

# Sistema Toronto: Report 2020



*Presented by The Students Commission of Canada, August 2020*

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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 using this tool, but also a tentative exploration into the changes participants might experience due to the program. A total of 22 quantitative questions were included and were separated into eight categories. Descriptions and main findings for each of these categories are outlined as follows:

1. *Self-Efficacy*: This section includes five questions assessing various feelings of self-efficacy, such as feeling accomplished, having a positive attitude, and being confident. Findings reveal that at all four schools, participants are reporting very high levels of self-efficacy throughout the program (means ranging from 3.49 to 4.26).
2. *Future Plans*: This section includes three questions assessing participant's aspirations for their future, particularly surrounding school and careers. Similar to the first category, findings reveal that at all four schools, participants are reporting high levels of future goals (means ranging from 3.62 to 4.19).
3. *Self-Esteem and Self-Confidence*: This section includes two questions assessing how participants feel about themselves and if they are confident with their strengths. The results suggested that youth were confident in their strengths and felt good about who they were (means ranging from 3.9 to 4.55).
4. *Connectedness*: Given that one integral component of the Sistema program is to engage youth through connection in the program, two questions assessing this outcome were analyzed. Responses were fairly high, but this section will seek to draw conclusions on the differences between locations (means ranging from 3.43 to 4.41).
5. *Critical Thinking*: Two additional questions were included to assess the participants' experiences questioning their place in their world and accepting their own decisions. Again, these responses were fairly high (means ranging from 3.42 to 4.08).
6. *Communication*: This section includes two questions assessing how participants communicate with others and their ability to express their feelings and opinions. Findings reveal that at all four schools, participants are reporting high levels of communication (means ranging from 3.5 to 4.3)
7. *Resilience*: This category demonstrates youth's ability to try new things and pursue new interests. It also determines their ability to try again when things don't work in their favour. Responses on this category were

very high, indicating good resilience in youth at all locations (means ranging from 3.83 to 4.37)

8. *Friendships*: The final category consisted of four questions that addressed whether youth felt a sense of belonging in the program and whether they have made friends since joining. Findings reveal that youth rated very high levels of friendship in all four locations (means ranging from 3.83 to 4.48)

The qualitative component of the survey examines participants' responses to four open-ended questions seeking to understand participant experiences in the program, what they learned in the program and how they will apply it in the future. Descriptions and main findings of these components are outlined as follows:

1. *What have I learned at Sistema?* When examining the themes of the responses, the main themes indicated that most participants learned how to play instruments, read music, sing, and make friends.
2. *How do I feel about being in Sistema?* When examining the themes of the responses, most youth felt safe and happy while also indicating that the program was both fun and 'great'.
3. *What will I do with what I learned at Sistema?* When examining the themes of the responses, most youth wanted to continue to practice music, share it with others, teach others, and use it towards their future.
4. *How do I connect at Sistema?* When examining the themes of the responses, most youth connected with others and with the music played. Other themes surrounded communication, learning, and personal growth.

In addition to the survey, focus groups were also administered with teachers to gain their perspective of the program. This qualitative analysis was separated by location and was organized by recurring themes.

1. *Military Trail & St. Martin De Porres*: Teachers believed that the program fostered a safe and structured environment where youth were engaged. They suggested that youth gained new skills and knowledge while also benefiting from program connectedness and community engagement.
2. *Parkdale*: Teachers believed that Sistema provided an appropriate and safe environment where youth experienced personal growth and learned new skills. They believed the program fostered great connection between peers and families, while also connecting youth to their community.
3. *Yorkwoods*: Teachers believed that Sistema fostered personal growth through structured, positive experiences. They suggested that the

program allowed for youth to receive support from parents and staff, while also providing them with resources in the community.

4. *Remaining Teachers:* Teachers involved in multiple locations had similar results, where they believed that Sistema created a safe and structured environment for youth engagement. They believed that youth experienced personal growth and were encouraged by their peers and families. They also gained new skills and connections in the community.

## 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 70 youth participated at the first collection (often called time point 1), held in January, and 54 at the final collection in June (often referred to as timepoint 4<sup>1</sup>), from a total of three afterschool programs:

Afterschool Program Location	Number of Participants First Collection (January)	Number of Participants Final Collection (June)
<b>East Scarborough</b>		
-Military Trail	10	8
- St. Martin de Porres	10	11
<b>Yorkwoods</b>	18	12
<b>Parkdale</b>	32	23

It is important to note that Military Trail and St. Martin de Porres participate in programming at the same site. Originally, Sistema Toronto offered programming at each school separately; however, this has evolved into both schools attending program at one site. At the East Scarborough program, youth participants are in the same classes based on age and skill, regardless of which school they are in. Data for these schools continue to be analyzed separately to maintain continuity from the original analysis. Therefore, there are three after-school programs: Yorkwoods, Parkdale, and East Scarborough (Military Trail and St. Martin de Porres).

This report summarizes findings from the fifth year of data collection, the first with this particular data collection tool. The questionnaire used includes a total of 26 items. Of these items, the first 22 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, four open-ended items were included

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<sup>1</sup> Timepoint 1 refers to any measures given at the beginning of the program, while timepoint 4 refers to measures given at the end of the program. This allows for comparisons between timepoints and to see any growths throughout the duration of the program.

to gain a greater understanding of participants' experiences that may have otherwise been missed. The four questions were:

- 1 – What have I learned at Sistema?
- 2 – How do I feel about being in Sistema?
- 3 – What will I do with what I've learned at Sistema?
- 4 – How do I connect at Sistema?

The Sistema Afterschool Program music teachers also participated in four different focus groups. These focus groups will also have a qualitative analysis in this report. Key themes and quotes have been identified that give a greater understanding of the program.



## 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 of 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 eight 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 four qualitative items, previously noted. Themes and implications are identified.

**Focus Group Results:** This section organizes responding into recurring themes, which are then supported by quotes.

**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.

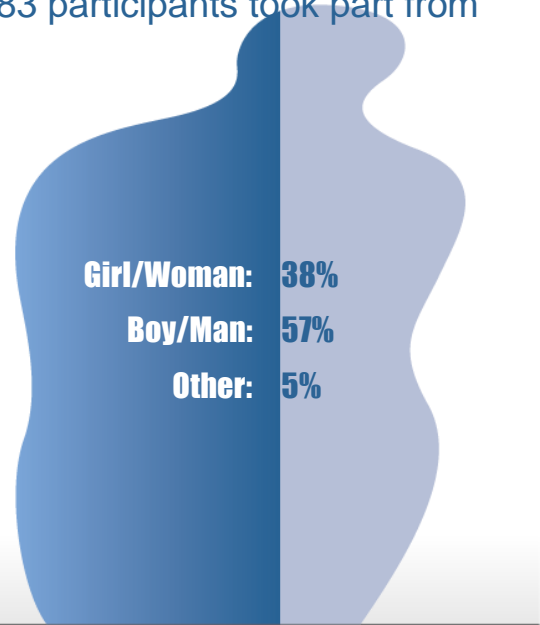
# Demographics

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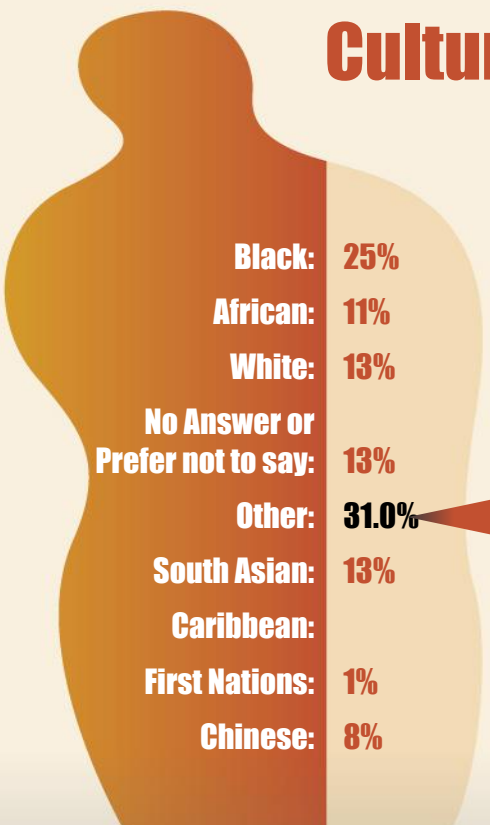
Average Age

This section outlines the demographic breakdown of the Sistema Afterschool Program. 83 participants took part from 4 school locations in Toronto.

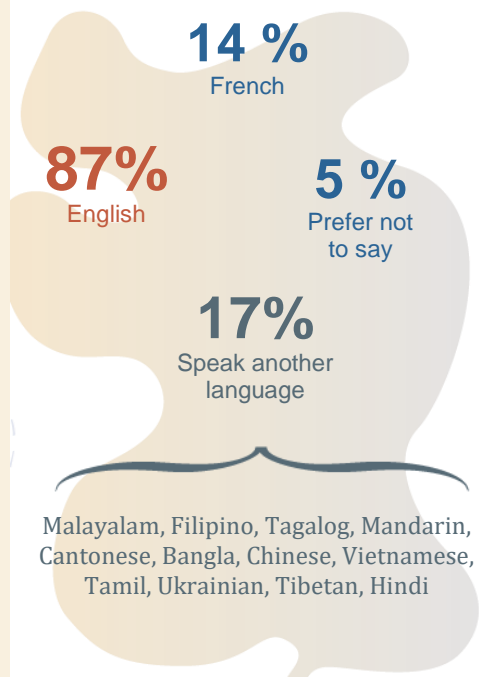
## Gender



## Cultural and Racial Backgrounds



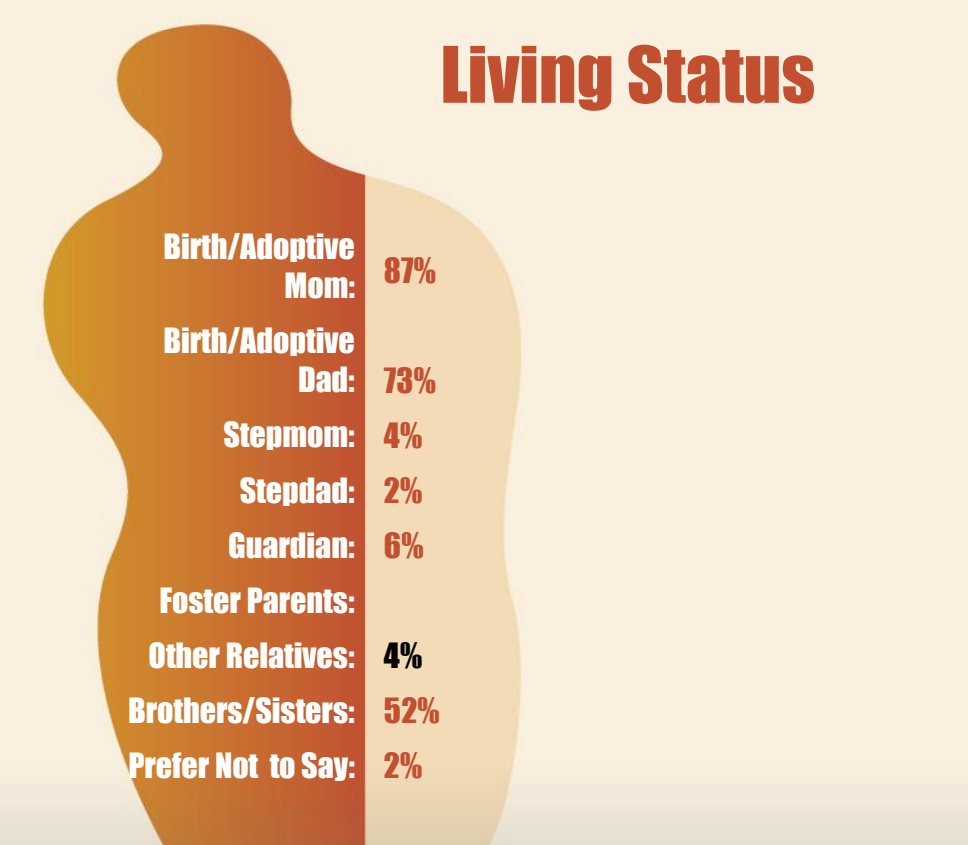
Arab: 1%  
Filipino: 13%  
Japanese: 1%  
Korean: 2%  
Does not fit into any check boxes: 14%



### Languages spoken at home



## Living Status



The infographic features a silhouette of a person's torso and head on the left, filled with a gradient from dark brown to light beige. The text is overlaid on this silhouette. The data is as follows:

<b>Birth/Adoptive Mom:</b>	<b>87%</b>
<b>Birth/Adoptive Dad:</b>	<b>73%</b>
<b>Stepmom:</b>	<b>4%</b>
<b>Stepdad:</b>	<b>2%</b>
<b>Guardian:</b>	<b>6%</b>
<b>Foster Parents:</b>	
<b>Other Relatives:</b>	<b>4%</b>
<b>Brothers/Sisters:</b>	<b>52%</b>
<b>Prefer Not to Say:</b>	<b>2%</b>

## Quantitative Results

Participants answered 22 questions used to evaluate their participation in the Sistema program. A brief review of these questions suggests that dividing them into eight 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, the reliability estimate is very good. 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 the first and final collections and between locations, One-way ANOVA tests were run to determine if the results were statically significant.

When comparing the first collection (timepoint 1) to the final collection (timepoint 4), 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 over time 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.

It is worth noting that, for all 4 schools, the first collection occurred in-person in January 2020, prior to the COVID-19 pandemic. At this point and until March 2020, programming was occurring in-person at each of the 4 schools after the school day ended. The final collection, however, was collected online in June 2020, following the start of the COVID-19 pandemic and related changes in social and physical distancing. Programming had been delivered online since late March 2020.

Social and physical distancing may have influenced young people's responses, especially in regards to indicators that measure 'feeling good' or feeling connected. Research is now pointing to a general down turn in young people's mental health in response to the pandemic.<sup>2</sup> This shift in delivery and circumstance may account for certain changes or lack thereof in responses; however, it is difficult to confirm this. This year, Sistema has selected a new survey to capture change. As such, the data cannot be compared to previous year's data.

Another factor that may have influenced youth responses, although again this cannot be confirmed, are the socio-political movements catalyzed by the death of George Floyd in the United States. The ensuing protests and growing momentum of the #BlackLivesMatter movement, including the increased focus on systemic racism and injustice for Black and Indigenous communities and people of colour, may have impacted young people's responses at the final collection.

In particular, scales around self-efficacy, self-esteem and confidence, connectedness, resilience and friendship may have been influenced by these contextual factors. Unfortunately, this hypothesis cannot be tested. It is important, however, to keep these factors in mind when examining the data.

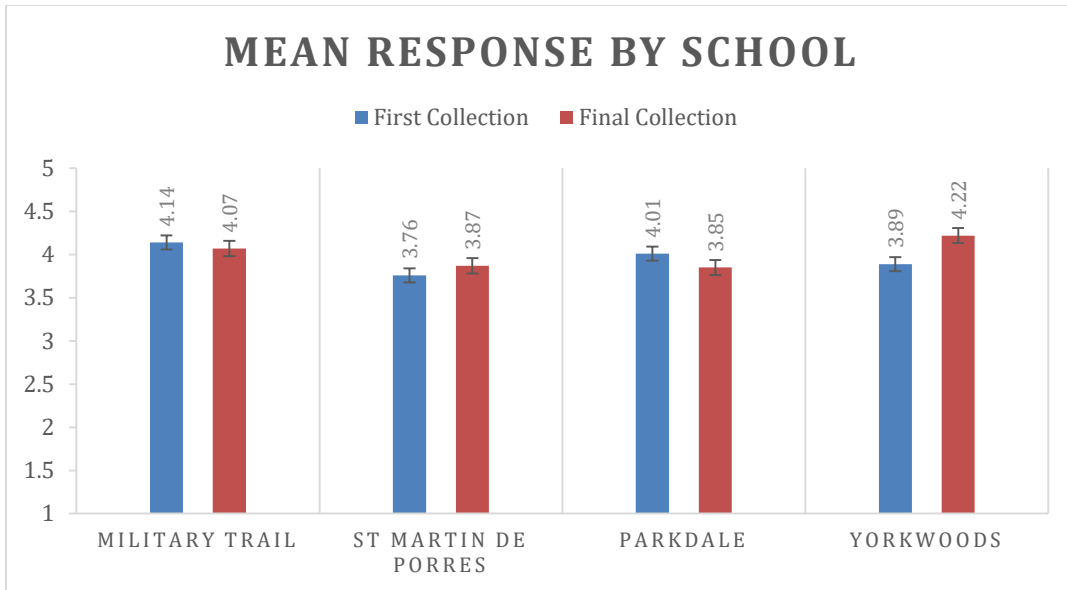
The following graph is a representation of the mean responses by location for the tool overall, there are some interesting findings:

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<sup>2</sup> Youth were the most likely to report a negative impact on their mental health since physical distancing began while seniors were the least likely to do so. Almost two-thirds (64%) of those aged 15 to 24 reported a negative impact on their mental health, while just over one-third (35%) of those aged 65 and older reported a negative impact on their mental health since physical distancing began. This is consistent with earlier results released by Statistics Canada's "Canadian Perspective Survey Series 1: Impacts of COVID-19," which found that every age group except seniors was less likely to report excellent or very good mental health during the COVID-19 pandemic compared with rates prior to the pandemic.

Similarly, those aged 15 to 24 were most likely (41%) to report symptoms consistent with moderate or severe anxiety, while those aged 65 and older were the least likely to do so (11%). The higher level of anxiety among youth reflects the findings from the study "Impacts of the COVID-19 pandemic on postsecondary students," which highlighted significant concerns about finances, academic disruptions and employment prospects among participants.

<https://www150.statcan.gc.ca/n1/daily-quotidien/200527/dq200527b-eng.htm>



**Takeaway/Things to Consider:** Two of the above schools showed slight increases in overall means from the first collection to the final collection. Although the remaining two schools saw decreases in results when comparing the first collection to the final collection, 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;
- the COVID-19 pandemic and related changes to Sistema’s programming.

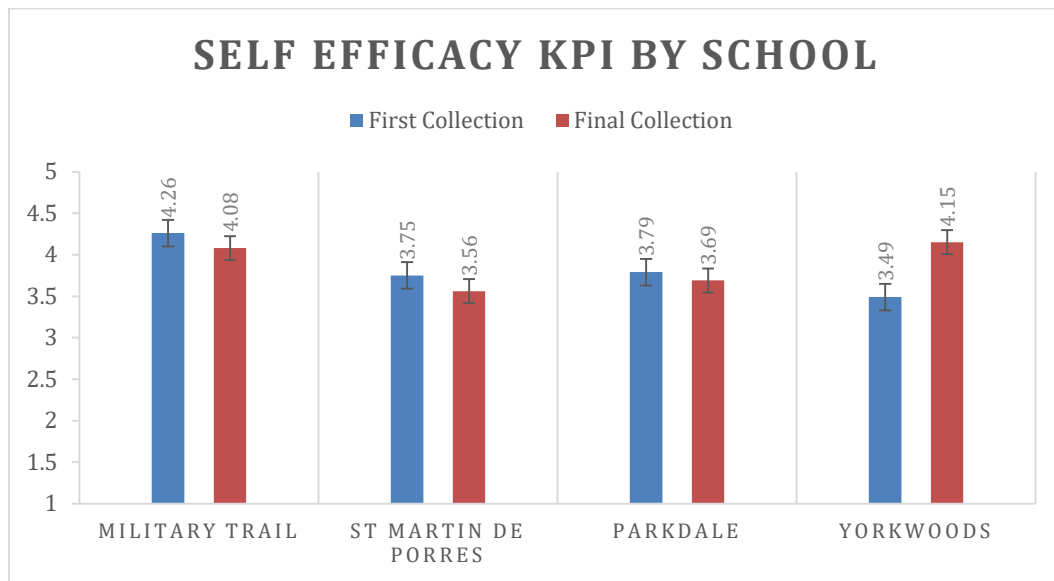
### Category 1 – Self Efficacy

For this category, the following 5 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. 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 Self Efficacy KPI:

1. I generally accomplish what I set out to do.
2. I have a positive attitude about myself.
3. When I make plans, I am almost certain to make them work.
4. I am usually confident about the decisions I make.
5. I am often able to overcome challenges.

The following graph outlines the average response among these five questions for each school. That is, responses on these five questions were averaged for each participant to determine an overall self-efficacy score.

- When examining the Self Efficacy KPI at both timepoints, we found that there were no statistical differences between locations.
- We also found no statistical differences between the start and the end of the program for the self-efficacy score for all schools.



**Takeaway/Things to Consider:** Similar to the trend for the data at large, there were **small decreases** when comparing the start and ends of programming. However, Yorkwoods displayed an opposite trend where there was a large increase between the first collection and final collection. This increase was not statistically significant.

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.
- It is also worth noting that the physical and social distancing measures put in place due to COVID-19 may have influenced responses.

## Category 2 – Future Plans

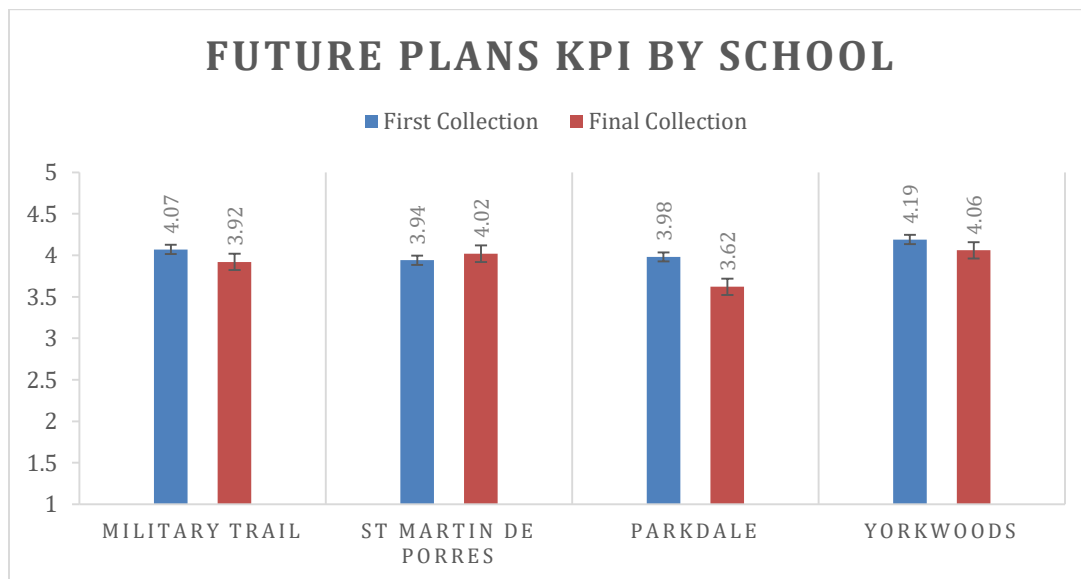
For this category, the following 3 questions were included. This KPI will be referred to as Future Plans. The following questions for this KPI were formatted slightly differently

than the rest, with answer choices being ‘very low’, ‘low’, ‘about 50/50’, ‘high’, and ‘very high’ when asked about the chances that participants will:

1. Graduate from high school
2. Go to a professional school to learn a trade (e.g., hairdresser, mechanic, plumber, etc.)
3. Go to college or university

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 Future Plans KPI at both timepoints, we found that there were no statistical differences between locations.
- We found that there were no statistical differences between the start and the end of the program for the future plans KPI for all schools.



**Takeaway/Things to Consider:** Except for the St. Martin De Porres 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.

### Category 3 – Self-Esteem and Self-Confidence

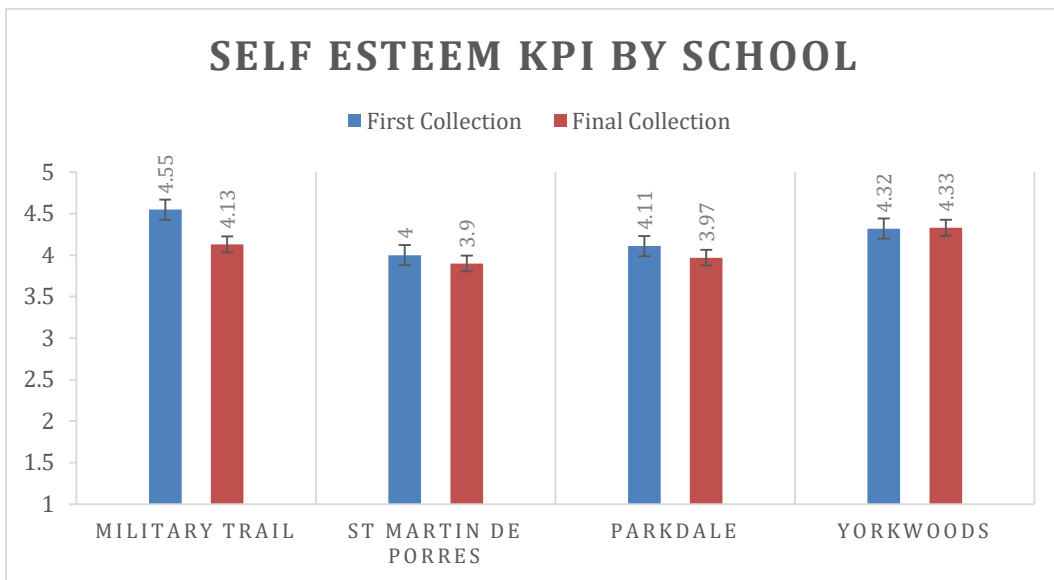
Analysis of the data allowed for parsing out an additional category by which to view the data. The following 2 questions were grouped together, and when grouped, displayed a very good reliability. This KPI will be referred to as Self-Esteem and Self Confidence.



1. I know what my strengths and skills are.
2. I feel good about who I am and the things I do.

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

- When examining the Self-Esteem and Self-Confidence KPI at both timepoints, we found that there were no statistical differences between locations.
- We found that there were no statistical differences between the start and the end of the program for this KPI for each school.



**Takeaway/Things to Consider:** In this KPI, scores varied in different directions: Yorkwoods stayed relatively stable whereas Military Trail, St Martin and Yorkwoods decreased slightly.

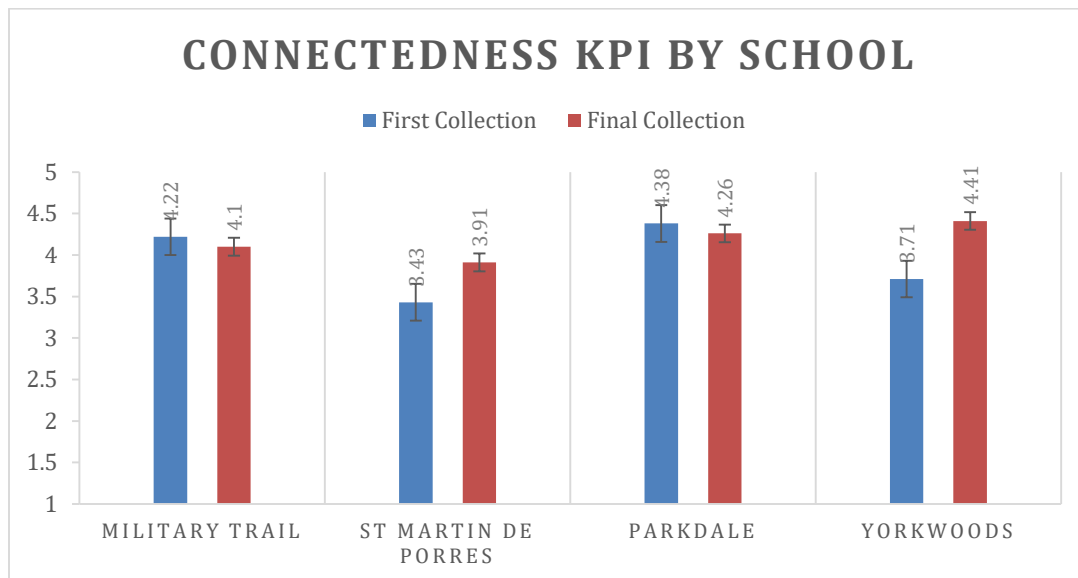
Again, social and physical distancing may have influenced young people’s responses, especially around ‘feeling good.’

### Category 4 – Connectedness

The Sistema program was interested in discovering whether youth were engaged and connected. Given the importance of this goal, this section outlines results from two questions (Connectedness KPI):

1. I am able to reach out to people I trust for support when I need it (adults or friends).
2. I belong or fit in somewhere (at school, with my friends, with a group of peers).

When examining the Connectedness KPI for both timepoints, we found that there were no statistical differences between locations.



**Takeaway/Things to Consider:** In this KPI, scores varied drastically and in different directions: St Martin and Yorkwoods increased, whereas Military Trail and Parkdale decreased slightly. This might suggest that connectedness in the different locations depends on factors other than the program since changes are not going in the same direction. None of the trends above were statistically significant.

Repercussions of the pandemic may have influenced results. Some young people may be cut off from supportive people or a sense of community, whereas others, having much more time with family and parents/caregivers, may be experiencing increased connectedness.

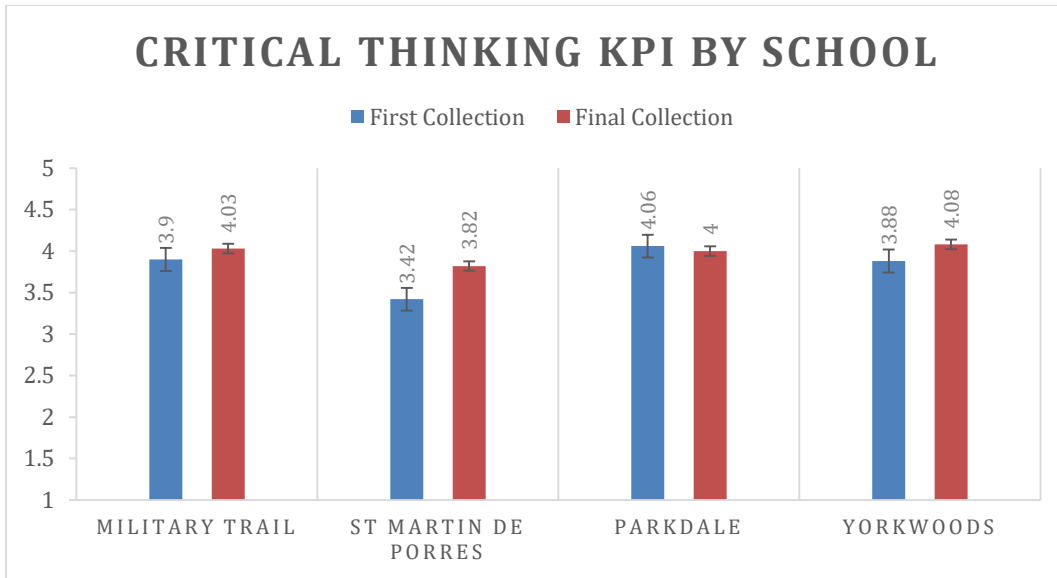
### Category 5 – Critical Thinking

The two questions listed below were also included to examine the participants' experiences with critical thinking during the programming. The following 2 questions were grouped together, and when grouped, displayed a very good reliability. This KPI will be referred to as Critical Thinking.

1. I am comfortable questioning the world around me and my place in it.
2. I can accept that decisions I make may not always be popular with my friends.

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

- When examining the Critical Thinking KPI at both timepoints, we found that there were no statistical differences between locations.



**Takeaway/Things to Consider:** In this KPI, Military Trail, St Martin and Yorkwoods increased, whereas Parkdale decreased slightly. These findings were also non-significant after statistical analysis. Generally speaking, all locations displayed moderate to high scores in this KPI across both timepoints.

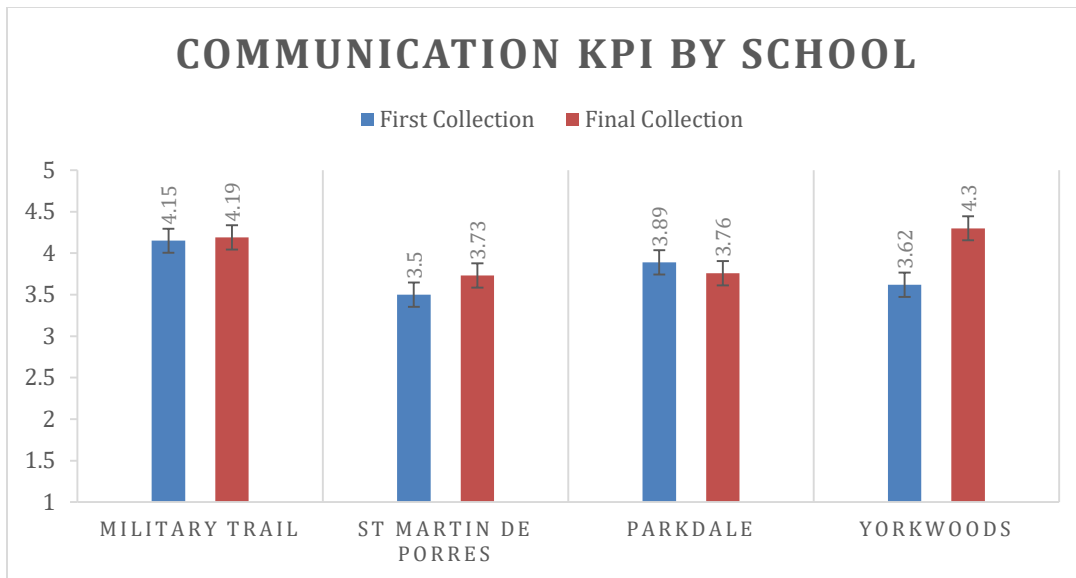
### Category 6 – Communication

The two questions listed below were also included to examine the participants’ experiences with communication during the programming. These questions draw attention to youth’s comfort level when voicing opinions and expressing themselves. This KPI will be referred to as Communication.

1. I am able to find my voice and express myself in different ways (artistic, writing, talking, etc.)
2. I am comfortable expressing my feelings, thoughts, and opinions openly even when someone might disagree.

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

- When examining the Communication KPI at both timepoints, we found that there were no statistical differences between locations.



**Takeaway/Things to Consider:** In this KPI, scores varied and in different directions: St Martin and Yorkwoods increased, whereas Parkdale decreased slightly. Additionally, Military Trail stayed in the same range across timepoints. This might suggest that communication in the different locations depends on factors other than the program since changes are not going in the same direction. None of the trends above were statistically significant.

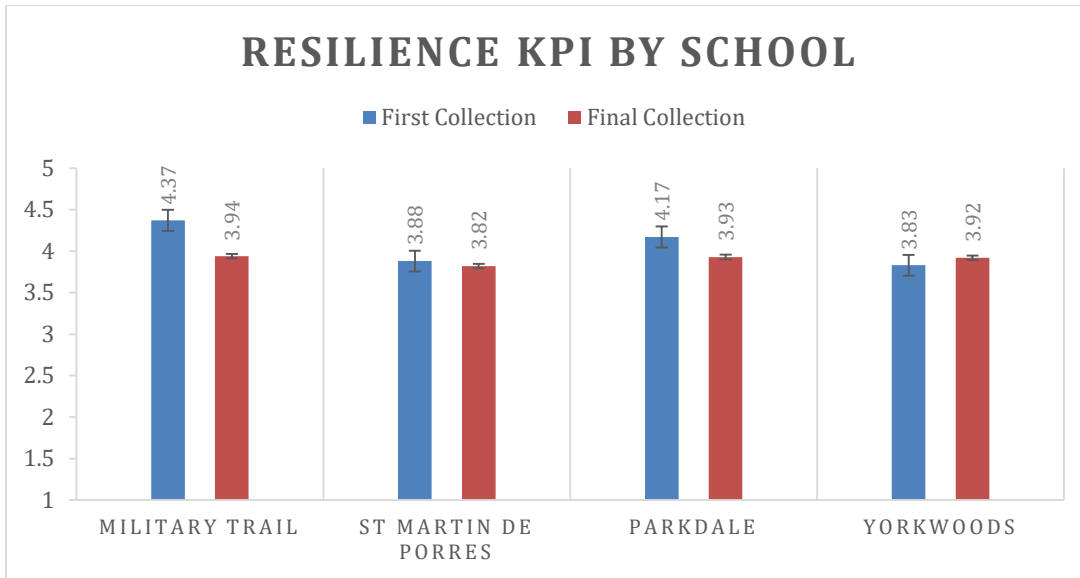
### Category 7 – Resilience

For this category, the following two 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. This set of questions will be referred to as the Resilience KPI:

1. I am comfortable trying new things and pursuing my interests.
2. I am able to pick myself up and try again when things don't work out.

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

- When examining the Critical Thinking KPI at both timepoints, we found that there were no statistical differences between locations.



**Takeaway/Things to Consider:** In this KPI, responses from both Military Trail and Parkdale decreased from the first collection to the final collection. The remaining two locations (St Martin and Yorkwoods) stayed relatively stable throughout the duration of the program. These changes were not found to be statistically significant after testing.

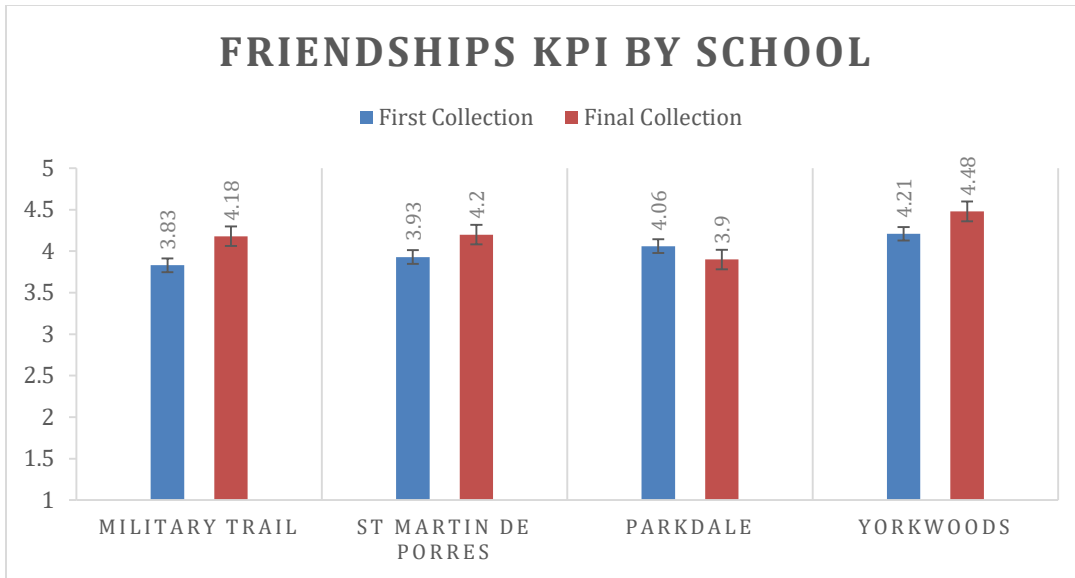
### Category 8 – Friendships

For this category, the following four questions were included. This set of questions will be referred to as the Friendships KPI:

1. I feel like I belong in this program
2. I feel like I belong in my community
3. I feel like I belong in the world
4. I have made friends in this program

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

- When examining the Friendships KPI at both timepoints, we found that there were significant differences between locations. A one-way ANOVA indicated a significant effect, where a post-hoc analysis identified which programs were significant. After testing, the Friendships KPI was significantly different between Yorkwoods and Parkdale locations for the final collection.



**Takeaway/Things to Consider:** In this KPI, all locations except for Parkdale demonstrated an increase throughout timepoints. Parkdale, on the other hand, decreased scores throughout the duration of the program. These changes were not found to be statistically significant after testing. However, Parkdale’s final collection, noted as significantly lower than Yorkwood’s final collection, may be worth exploring. Working with music teachers or the youth themselves to identify the dynamics within the classes may be helpful. Again, the COVID-19 pandemic could have influenced results around belonging and friends; if this is the case, it may be valuable to explore why these responses were influenced negatively in the Parkdale neighbourhood and not in the communities around the other 3 schools.

## Qualitative Results

### HEAD, HEART, FEET, SPIRIT MODULE

Four 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 have I learned at Sistema?
- 2 – How do I feel about being in Sistema?
- 3 – What will I do with what I learned at Sistema?
- 4 – How do I connect at Sistema?

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.

#### First Collection Question 1 – What have I learned at Sistema?

Theme	Across All Locations (n=118)	Parkdale (n=48)	Yorkwoods (n=28)	Military Trail (n=19)	St. Martin de Porres (n=24)
<b>How to play an instrument (e.g., violin, cello)</b>	43	22	8	7	6
<b>How to make friends</b>	1			1	
<b>How to read music notes/keys</b>	5	3	1		1
<b>How to sing</b>	4	3	1		
<b>New Songs</b>	4	2			2
<b>History of Music</b>	1				1
<b>Self-growth</b>	2		1		1

<b>Nothing</b>	4	1	3
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### First Collection Question 2 – How do I feel about being in Sistema?

Theme	Across All Locations (n=118)	Parkdale (n=48)	Yorkwoods (n=28)	Military Trail (n=19)	St. Martin de Porres (n=24)
<b>Good/Great</b>	20	9	3	3	5
<b>Fun</b>	2	2			
<b>Safe</b>	2	1	1		
<b>Happy</b>	4	1	1	1	1
<b>Informed (Increased Understanding)</b>	1		1		
<b>Honoured</b>	1		1		
<b>Challenge &amp; Discomfort</b>	16	9	1	6	

### First Collection Question 3 – What will I do with what I learned at Sistema?

Theme	Across All Locations (n=118)	Parkdale (n=48)	Yorkwoods (n=28)	Military Trail (n=19)	St. Martin de Porres (n=24)
<b>Continue to play music</b>	11	7	1	2	1
<b>Make others happy</b>	1			1	
<b>Share music with others</b>	2	1		1	
<b>Teach others</b>	7	2	2	1	2
<b>Use towards a future career</b>	7	3	2		2
<b>Personal Growth</b>	3		1		2

### First Collection Question 4 – How do I connect at Sistema?

Theme	Across All Locations (n=118)	Parkdale (n=48)	Yorkwoods (n=28)	Military Trail (n=19)	St. Martin de Porres (n=24)
<b>Connection with others (teachers, friends, classmates)</b>	7	3	1	1	2



<b>Belonging</b>	1			1
<b>Communication</b>	3	3		
<b>Activities (Music)</b>	7	3	3	1
<b>Personal Growth</b>	2	1		1
<b>Learning</b>	1		1	
<b>No connection</b>	9	4		5

### Final Collection Question 1 – What have I learned at Sistema?

Theme	Across All Locations (n=118)	Parkdale (n=48)	Yorkwoods (n=28)	Military Trail (n=19)	St. Martin de Porres (n=24)
<b>How to play an instrument (e.g., violin, cello)</b>	40	14	8	5	13
<b>How to make friends</b>	2	1		1	
<b>How to read music notes/keys</b>	8	3	3		2
<b>How to sing</b>	4				4
<b>Self-growth</b>	7	1	1	1	4

### Final Collection Question 2 – How do I feel about being in Sistema?

Theme	Across All Locations (n=118)	Parkdale (n=48)	Yorkwoods (n=28)	Military Trail (n=19)	St. Martin de Porres (n=24)
<b>Good/Great</b>	14	6	5	1	2
<b>Fun</b>	2				2
<b>Safe</b>	5	1	2	1	1
<b>Happy</b>	6	1	1	1	3
<b>Grateful</b>	5	1	1		3
<b>Honoured</b>	1				1
<b>Belonging</b>	2	1		1	
<b>Challenge &amp; Discomfort</b>	3	2			1

### Final Collection Question 3 – What will I do with what I learned at Sistema?

Theme	Across All Locations (n=118)	Parkdale (n=48)	Yorkwoods (n=28)	Military Trail (n=19)	St. Martin de Porres (n=24)
Continue to play music	11	4	1	2	4
Share music with others	4		1	1	2
Teach others	3	1	2		
Use towards a future career	11	5	1	3	2
Personal Growth	6		3	1	2
Apply to everyday life	3	1			2
I don't know	6	4	2		

### Final Collection Question 4 – How do I connect at Sistema?

Theme	Across All Locations (n=118)	Parkdale (n=48)	Yorkwoods (n=28)	Military Trail (n=19)	St. Martin de Porres (n=24)
Connection with others (teachers, friends, classmates)	18	8	3	3	4
Communication	2		2		
Activities (Music)	5	3	2		3
Personal Growth	1	1			
Learning	1		1		
Helping others	1		1		

#### Takeaway/Things to Consider:

Head: Youth tended to learn how to play different instruments, how to read music, and how to sing. Youth also indicated that they learned new songs and more about the history of music. They believed that the program allowed them to make new friends and experience self-growth. Unfortunately, a few people in the first collection stated that they did not learn anything. However, this improved in the final collection as there were no mentions of no new learning.

Heart: There were many positive feelings about Sistema across both collections. Youth stated that the program was great, fun, safe, and happy. They also felt honoured to be in the program and felt informed and understood. However, in the initial collection there were a large number of responses across locations that indicated challenges and discomfort in the program.

Unfortunately, most respondents didn't name specific challenges that could be addressed through program design or facilitation. Instead, a general displeasure surfaced at the first collection that may be reflective of parental/caregiver's decisions for youth participate in the program. On a positive note, this number decreased in the final collection, with only a few responses indicating challenges or discomfort. This could be due to a general increase in enjoyment of the program, as well as increased connection (as indicated in the Spirit section), especially within the confines of the COVID pandemic, which limited young people's connections with peers.

Feet: With their new learning, youth stated that they were going to continue to play instruments and share this music with others. They wanted to teach others and use their new learning towards their education and future career. Additionally, some youth stated that they were going to apply it to their day-to-day life.

Spirit: Across both collections, youth connected with others (teachers, friends and classmates) and with the music played in the program. They also believed that they connected through communication and learning, along with feelings of personal growth. In the first collection, there were some youth that indicated that they felt no connection in the program. At the end of the program, however, no youth believed that they experienced no connection.

## FOCUS GROUPS

The second qualitative analysis consisted of focus groups with music teachers across locations. These focus groups allowed them to share and discuss their experiences with the Sistema Program. Their comments have been analyzed for key themes that emerged, and approximate counts for each theme are presented in the following tables. Some direct quotes from participants were also included.

### Military Trail & St. Martin De Porres

Youth Engagement Framework Domain <sup>3</sup>	Key Performance Indicators	Subthemes	Frequency	Quotes
Program Qualities				
Features of Positive Settings	Appropriate Structure	Regular Sessions (consistency)	6	<p>"...providing some normalcy, there for the kids regularly, prove that we're not giving up, and it would take more than a global pandemic to stop us being there for them"</p> <p>"...didn't wait, back at it while the school took several weeks to figure it out, all the teachers immediately said yes and moved the program online."</p>
		Small Group Intimacy	2	"I've been enjoying having more time to work in small groups or one-on-one because last year's schedule allowed me to do private lessons during Sistema"
	Safe Environment	Safe	4	<p>"...create an open dialogue so they feel safe enough to ask us questions."</p> <p>"...It's a safe environment for them."</p>

<sup>3</sup> The initiators, sustainers and qualities of engagement are all associated with outcomes of engagement; having strong initiators, sustainers and qualities can lead to a more effective youth program (e.g., Eccles & Gootman, 2002; Lawford, Ramey, Rose-Krasnor & Proctor, 2012; Pancer, Rose-Krasnor & Loiselle, 2002; Rose-Krasnor, 2009).

	Youth Engagement	Meaningful	2	"Even after the initial shine wore off, they remained engaged with the interactive tools and the ways I used to make the subject matter engaging."
Individual Outcomes				
New Skills and Knowledge	New Skills	Music Skills	2	"...starting to deconstruct things and enjoy the more cerebral part of music. They're starting to learn musicality, blending the science and the art of music, and turning into really really strong musicians."
	Personal Growth	Confidence & Self Esteem	2	"...but since we've gone online, we do more work on an individual level which really helped his confidence in a group class."
		Ability to ask for help	1	"...reminding them they need to ask for help and to put that power in their hands and hopefully that will bleed over into in-person classes."
		Sense of Responsibility	2	"Since teaching online, one student said they wouldn't let me down and get it done."
		Adaptability	1	"...could see the resilience of the teachers and the program to make it work no matter what"
Academic Achievement		Academic Achievement	2	"We put a lot of effort into putting our grads into high quality programs."  "He did his audition and was accepted into a really prestigious art school."
Social Outcomes				
Close, Healthy Relationships	Program Connectedness	Peer Encouragement and Support	1	"...programs like Sistema that focus on social development, putting the emphasis back on making music, sharing art, and caring about each other..."
Families and Caregivers	Social Support	Parent Support/Monitoring	5	"Parental presence can also serve a supervisory mode which is helpful maintaining "discipline" which could be a challenge in the classroom."

				"Parents are very supportive in this regard"
System Outcomes				
Resources in the Community	Access to Resources	Accessibility	1	"the fact that it's accessible and we teach students the way they need to learn."
Engaged in Community	Sociopolitical Control	Awareness of different histories, identities	3	"they are more aware about the world and the things that are happening in the world."  "had led to interesting conversations this past week, especially this past week about racism."
Barriers				
Individual Barriers	Youth Engagement	Lack of Youth Engagement	1	"challenging for sure for everybody"  *When asked how youth engagement was online
	Youth Environment	Distractions	3	"level of distraction is much higher because they're in their home environment"
Social Barriers	Program Connectedness	Communication Issues	3	"some dropped communication because we went virtual so fast"  "...aren't interested in listening when we try to communicate with them"
System Barriers	Access to Resources	Lack of Resources	6	"not all students are participating, some don't have digital access."  "not all are living in the same kinds of circumstances"
		Technological Issues	1	"the computer not working ...the internet not being the best"

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**Takeaway:** Teachers at both Military Trail and St Martin De Porres indicated many positive qualities of Sistema. They believed that the program provided an appropriate structure and a safe environment that fostered youth engagement. They noted that although remote learning has changed their style of learning, youth are still developing new skills pertaining to music. They have experienced youth becoming more independent, confident, and responsible. Particularly, they believed that Sistema has adapted well to the recent pandemic, making the program work no matter what. Socially, teachers thought that most youth were connected with their peers and experienced support from their parents. Despite the quick move to remote learning, teachers also believed that youth were able to access resources and started to become more aware of the world around them. Finally, the structure change did present some barriers within the program. Teachers noted that some youth were less engaged and experienced distractions when at home. They experienced communication and technological issues with youth and noted that some students lacked the resources needed for participation.

## Parkdale

Youth Engagement Framework Domain	Key Performance Indicators	Subthemes	Frequency	Quotes
Program Qualities				
Features of Positive Settings	Appropriate Structure	Small Group Intimacy	1	"found there's been some significant benefit in terms of individual time with kids"
	Safe Environment	Non-judgemental	1	"learn how to work with personalities."
		Safe	1	"...also gives the kids a safe space to go to after school"
Individual Outcomes				
New Skills	New Skills & Knowledge	Music Skills	1	"I've seen a lot of progress in my student's ability due to there being a lot more focused time"
		Technological Skills	1	"kids have gotten more comfortable with technology"
	Personal Growth	Transition to Independence	4	"they've become more independent on their instruments"  "...asking more insightful questions, more independent exploration"
		Adaptability	4	"We had to adapt accordingly"
Social Outcomes				
Close, Healthy Relationships	Program Connectedness	Close Relationships with Peers	2	"my students have been saying that after the Parkdale larger group classes they stay on longer or start zoom sessions with their friends, which is pretty great."
Families and Caregivers	Social Support	Parent Support/Monitoring	2	"at the beginning lots of parents were there and that led to better behaviour"



System Outcomes				
Resources in the Community		Increased Awareness	1	“having this program is very much impacting community to show that there are other options and the kids are taught they can make own choices about certain things”
Engaged in Community	Connection to Community	Connection in General	4	“has been a lot more interactive than when we were teaching in person”  “brought teachers closer”
Barriers				
Individual Barriers	Participation		1	“but adds the stress that there's nothing I can do to get them on the call”
Social Barriers	Support/Monitoring		2	“communication with parents has been challenging, sometimes there's no response so you have to contact them in all different kinds of ways”
System Barriers	Access to Resources	Lack of Resources	1	“kids don't have access to certain accessories, like rods for their bow”
	Technological Issues		2	“sometimes sound cuts out the microphone”

**Takeaway:** Teachers at Parkdale believed that Sistema created a non-judgemental and safe space for youth. Throughout the recent pandemic, teachers observed improvements in both youth music and technological skills. They also believed that youth became more independent and were able to adapt to the new learning environment. Along with students, the teachers also noted that they had adapted well to the shift in learning and have continued to foster this space for youth. Staff believed that the program continued to foster relationships with peers, and also observed parental monitoring and support. They believed that the program increases youth awareness of their options, while also connecting them to the community. Unfortunately, teachers at Parkdale also experience barriers within the program. Teachers found it hard to ensure that youth were participating, especially when communication with parents was unsuccessful. They also believed that not all youth had access to resources that allow full participation in the program.

## Yorkwoods

Youth Engagement Framework Domain	Key Performance Indicators	Subthemes	Frequency	Quotes
Program Qualities				
Features of Positive Settings	Positive Experiences	Inspirational and Hopeful	2	“people know Sistema and have respect for us, I'm proud to be part of it.”
	Appropriate Structure	Small Group Intimacy	3	“there is a lot of benefits having one-on-one, we get to know them better”
Individual Outcomes				
	Personal Growth	Student/Participant Transition to Independence	3	“They're not just waiting for instruction.”  “in classroom setting they're forced rather than free will, but in this circumstance it's free will, they've signed up to learn”
		Teacher Confidence and Self Esteem	1	“I think outside Sistema I can continue teaching online because I gained confidence”
		Sense of Responsibility	2	“proud of our older youth who are trying to take responsibility for their skill“
		Adaptability	2	“We would not expect students to tune their own instrument first year, but they're doing it”
Social Outcomes				
Consistent Caring Person	Adult Support	Close Relationships with Program Leaders	2	“getting closer to the students and knowing them better.”

				“gathering them back together wouldn't be as difficult as before, we know them and they know us.”
Families and Caregivers	Social Support	Parent Support/Monitoring	5	“some parents who are always contacting us are very concerned about their child's progress”  “their parents are always there during the lesson and they don't have friends at home to get distracted.”
System Outcomes				
Resources in the Community	Access to Resources		1	“Sistema has given the tools that they're asking to completely transfer their knowledge through an online platform.”
Engaged in Community	Connection to Community	Connection in General	1	“kids respond to online lessons...connecting to world outside their family”
Barriers				
Individual Barriers	Youth Engagement	Lack of Youth Engagement	1	“challenge to communicate with children who are not outspoken.”
Social Barriers	Adult Support	Inability to Physically Support Youth with Instruments	2	“tuning challenges is the main challenge.”
		Inability to Discipline Youth Virtually	1	“cannot implement strikes like we did in classroom”

**Takeaway:** Similar to the other locations, teachers at Yorkwoods believed that Sistema possessed positive qualities. Particularly, they suggested that the small group intimacy online allowed them to connect with youth more and get to know them better. Teachers also experienced youth becoming more independent and responsible once continuing the program online. They were also surprised to see how students adapted to the struggles of learning from home and how they learned new things on their own. Teachers also believed that the program

adapted well as a whole, while one staff member noted that they were now confident about teaching the youth online. Socially, teachers indicated that they were forming close relationships with their students with the help of parental support and engagement. Finally, teachers suggested that the online forum has created a barrier when trying to communicate with youth who are shyer than others. They also touched on their inability to physically support youth when they are struggling with their instruments.

## Non-String Teachers

Youth Engagement Framework Domain	Key Performance Indicators	Subthemes	Frequency	Quotes
Program Qualities				
Features of Positive Settings	Appropriate Structure	Regular Sessions (Continuity)	4	<p>“continuity valued by students and parents, parents have expressed this to me”</p> <p>“regular class times just shortened by half an hour”</p> <p>“same amount of classes”</p>
	Safe Environment	Safe	6	<p>“surprised how many felt unsafe/bullied at school, but felt safe at Sistema”</p> <p>“they are able to express what they are feeling.”</p>
	Youth Engagement	Meaningful	3	<p>“seeing them so engaged is super wonderful”</p>
Individual Outcomes				
	Personal Growth	Adaptability	5	<p>“but Sistema has been able to adapt and provide something special”</p> <p>“impressed that could move online so quickly”</p>
		Identity Development	1	<p>“but really great seeing how much they've grown into themselves”</p>
Social Outcomes				
Close, Healthy Relationship	Program Connectedness	Peer encouragement and support	5	<p>“that sense of community within our group is still there...very supportive of each other.”</p> <p>“same thing with seeing how they've grown in supporting one another.”</p>

	Relationship Skills and Knowledge	Communication and Interpersonal Skills	2	“communication...that's where I've seen the change in them”
	Families and Caregivers	Parent Support/Monitoring	5	“parents with the little ones have been wonderful”  “teachers don't have to discipline/moderate as much because parents will step in”  “The parents are involved on the sidelines.”
System Outcomes				
Engaged in Community	Connection to Community	Connection in General	1	“I try to say every child's name during in the lesson so they know they've been seen, it also helps me feel like I've connected with all of them.”
Barriers				
Individual Barriers	Participation	Stressful Experience	1	“one parent shared that child found online learning stressful”
		Low Energy Levels	1	“energy level in the older class feels a bit lower”
		Distracted	4	“kids were playing video games and doing other things off camera.”  “the forum is that they're at home, sitting at the kitchen table, having a snack, and we're trying to do choir.”
Social Barriers	Methods of Teaching	Difficulty to engage using technology	3	“challenging trying to teach music and movement online, it's a completely different approach.”

**Takeaway:** The remaining teachers who supported multiple locations also had positive comments regarding the Sistema program. These teachers believed that it created an inspirational environment, while also possessing an appropriate structure for youth. It provided a safe environment for youth to become engaged in the program. Teachers also noted that both staff and youth were able to adapt particularly well to the recent pandemic. It was also

mentioned that youth experienced peer encouragement and support, while also making great strides towards communication and interpersonal skills. They also were particularly grateful of parental support with online learning. However, teachers also indicated a few barriers that they had experienced, one being youth participation in the program. They noted that online learning can be stressful to youth, while others experience low energy and are easily distracted at home. Teachers also expressed the difficulty of engaging their youth over an online platform, as it is a completely different approach.

### ***Meaningful Work at Sistema***

The meaningful work at Sistema had a very positive impact on the teachers, especially when adapting to new circumstances. Sistema allowed for teachers to feel a sense of normalcy as they were able to continue supporting their students during a global pandemic. With groups at Sistema transforming into more one-on-one classes, teachers were able to get to know students better and become more connected. This same connection blossomed with parents, who were often more present and able to support teachers to discipline and focus the students, when necessary. This allowed teachers to focus more time and energy on teaching.

Teachers also became more resilient, being able to work with different personalities and adapt accordingly to online teaching during the pandemic. This created a greater sense of community as it brought teachers closer together to address challenges together. Teachers have also become more confident in their online teaching, and feel comfortable continuing this outside of Sistema.

Teachers identified that they were part of something special at Sistema and they were proud of their role in the program.

## Conclusion

In conclusion, there were positive findings about the qualities of Sistema and how it impacts young people's lives. Overall, scores for all categories were generally close to 'somewhat agree'. Scores were consistent across sites, suggesting some degree of similarity of experience. However, the only significant difference between locations was for the friendships category which may be beneficial to explore further. Oftentimes, scores were consistent across time as well, with some slight increases and decreases. As previously mentioned, these fluctuations could be due to internal or external factors unaccounted for (familiarity with survey, location/neighbourhood statistics, age, changes due to the pandemic, socio-political context, etc.). Due to Sistema's diverse age and developmental range, it may be interesting to determine whether there is a connection between demographics and scores in future analyses.

In the qualitative questions, we learned that youth generally enjoyed their experience in the program over time. They believed that they learned vast amounts of information that they intend to use in their everyday life. The qualitative questions in the focus group also gave us an insight on how the program was functioning in the midst of a pandemic. Teachers described many positive program qualities, while also touching on how youth are continuing to improve. Most importantly, these results allow for Sistema to reflect upon how they are continuing to provide a beneficial environment for youth while working remotely. Recurring themes highlight Sistema's ability to adapt throughout recent months and how their continued support was crucial for youth development.

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.



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## Appendix:

### First Collection (Time Point 1)

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

Question	Mean response	Standard Deviation	Minimum Value	Maximum Value
<b>I generally accomplish what I set out to do.</b>	3.67	0.98	1	5
<b>I have a positive attitude about myself.</b>	4.01	1.01	1	5
<b>When I make plans, I am almost certain to make them work.</b>	3.67	0.89	1	5
<b>I am usually confident about the decisions I make.</b>	3.71	0.99	1	5
<b>I am often able to overcome challenges.</b>	3.82	1.07	1	5
<b>Graduate from high school.</b>	4.32	0.98	1	5
<b>Go to a professional school to learn a trade (i.e. hairdresser, mechanic, etc.)</b>	3.30	1.36	1	5
<b>Go to college or university.</b>	4.50	0.78	1	5
<b>I know what my strengths and skills are.</b>	4.28	0.77	2	5
<b>I feel good about who I am and the things I do.</b>	4.15	0.91	1	5
<b>I am able to reach out to people I trust for support when I need it (adults or friends).</b>	3.97	1.26	1	5

Question	Mean response	Standard Deviation	Minimum Value	Maximum Value
I belong or fit in somewhere (at school, with my friends, with a group of peers).	4.13	0.95	1	5
I am comfortable questioning the world around me and my place in it.	3.90	0.89	1	5
I can accept that decisions I make may not always be popular with my friends.	3.91	0.97	1	5
I am able to find my voice and express myself in different ways (artistic, writing, talking, etc.)	4.14	0.79	3	5
I am comfortable expressing my feelings, thoughts, and opinions openly even when someone might disagree.	3.46	1.16	1	5
I am comfortable trying new things and pursuing my interests.	4.03	1.05	1	5
I am able to pick myself up and try again when things don't work out.	4.11	0.95	1	5
I feel like I belong in this program.	3.48	1.31	1	5
I feel like I belong in my community.	4.10	0.93	1	5
I feel like I belong in the world.	4.38	0.82	2	5
I have made friends in this program.	4.21	1.14	1	5

*School Breakdown of Item Means and Standard Deviations*

Question	Mean (SD)			
	Yorkwoods	St Martin	Parkdale	Military Trail
I generally accomplish what I set out to do.	3.65(1.32)	4.00(0.67)	3.50(0.92)	3.90(0.74)
I have a positive attitude about myself.	3.65(1.32)	4.22(0.83)	3.97(0.88)	4.60(0.70)
When I make plans, I am almost certain to make them work.	3.28(1.13)	3.44(0.88)	3.78(0.66)	4.20(0.79)
I am usually confident about the decisions I make.	3.47(1.33)	3.30(0.82)	3.81(0.82)	4.20(0.79)
I am often able to overcome challenges.	3.41(1.23)	3.78(1.30)	3.87(0.92)	4.40(0.84)
Graduate from high school.	4.39(1.33)	4.30(0.68)	4.26(0.89)	4.40(0.84)
Go to a professional school to learn a trade (i.e. hairdresser, mechanic, etc.)	3.44(1.46)	3.30(1.16)	3.29(1.47)	3.10(1.20)
Go to college or university.	4.72(0.96)	4.22(0.83)	4.39(0.72)	4.70(0.48)
I know what my strengths and skills are.	4.18(0.73)	4.30(0.48)	4.22(0.79)	4.60(0.97)
I feel good about who I am and the things I do.	4.47(0.72)	3.70(1.06)	4.00(0.95)	4.50(0.71)
I am able to reach out to people I trust for support when I need it (adults or friends).	3.65(1.5)	3.20(1.69)	4.39(0.76)	4.00(1.25)
I belong or fit in somewhere (at school, with my friends, with a group of peers).	3.76(1.09)	3.67(1.12)	4.38(0.75)	4.44(0.88)
I am comfortable questioning the world around me and my place in it.	3.94(1.06)	3.33(1.00)	4.09(0.73)	3.70(0.82)
I can accept that decisions I make may not always be popular with my friends.	3.82(1.07)	3.50(1.51)	4.03(0.74)	4.10(0.74)

Question	Mean (SD)			
I am able to find my voice and express myself in different ways (artistic, writing, talking, etc.)	4.24(0.83)	4.20(0.63)	4.03(0.82)	4.30(0.82)
I am comfortable expressing my feelings, thoughts, and opinions openly even when someone might disagree.	3.00(1.41)	2.80(1.48)	3.75(0.76)	4.00(0.94)
I am comfortable trying new things and pursuing my interests.	3.53(1.62)	4.20(1.03)	4.13(0.67)	4.40(0.52)
I am able to pick myself up and try again when things don't work out.	4.13(1.15)	3.56(1.24)	4.21(0.73)	4.33(0.87)
I feel like I belong in this program.	3.88(1.11)	3.70(0.82)	3.43(1.25)	2.70(1.89)
I feel like I belong in my community.	3.94(0.97)	4.20(0.92)	4.32(0.70)	3.60(1.35)
I feel like I belong in the world.	4.59(0.62)	3.60(1.17)	4.41(0.71)	4.70(0.68)
I have made friends in this program.	4.44(0.96)	4.20(1.23)	4.06(1.15)	4.30(1.34)

## Final Collection (Time Point 4)

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

Question	Mean response	Standard Deviation	Minimum Value	Maximum Value
I generally accomplish what I set out to do.	3.98	0.57	3	5
I have a positive attitude about myself.	3.81	0.99	1	5
When I make plans, I am almost certain to make them work.	3.74	0.87	1	5
I am usually confident about the decisions I make.	3.72	0.94	1	5
I am often able to overcome challenges.	3.85	0.74	2	5
Graduate from high school.	4.26	0.74	2	5
Go to a professional school to learn a trade (i.e. hairdresser, mechanic, etc.)	3.11	1.15	1	5
Go to college or university.	4.13	0.82	2	5
I know what my strengths and skills are.	4.06	0.80	2	5
I feel good about who I am and the things I do.	4.07	0.89	1	5
I am able to reach out to people I trust for support when I need it (adults or friends).	4.25	0.96	1	5
I belong or fit in somewhere (at school, with my friends, with a group of peers).	4.13	0.84	1	5
I am comfortable questioning the world around me and my place in it.	3.96	0.85	2	5

Question	Mean response	Standard Deviation	Minimum Value	Maximum Value
I can accept that decisions I make may not always be popular with my friends.	4.00	0.68	3	5
I am able to find my voice and express myself in different ways (artistic, writing, talking, etc.)	4.09	0.98	1	5
I am comfortable expressing my feelings, thoughts, and opinions openly even when someone might disagree.	3.77	0.91	2	5
I am comfortable trying new things and pursuing my interests.	3.94	0.83	1	5
I am able to pick myself up and try again when things don't work out.	3.87	0.87	1	5
I feel like I belong in this program.	4.06	0.90	1	5
I feel like I belong in my community.	4.11	0.95	1	5
I feel like I belong in the world.	4.19	0.99	1	5
I have made friends in this program.	4.17	0.91	1	5

*School Breakdown of Item Means and Standard Deviations*

Question	Mean (SD)			
	Yorkwoods	St Martin	Parkdale	Military Trail
<b>I generally accomplish what I set out to do.</b>	4.08(0.70)	4.18(0.41)	3.83(0.49)	4.00(0.76)
<b>I have a positive attitude about myself.</b>	4.17(0.84)	3.45(0.82)	3.61(0.89)	4.38(1.41)
<b>When I make plans, I am almost certain to make them work.</b>	4.00(0.60)	3.36(1.12)	3.65(0.71)	4.13(1.13)
<b>I am usually confident about the decisions I make.</b>	4.33(0.78)	3.45(0.93)	3.57(0.79)	3.63(1.30)
<b>I am often able to overcome challenges.</b>	4.17(0.84)	3.36(0.67)	3.78(0.60)	4.25(0.71)
<b>Graduate from high school.</b>	4.55(0.52)	4.27(0.91)	4.09(0.73)	4.38(0.74)
<b>Go to a professional school to learn a trade (i.e. hairdresser, mechanic, etc.)</b>	3.18(1.60)	3.27(0.79)	3.04(0.88)	3.00(1.69)
<b>Go to college or university.</b>	4.45(0.69)	4.50(0.71)	3.74(0.81)	4.38(0.74)
<b>I know what my strengths and skills are.</b>	4.25(0.62)	3.90(0.88)	3.96(0.71)	4.25(1.16)
<b>I feel good about who I am and the things I do.</b>	4.42(0.79)	3.91(0.83)	4.00(0.74)	4.00(1.41)
<b>I am able to reach out to people I trust for support when I need it (adults or friends).</b>	4.55(0.52)	4.09(0.94)	4.39(0.66)	3.63(1.77)
<b>I belong or fit in somewhere (at school, with my friends, with a group of peers).</b>	4.27(0.91)	3.73(1.01)	4.13(0.69)	4.57(0.79)
<b>I am comfortable questioning the world around me and my place in it.</b>	4.17(0.84)	3.82(0.75)	4.04(0.77)	3.63(1.19)



Question	Mean (SD)			
I can accept that decisions I make may not always be popular with my friends.	4.00(0.74)	3.82(0.75)	3.96(0.56)	4.43(0.79)
I am able to find my voice and express myself in different ways (artistic, writing, talking, etc.)	4.42(0.90)	4.09(0.70)	3.96(0.93)	4.00(1.51)
I am comfortable expressing my feelings, thoughts, and opinions openly even when someone might disagree.	4.18(0.87)	3.36(0.81)	3.57(0.79)	4.38(1.06)
I am comfortable trying new things and pursuing my interests.	3.83(1.40)	4.18(0.60)	3.83(0.49)	4.13(0.84)
I am able to pick myself up and try again when things don't work out.	4.00(1.13)	3.45(0.82)	4.04(0.37)	3.75(1.39)
I feel like I belong in this program.	4.58(0.52)	4.36(0.51)	3.61(0.99)	4.13(0.99)
I feel like I belong in my community.	4.50(0.52)	4.18(0.75)	3.96(0.93)	3.88(1.55)
I feel like I belong in the world.	4.75(0.45)	3.91(1.22)	3.91(1.02)	4.57(0.79)
I have made friends in this program.	4.08(1.08)	4.36(0.67)	4.13(0.76)	4.14(1.46)