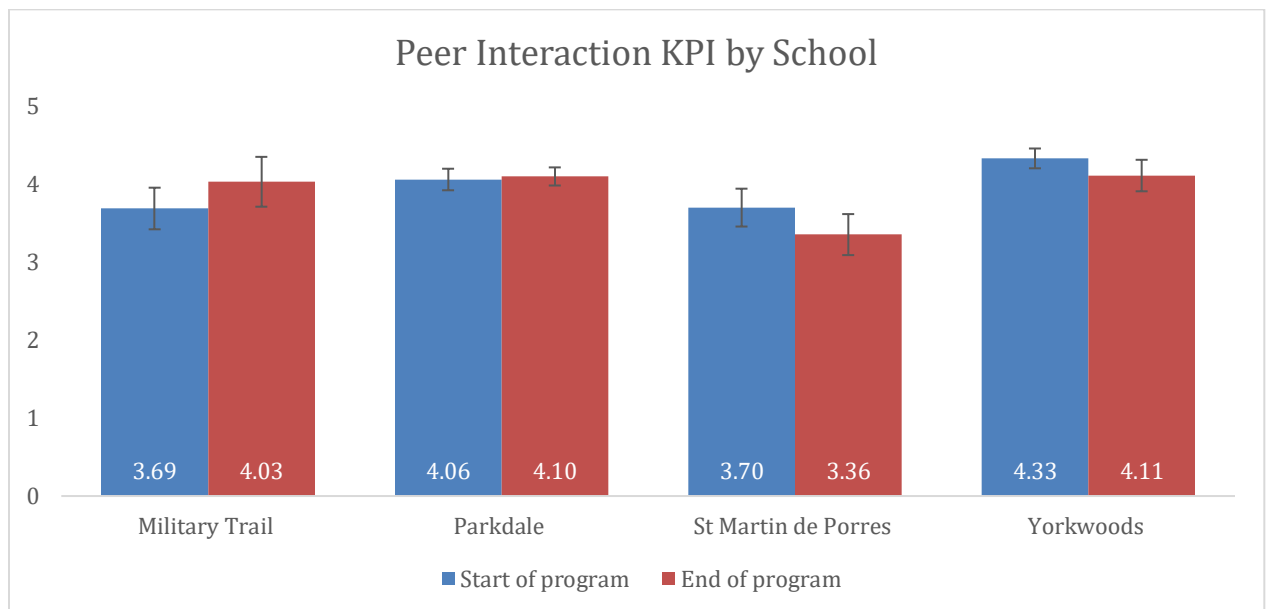
### Category 3 – Peer Interaction

Analysis of the data allowed for parsing out an additional category by which to view the data. The following 3 questions were grouped together, and when grouped, displayed a very good reliability (Cronbach's alpha = .845). This KPI will be referred to as Peer Interaction.

1. I get along with people my own age.
2. I make friends well.
3. In this program, I work well with others.

The following graph outlines the average response among these three questions for participants from each school. That is, responses on these three questions were averaged for each participant to determine the score for this KPI

- When examining the Peer Interaction KPI at both timepoints, we found that there were no statistical differences between locations.
- We found that there were statistical differences between the start and the end of the program for the overall program qualities score for the **St. Martin de Porres** Afterschool program. In this case, the participants scored significantly higher at the beginning of the program, which can be explained by a variety of reasons, some of which were listed above. It may be beneficial to work with the staff team at St. Martin de Porres to determine if they observed any differences in dynamics or relationships over the course of last year that may explain the decrease.



**Takeaway/Things to Consider:** In this KPI, scores varied drastically and in different directions: Military Trail increase (significantly), Parkdale stayed relatively stable whereas both St Martin and Yorkwoods decreased. This might suggest that peer interaction in the different locations depends on factors other than the program since changes are not going in the same direction.

Furthermore, in **the qualitative part** of the survey (last 2 questions) the youth seem to have mixed feelings about their peers which could be part of an explanation or the results seen above:

*“It’s fun, I get to be with my friends, we get to sing and/or play our instruments. We get to play fun games” (Parkdale)*



*“It's quite fun! I enjoy making friends along with learning different activities that I'm passionate about” (Parkdale)*

*“Some people should start to behave so we get more time to do other things.” (Yorkwoods)*

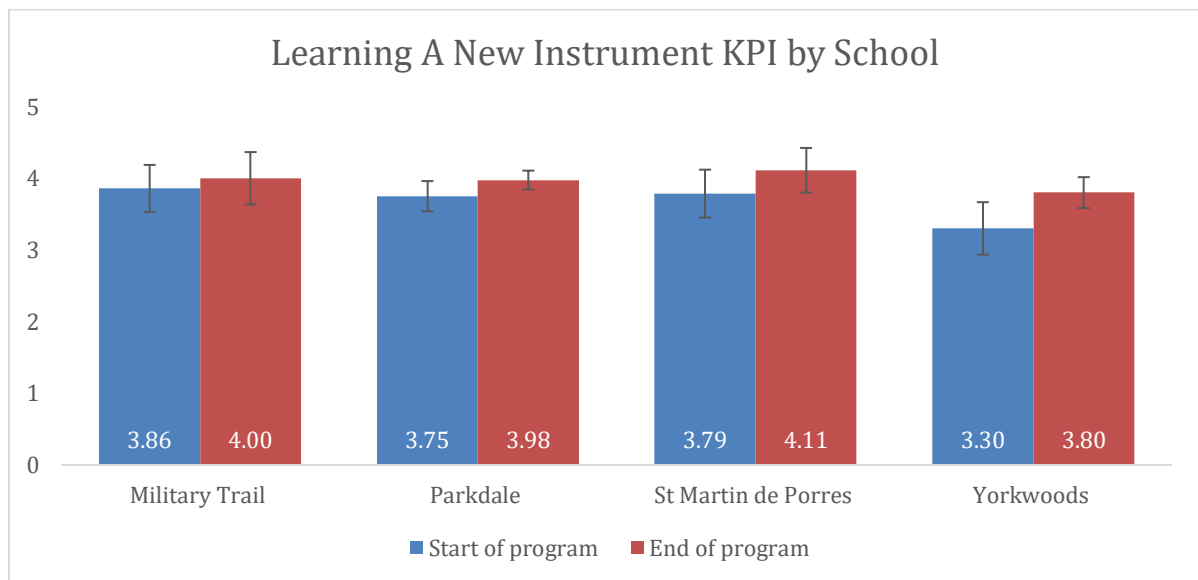
*“choir: we should write more songs ourselves. no one listens. strings: we should take our instruments home more often. no one listens.” (St-Martin de Porres)*

#### Category 4 – Learning A New Instrument

Unique to the Sistema program is its intention to engage youth through the learning of a new instrument. Given the importance of this goal, this section outlines results from one question:

1. This program taught me how to play a new instrument.

When examining the Learning A New Instrument KPI for both timepoints, we found that there were no statistical differences between locations.



**Takeaway/Things to Consider:** There seem to be mixed results for this question in all of the schools. This might be because for some of the participants the program did introduce a new instrument whereas for some it reinforced their abilities regarding an instrument that was not new to them. This conclusion seems to apply to all the schools, however we can note that across all the school there was an increase in the overall score of this question.

Furthermore, in **the qualitative part** of the survey (last 2 questions) the youth seem to enjoy playing the instruments and generally expressed their preference, here are a few examples:

*“I like how we get to sing songs which you are able to sing low or high (choir) - I have tons of fun and I really enjoy all the songs and challenges in strings - We see a new instrument every month/week and learn new beats”*

*“I enjoy singing and playing instruments with my peers. We laugh a lot and have fun, I like learning brand new thing about instruments and learning to play the instruments”*

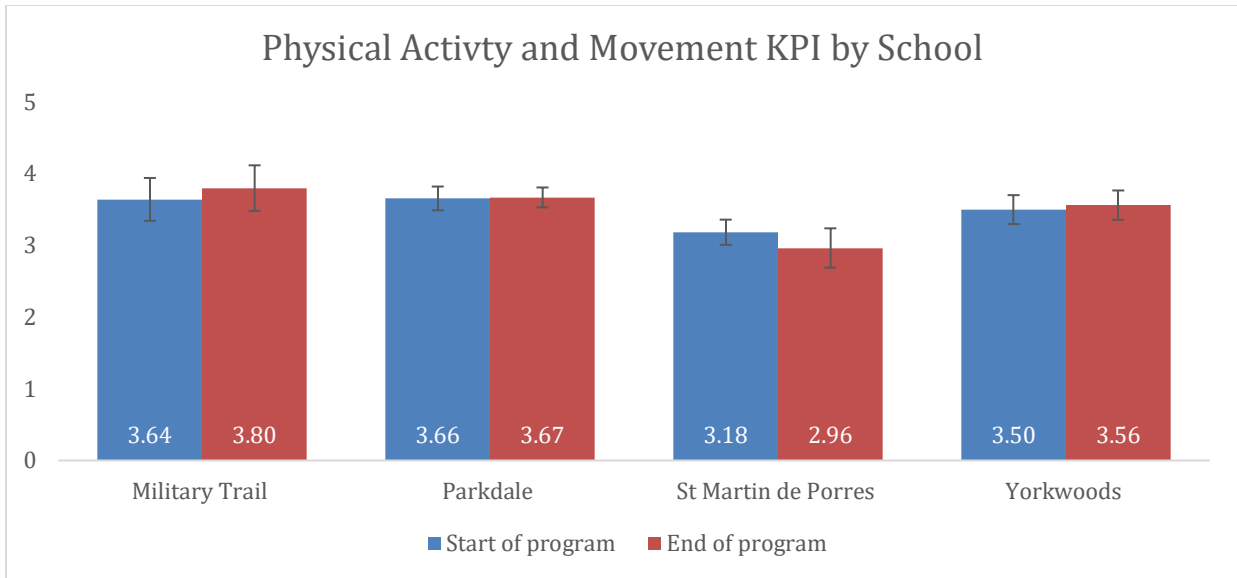
### **Category 5 – Physical Activity and Movement**

The two questions listed below were also included to examine the participants' experiences with physical activity and movement during the programming. The following 2 questions were grouped together, and when grouped, displayed a very good reliability (Cronbach's alpha = .703). This KPI will be referred to as Physical Activity and Movement.

1. There is enough physical activity in this program.
2. I would like to move more in this program.

The following graph outlines the average response for these two questions for each school as well as the overall sample.

- When examining the Physical Activity and Movement KPI at both timepoints, we found that there were no statistical differences between locations.
- This category was the one where the scores were the lowest of the entire survey. This could be an indicator that program participants are expressing a desire for more physical activity.



**Takeaway/Things to Consider:** The findings fell towards the lower side of the scale on average, the most frequent response to “There is enough physical activity in this program” was 1 (disagree) with 23 responses at Time 1 and 26 at Time 2 (on a total of 76 and 89 responses, respectively). This would seem to indicate that many youths participating in Sistema would like to see more physical activity in the program.

Furthermore, in the qualitative part of the survey (last 2 questions) this conclusion was also supported:

*“[Sistema] can improve by more movement”*

*“We want more free time and a chance to move around”*

*“More physical activity, longer break and better snacks.”*

## Qualitative Results

Two questions were also included to gain a more comprehensive understanding of the participants’ experiences. This section will provide a review of participants’ responses to the following questions:

1 – What do you like about choir, strings, and/or percussion?

2 – How can choir, strings, and/or percussion be improved?

In addition, responses in the field for feedback on the survey tool itself were included in the total values across all questions when they pertained to the program instead of the survey tool.

To examine participants' responses to these questions, responses were reviewed and corresponding themes were identified and then provided a code if they corresponded to any of the identified themes. This inductive analysis, though subjective, provides a means to quantify responses to qualitative questions.

Additionally, because some responses can contain more than one theme, the total frequency across all themes and schools can be greater than the total number of participants. For this reason, the headings for each location indicates the total number of participants for that denomination in order to give context to the counts.

The following tables present the frequency of every themes that were mentioned in the answers of those two questions.

### Question 1 – What do you like about choir, strings, and/or percussion?

Theme	Across All Locations (n=118)	Parkdale (n=48)	Yorkwoods (n=28)	Military Trail (n=19)	St. Martin de Porres (n=24)
Using Physical Instruments / variety of instruments	19	10	1	2	6
Choir / Singing	34	13	10	7	4
Good Physical Activity	1				1
Fun	28	19		2	7
Percussion	8	3	2	1	2
Music Variety	13	4	1	3	5
Learning	29	14	2	7	5
Strings	23	4	7	3	9
Program Qualities and Interactions with Program Staff	10	3		1	6
Peer Interaction/Friendship	11	4	2	2	3
Program Challenges	5		1	1	3
Opportunities for the future/job ideas	4	1	2	1	

## Question 2 – How can choir, strings, and/or percussion be improved?

Theme	Across All Locations (n=102)	Parkdale (n=48)	Yorkwoods (n=28 )	Military Trail (n=14)	St. Martín de Porres (n=22)
<b>Choir</b>	0				
<b>Need More Physical Activity</b>	11	8	2	1	
<b>More Fun</b>	6	2	1	1	2
<b>Percussion</b>	5		1	2	2
<b>Improve Music Variety</b>	20	5	7	4	4
<b>Strings</b>	3		1	2	
<b>Program Qualities and Interactions with Program Staff</b>	13	2	1	4	6
<b>Better Snacks/Food</b>	4	4			
<b>Program Challenges</b>	1	1			
<b>People lacking seriousness</b>	11	3	3	1	4
<b>More instruments / not broken</b>	9	1	4	1	3
<b>More breaks</b>	13	11		1	1
<b>Private lessons for those who struggle</b>	2	1			1

**Takeaway/Things to Consider:** The frequencies for the responses to what participants liked about the program far outweighed what they would like to see improved. Participants indicated the place that required the most improvement was the amount of physical activity and improving the musical variety of the songs that were played in Sistema. The themes that were most frequent is that they enjoyed singing together, improving their musicality by learning new songs and instruments, and that they had a fun time engaging in the various musical disciplines the program offers.

## Discussion

While findings varied from significant increases to some decreases over time, it is important to note that external factors play a role in young people's experiences of the program.

With regards to the Social, Community, and Problem Solving KPI, these findings may reflect the broader circumstances of violence in the city of Toronto, violence which is often concentrated in priority neighbourhoods. Sistema hosts its programs in some of these priority neighbourhoods. Feelings of community safety, for example, may be impacted by challenges faced in the community outside of Sistema.

With regards to Peer Interaction, it is important to note that the age range of Sistema participants is varied (6-13 years old) as is the motivation for being in the program (ex. Self-motivated, required by parents/caregivers...). In addition, many Sistema participants spend the whole day together in the same classroom. Differences in ability and willingness to focus, as well as tensions or friendships between students that spill over from the school day may affect peer interaction and relationships.

The diverse age and developmental range may also impact the difference of opinion on physical activity. Different demographics may desire or require more physical activity, which may also impact their ability to focus. It would be interesting to determine if there is a connection between site demographics and scores.

## Conclusion

In conclusion, there were positive findings about the qualities of Sistema and how it impacts young people's lives. Overall, scores for program qualities; social, community, and problem solving; peer interaction; and learning a new instrument were generally close to 'somewhat agree'. Scores were consistent across sites, suggesting some degree of similarity of experience and oftentimes, scores were consistent across time as well, with some slight increases and decreases. Two significant increases surfaced around program qualities and social, community, and problem solving at Military Trail and one significant decrease around peer interaction at St. Martin de Porres, which may be beneficial to explore further.

In the qualitative questions, we learned that youth enjoyed the program, and they are comfortable enough to make suggestions in order to continue its success.

Youth in the program had the following recommendations for Sistema in the future

- More breaks (especially in the Parkdale location)
- Choosing to work on songs that are more current, for example: songs that are played on the radio (this comment was seen across all locations)
- An increase in Physical Activity (especially in the Parkdale location)
- Having more instruments available (this comment was seen across all locations)

Youth also had some positive feedback for the programming:

- They enjoyed using the variety of instruments available (especially in the Parkdale location)
- The youth reported having learning and having fun!
- The strings and the choir/singing seem to be the favorite part of the participants

In essence, what makes Sistema successful is the intangible experiences and outcomes it brings to participants in these 4 neighborhoods beyond the scope of music alone.

## Appendix:

### Start of the Program (Time Point 1)

*Item Descriptive Statistics for the Overall Sample (N ranging from 74-76)*

Question	Mean response	Standard Deviation	Minimum Value	Maximum Value
I feel like I belong in my community.	4.01	0.99	1	5
Only by working together can people make changes in the community.	4.13	1.12	1	5
I feel safe when I'm in my community.	3.71	1.07	1	5
I feel safe when I'm in this program.	4.01	1.11	1	5
This program makes me feel welcome.	3.87	1.24	1	5
I feel happy to be at this program.	3.8	1.30	1	5
I am positive about my future.	4.17	0.97	1	5
Most problems can be can be solved by taking action.	3.77	1.05	1	5
In this program, I am encouraged to express my ideas and opinions.	3.48	1.02	1	5
I learn a lot from the staff in this program.	4.25	0.94	1	5
There are adults I can ask for help when I need it.	4.23	0.96	1	5
In my life, there is an adult who believes in me.	4.52	1.01	1	5
This program taught me how to play a new instrument.	3.64	1.19	1	5



Question	Mean response	Standard Deviation	Minimum Value	Maximum Value
Playing a musical instrument has improved my life.	3.78	1.23	1	5
I am comfortable playing a musical instrument.	4.04	1.05	1	5
I get along with people my own age.	3.99	1.09	1	5
I make friends well.	4.07	1.08	1	5
In this program, I work well with others.	3.72	1.09	1	5
There is enough physical activity in this program.	2.84	1.49	1	5
I would like to move more in this program.	4.23	1.15	1	5
I have fun in this program.	3.57	1.29	1	5

*School Breakdown of Item Means and Standard Deviations*

Question	Mean (SD)			
	St. Martin de Porres	Yorkwoods	Parkdale	Military Trail
I feel like I belong in my community.	3.68(1.24)	4.54(0.68)	4.09(0.89)	3.86(0.95)
Only by working together can people make changes in the community.	4.05(1.30)	4.45(0.82)	4.31(0.89)	3.57(1.39)
I feel safe when I'm in my community.	3.63(1.06)	3.36(0.92)	4.06(1.04)	3.29(1.07)

Question	Mean (SD)			
<b>I feel safe when I'm in this program.</b>	3.73(1.14)	4.63(0.5)	4.06(1.01)	3.79(1.47)
<b>This program makes me feel welcome.</b>	3.57(1.42)	4.45(0.82)	4.00(1.03)	3.50(1.55)
<b>I feel happy to be at this program.</b>	3.94(1.07)	4.00(0.63)	3.80(1.37)	3.42(1.78)
<b>I am positive about my future.</b>	4.05(1.02)	4.63(0.67)	3.93(1.04)	4.50(0.75)
<b>Most problems can be solved by taking action.</b>	3.55(1.33)	4.00(0.63)	3.90(0.94)	3.57(0.75)
<b>In this program, I am encouraged to express my ideas and opinions.</b>	3.66(1.08)	3.36(0.67)	3.29(1.13)	3.77(0.89)
<b>I learn a lot from the staff in this program.</b>	4.21(1.13)	4.54(0.52)	4.12(1.02)	4.36(0.75)
<b>There are adults I can ask for help when I need it.</b>	4.05(1.26)	4.00(0.77)	4.28(0.92)	4.54(0.66)
<b>In my life, there is an adult who believes in me.</b>	4.10(1.37)	5.00(0.0)	4.56(0.94)	4.62(0.76)
<b>This program taught me how to play a new instrument.</b>	3.73(1.14)	3.18(1.32)	3.74(1.21)	3.64(1.15)
<b>Playing a musical instrument has improved my life.</b>	4.11(1.32)	3.30(1.15)	3.75(1.19)	3.85(1.23)
<b>I am comfortable playing a musical instrument.</b>	3.78(1.27)	4.27(0.78)	4.29(0.86)	3.64(1.15)
<b>I get along with people my own age.</b>	3.63(1.30)	4.45(0.52)	4.12(0.92)	3.78(1.42)
<b>I make friends well.</b>	3.84(1.06)	4.45(0.68)	4.19(1.01)	3.50(1.40)
<b>In this program, I work well with others.</b>	3.63(1.21)	4.09(0.53)	3.73(1.01)	3.07(1.49)

Question	Mean (SD)			
There is enough physical activity in this program.	2.68(1.37)	2.27(1.34)	3.03(1.59)	4.46(0.87)
I would like to move more in this program.	3.68(1.33)	4.72(0.46)	4.28(1.19)	3.07(1.49)
I have fun in this program.	3.63(1.38)	3.63(0.67)	3.73(1.01)	4.46(0.87)

## End of the Program (Time Point 2)

*Item Descriptive Statistics for the Overall Sample (N ranging from 108-116)*

Question	Mean response	Standard Deviation	Minimum Value	Maximum Value
I feel like I belong in my community.	3.945	1.109	1	5
Only by working together can people make changes in the community.	4.094	0.991	1	5
I feel safe when I'm in my community.	3.647	1.315	1	5
I feel safe when I'm in this program.	3.945	1.129	1	5
This program makes me feel welcome.	4.079	0.991	1	5
I feel happy to be at this program.	3.850	1.147	1	5
I am positive about my future.	4.220	1.202	1	5
Most problems can be can be solved by taking action.	3.744	1.087	1	5
In this program, I am encouraged to express my ideas and opinions.	3.674	1.149	1	5

Question	Mean response	Standard Deviation	Minimum Value	Maximum Value
<b>I learn a lot from the staff in this program.</b>	4.178	1.087	1	5
<b>There are adults I can ask for help when I need it.</b>	4.126	1.149	1	5
<b>In my life, there is an adult who believes in me.</b>	4.453	1.036	1	5
<b>This program taught me how to play a new instrument.</b>	4.719	0.8256	1	5
<b>Playing a musical instrument has improved my life.</b>	3.899	1.000	1	5
<b>I am comfortable playing a musical instrument.</b>	4.284	1.016	1	5
<b>I get along with people my own age.</b>	3.910	1.165	1	5
<b>I make friends well.</b>	4.146	1.028	1	5
<b>In this program, I work well with others.</b>	3.964	1.017	1	5
<b>There is enough physical activity in this program.</b>	2.933	1.543	1	5
<b>I would like to move more in this program.</b>	4.157	1.186	1	5
<b>I have fun in this program.</b>	3.841	1.258	1	5

*School Breakdown of Item Means and Standard Deviations*

Question	Mean (SD)			
	St. Martin de Porres	Yorkwoods	Parkdale	Military Trail
<b>I feel like I belong in my community.</b>	3.60(1.29)	3.73(1.18)	4.07(0.97)	4.50(1.7)
<b>Only by working together can people make changes in the community.</b>	3.78(1.12)	3.95(0.89)	4.15(0.93)	4.60(0.97)
<b>I feel safe when I'm in my community.</b>	3.38(1.32)	3.50(1.56)	3.77(1.27)	3.80(0.91)
<b>I feel safe when I'm in this program.</b>	3.60(1.24)	4.12(1.05)	3.97(1.03)	3.90(1.52)
<b>This program makes me feel welcome.</b>	3.80(1.26)	3.95(0.92)	4.24(0.88)	4.1(1.1)
<b>I feel happy to be at this program.</b>	4.14(1.16)	4.08(0.90)	3.62(1.24)	3.80(1.47)
<b>I am positive about my future.</b>	3.93(1.27)	4.24(1.01)	4.22(0.93)	4.60(0.69)
<b>Most problems can be solved by taking action.</b>	3.73(1.22)	3.5(1.38)	3.80(1.10)	4.00(0.47)
<b>In this program, I am encouraged to express my ideas and opinions.</b>	3.40(1.12)	3.42(1.43)	3.90(1.05)	3.7(1.33)
<b>I learn a lot from the staff in this program.</b>	3.66(1.34)	4.08(1.43)	4.35(0.89)	4.50(0.70)
<b>There are adults I can ask for help when I need it.</b>	3.46(1.45)	4.08(1.25)	4.30(0.86)	4.50(0.97)
<b>In my life, there is an adult who believes in me.</b>	4.14(1.02)	4.59(0.85)	4.42(1.19)	4.70(0.67)
<b>This program taught me how to play a new instrument.</b>	4.67(0.61)	4.64(1.11)	4.72(0.79)	5.00(0.0)

Question	Mean (SD)			
<b>Playing a musical instrument has improved my life.</b>	3.78(1.25)	3.80(1.08)	3.97(0.83)	4.00(1.15)
<b>I am comfortable playing a musical instrument.</b>	3.78(1.18)	4.04(1.19)	4.57(0.74)	4.40(0.96)
<b>I get along with people my own age.</b>	3.26(1.43)	4.25(1.07)	3.95(1.02)	3.89(1.26)
<b>I make friends well.</b>	3.46(1.30)	4.12(1.07)	4.40(0.70)	4.20(1.03)
<b>In this program, I work well with others.</b>	3.38(0.96)	4.00(1.24)	4.10(0.81)	4.10(1.05)
<b>There is enough physical activity in this program.</b>	2.50(1.28)	2.91(1.71)	2.95(1.56)	3.50(1.35)
<b>I would like to move more in this program.</b>	3.42(1.34)	4.20(1.28)	4.39(0.99)	4.10(1.19)
<b>I have fun in this program.</b>	3.60(1.40)	3.95(1.12)	3.80(1.28)	4.10(1.37)