

**YOUTH LEADERSHIP FOR AFRICAN NOVA SCOTIANS:  
PROJECT LEAD**

**MONITORING AND PROCESS EVALUATION**

**SUBMITTED BY**

**THE OFFICE OF AFRICAN NOVA SCOTIA AFFAIRS (ANSA)**

**PREPARED BY  
DON CLAIRMONT**

**TO**

**CECIL WRIGHT, NATIONAL CRIME PREVENTION CENTRE**

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## **EXECUTIVE SUMMARY**

OANSA's LEAD project is patterned closely on the well-known and well-regarded American LEAD program targeting junior high youths, in early adolescence, at high risk of crime and gang affiliation in the large cities, with the objective of "addressing the underlying issues of unhealthy attitudes towards education and crime and increasing participants' capacity to make healthy and wise choices". OANSA's LEAD program uses the American curriculum and addresses at-risk youth, especially those with African Nova Scotian heritage, at a similar period of their adolescence. It has adapted the program to reflect Canadian laws, Nova Scotian realities and youth outside the large metropolitan centres where the at-risk factors are different in that there is little gang activity. The major dimensions of the OANSA's LEAD have been three-fold namely (a) knowledge of the criminal justice system (CJS), the consequences of crime, awareness of and attitudes regarding the CJS roles; (b) cultural enrichment highlighting cultural capacity and cultural safety and enhancement of self-esteem and identity; and (c) life skills and leadership directed at school attachment, coping with social challenges and facilitating positive community engagement.

This evaluation was centered on the implementation process and more generally performance monitoring. The crucial data gathered pertained to the activities that were carried out at the 4 different sites, the targeted and actual youthful participants, assessment of their participation, and the collaborating partnerships established at each site. The evaluation proposal was developed in the first half of 2011 and subsequently regular performance monitoring reports (PMRs) were submitted, along with appendices elaborating on the central LEAD themes. Specific methodologies employed covered the gamut from interview schedules at intake for parents and youths, youth re-interviews at exit, and special interviews with youth intended to elaborate on various themes (e.g., self-esteem, behavioural risk, educational aspirations, and knowledge of the law pertaining to youth and attitudes towards CJS role players). In addition, special instruments were developed to guide interviews with local collaborators, presenters and others. Activities were recorded for length, number of youth attending, focus or content, presenter and so

on in each session at all sites. The activities and interview data were entered into machine-readable format and separately analysed with SPSS. In addition there was some observation at the four sites, collection and analyses of contextual data, and occasional participation in LEAD administrative meetings.

An overview of participant characteristics and program elements indicates that actual youth participant characteristics did match up well with expectations. Most youth were at the junior high level, there was an increasingly appropriate male-female mix (60% to 40% in the fourth and final cycle), and the youths were at-risk with reference to family characteristics (at least 50% one- parent families, much parental unemployment), problematic school attachment (among the special sample of 68 who completed a supplemental interview, almost half had at least once been suspended or expelled from school, and, in a similar percentage in the overall sample, the parent reported that she had been contact by school officials about her youth), and a high proportion of the youths reportedly had close friends and relatives who had been in “negative contact” with the local police. As specified in the project’s logic model, there were five key facets to the OANSA LEAD project, namely intake work, delivering the 23 LEAD sessions, having field trips, role playing (e.g., skits) and completion awards (graduation). Intake produced fewer participants than originally expected though the youths engaged did reasonably fit the expected youth at-risk profile. The other four facets were all realized as planned. The programming as envisaged emphasized the engagement of CJS officials, life style specialists, Black cultural specialists and educational contacts and these role players were engaged as detailed in the implementation write-up.

Concerning output, the LEAD program’s emphasis was on youth awareness and perspectives with regard to (a) information about the CJS and the consequences of offending for youth as well as respect for authority and attitudes about the law, justice and the CJS role players; (b) the importance of avoiding drug and alcohol abuse, peer group pressure and other negative life styles;(c) awareness of and pride in their heritage and culture; and (d) the significance of school attachments and appropriate career aspirations. Detailed analyses indicate that these outputs were largely achieved and the outputs were congruent with findings from other LEAD implementations in the United States. The OANSA LEAD project has been generally well implemented. The

curriculum has been honed with the staff's development of lesson plans shared at all sites, and a competent team of Black site coordinators was established with site coordinators who were experienced in dealing with youth, and after 2012 increasingly assisted by part-time aides. The project reached its targeted population of junior high students at risk and delivered the key dimensions of the LEAD program. A well-rounded program was put into place with the modified LEAD curriculum as the base in three of the four sites as is evidenced in the section on Activities.

Four Results Analysis Matrices detail the outputs and provide the specifics of targets, the actual accomplishments, and the data sources utilized to generate the latter. These matrices dealt with (1) whether the project reached its intended target population; (2) whether the program implemented its intended activities well; (3) whether the LEAD project established its intended partnerships with CJS officials, cultural activists and knowledgeable, specified educational interveners and local services responding to similar at-risk youths; and (4) whether the LEAD project achieved its intended outputs, namely youth knowledge of and positive attitudes towards the law, justice system and CJS role players; more knowledge and positive opinion about one's cultural heritage; more school attachment and higher educational aspirations; and, more life skills and leadership capacity including pro-social attitudes. The evidence is that in large measure the LEAD project did succeed. That conclusion is further evidenced in tables that explore commonalities and variations in youth responses taking into account diverse independent variables such as intake at-risk factors, gender and so on. More details and generalizations are provided in the sections following the tabular analyses on Achieving the Objectives and Assessing Implementation.

The report concludes with sections on Lessons Learned and Conclusions and Recommendations. Many of the lessons learned stemmed from the challenges of the project, namely multiple sites over the province, a voluntary project taking place after school hours and before supper, difficulty engaging parents / guardians and the way basic project data were gathered. Suggestions were advanced for a more enhanced management oversight and leadership, a closer relationship in data collection between the site coordinators and the evaluators, more explicit attention devoted to the legacy effects of the project, and creative ways to encourage parental involvement especially given the

emphasis placed on youths being able to appreciate and draw strength from their cultural heritage. The LEAD project was worthwhile and was reasonably successful. It would be very beneficial for social policy and learning in this field of responding to the needs of at-risk youth if there was a comparison between such initiatives in the metropolitan and non-metropolitan milieus.

## **INTRODUCTION**

### **PURPOSE OF THE EVALUATION**

The main purpose of the evaluation of the ANSA LEAD project was to examine and report on the overall implementation of the project and the extent to which the project was delivered as intended to the target population. The evaluator was engaged with the project since January 2011 and worked with project management in developing all the intake and evaluation instruments and the two data tracking systems (i.e., activities and participants), monitoring the data collection, attending several project team meetings and doing relevant fieldwork in all four sites in Nova Scotia (e.g., conducting interviews with site coordinators and stakeholders / collaborators, and gathering community data on crime and other variables). All these forms and interview guides are appended to this report. Data collection has been the responsibility of the site coordinators for activity forms, parental and youth intake and the exit forms completed by the youth participants. These data were forwarded to OANSA headquarters in Halifax and subsequently picked up by the evaluator. Regular performance monitoring reports were completed by the evaluator and submitted to NCPC. The LEAD project's basic strategy of having, at each of four proposed different sites, four groups of no more than 20 youths at a time cycled through the "same" program over a three year period, lent itself to both improved implementation and potentially valuable impact analyses. The primary purpose of the evaluation plan however was focused on performance monitoring and process and any impact / outcome analyses was considered as largely beyond the mandated scope of the funded evaluation program.

### **SCOPE AND REPORTING PERIOD**

The scope of the evaluation was centered on the implementation process and more generally performance monitoring. The crucial data gathered pertained to the activities that were carried out at the different sites, the targeted and actual youthful participants, assessment of their participation, and the collaborating partnerships established at each site – these were as specified in the project logic model (see appendix # 2). The evaluation proposal was developed in the first half of 2011 and subsequently regular



performance monitoring reports (PMRs) were submitted, along with appendices elaborating on the central themes. The last such PMR prepared was submitted in May 2014 and dealt not only with the fourth and last cycle of the OANSA LEAD project but also provided summary data over all four cycles (see appendix # 1). Occasional special reports requested by NCPC were also submitted by the evaluator.

## **PROJECT OVERVIEW**

### **THE PROBLEMATIC**

The Office of African Nova Scotian Affairs, in addressing the need for an effective program to respond to the growing problems of delinquency, school attachment and cultural competence and safety among a significant number of African Nova Scotian youths outside the metropolitan Halifax area, advanced its proposal to NCPC as follows:

“The Office of African Nova Scotia Affairs will implement the Legal Enrichment and Decision-Making (LEAD) program for at-risk children and youth that is designed to assist them in assessing difficult situations, making appropriate decisions, understanding consequences, developing and maintaining positive attitudes towards police and the justice system, and maintaining positive educational and career aspirations. Project LEAD has proven to be culturally appropriate in communities with high African American populations experiencing overrepresentation in the criminal justice system, high rates of drug related crime and strained relationships with police and the justice system. The Office of African Nova Scotia Affairs proposes to test Project LEAD in four Nova Scotia communities facing similar situations – Glace Bay, Whitney Pier, New Glasgow, and Digby”.

It was emphasized that the program to be implemented would be proactive and pre-gang formation, primarily aimed at at-risk youths in the eleven-to twelve core age category (i.e., junior high) and providing them with the tools and experiences to help the

assess difficult situations and make appropriate decisions with a clearer understanding of the consequences. Project LEAD also sought to provide a learning opportunity about law, law enforcement issues, and the justice system more generally, and to encourage the development among at-risk youths of positive attitudes about law and the operation of the justice system. The program also sought to reinforce the importance of tolerance of diversity and the value of one's race/ethnic cultural heritage in a milieu where the African Nova Scotian population is small and declining and where there is increasingly significant cross-racial/ethnic parenthood and a high level of one-parent families.

### **THE LEAD APPROACH**

The LEAD program has had a successful implementation with associated anticipated outputs and impact in the United States. A quality curriculum – some 23-25 weeks of sessions – has been developed and the program is delivered usually in schools during regular school hours and is compulsory for the targeted youths; the latter are especially racial/ethnic minorities, African American and Latin American, who are at high risk given the poverty, racism, and high crime areas where they reside. The LEAD approach aims at “addressing the underlying issues of unhealthy attitudes towards education and crime and increasing participants’ capacity to make healthy and wise choices”. It has focused on a crucial phase in youth development and attempts to mitigate some of the attitudinal and behavioural implications of the at-risk factors through a cognitive-behavioural strategy directed at delinquency prevention and responsible citizenship. This approach has proven successful in the United States; a recent overview assessment concluded “project LEAD provides a positive protective effect during early adolescence, a crucial period of youth development” (Chi and Middaugh, 2005).

OANSA's LEAD project is patterned closely on the American model. It has adopted the American curriculum and focuses on the junior high level too. There have been some significant modifications. OANSA's project has implemented the curriculum, modified (with the assistance of local expert Black lawyers and professors) to be pertinent to Canadian law and criminal justice system practices and to the African Nova Scotian realities (e.g., history, struggles, key heroes and mentors). Perhaps most

importantly, and certainly with major challenges for implementation, OANSA's LEAD has been a voluntary program delivered after school hours and away from the school sites; also, it was implemented in areas of small populations and, as in similar socio-demographic areas elsewhere, these sites typically have low levels of crime and gang formation.

The major components of the OANSA's LEAD then have been three-fold namely

- Knowledge of law and the criminal justice system and the consequences of offences (including awareness of CJS roles and local role players)
- Cultural enrichment (highlighting cultural capacity and cultural safety with historical information and appreciating the salient experiences of local and other Black leaders)
- Life skills and leadership (highlighting a variety of skills, school attachment and positive community engagement)

These in turn are presumed to generate objectives such as respect for law and the criminal justice system, greater self-esteem, youths more informed about and proud of their cultural heritage, and a capacity for leadership in the youths' peer groups (see the attached "Logic Model"). The OANSA LEAD project appropriately represented a "multiple objectives" initiative which is quite a reasonable variation (given its socio-demographic reality outside metropolitan HRM) on the American program which focuses more exclusively on crime prevention in the inner city.

## **LOCAL CONTEXT**

The OANSA LEAD project has been implemented in areas where there has always been only a small minority of African Nova Scotian residents. These areas, modestly populated to begin with, have typically experienced significant population decline over the past two decades as have the African Nova Scotian populations within

them. In general there have been declining economic opportunities and lower educational achievement in these areas stretching back for decades. Additionally, for African Nova Scotians, there has been a major decline in the institutional manifestations of Black culture in these areas and, coupled with high levels of intermarriage, this has resulted in major issues of self-identity and self-esteem on the individual level and cultural competence and culture safety issues on the collective level. Moreover, there has developed especially significant risk for many African Nova Scotian youths associated with the socio-economic disadvantage and lack of opportunity for advancement. Under these circumstances, African Nova Scotian youths are often vulnerable to having conflict with the criminal justice systems, to early school drop-out, and to having less fulfilling lives. The LEAD project was designed to deal with this context and to effect the short and medium term outcomes specified in the logic model.

Data gathered by the evaluator clearly attests to the over-representation of African Nova Scotians as offenders in the CJS, not to mention as victims where there is also much Black over-representation. The following are the key patterns at the provincial, federal and youth levels:

- In metro Halifax where over 70% of African Nova Scotians reside, in 23% of the charges made by HRP over the period 2006 to 2012, the accuseds were different Black persons and, in 72%, different White persons. Since Blacks constitute at best 4% of the HRM population (and much lower in Nova Scotia as a whole), clearly they are over-represented demographically among the accused persons – roughly 5 times greater than the demographic-based expectation. Considering only individuals with four or more distinct charges, 33% of the Black accused persons were ‘repeat charged’, almost twice as many compared to the 18% among Whites. RCMP data only available for the combined period 2012 and 2013 exhibited the same pattern. Black individuals constituted 12% of all individuals charged (i.e., 4 times the demographic expectation for the RCMP jurisdiction) and fully 30% of Blacks charged were “repeat charged”, even though the time frame was only two years.

- Considering the race / ethnic differentials for persons (not necessarily different individuals) remanded and sentenced to the Central Nova Scotia Community Facility provincial jail during the years 2007 to 2013, according to CNSCF's records, Black persons on average accounted annually for roughly 300-plus and 18% of total remands (ranging from 16% to 20% over the six year period). The percentages were quite similar for persons sentenced to custody where the averages over two year periods were 15%, 17% and 19% respectively; the number of Black sentenced to CNSCF increased from an average of 126 in 2007-2009 to 157 in 2011-2013. Clearly, then, there has been no decline but in fact a slight upward trend for Blacks to be jailed at CNSCF whether by being remanded or sentenced to custody. The level of over-representation has been approximately 4 to 5 times the demographic-based expectation.
- There clearly is some over-representation of Aboriginals in the CNSCF but taking several factors into account (e.g., the diversity of the Aboriginal linkage, the concentration in the CNSCF of provincially incarcerated persons) the over-representation would be less than half that of Blacks.
- Over the past ten years the number of inmates in the federal prisons has gone from roughly 12,000 to roughly 15,000, an all-time high (CBC News, posted November 25, 2013). On the day, 2013-09-13, CSC authorities reported that there were 311 persons under CSC community control in Nova Scotia and that 17% of the federal parolee cases being supervised at any given time in HRM are Black persons. Blacks constituted 11% of the 1774 persons in the five federal Atlantic institutions, roughly 4 times their population percentage in Atlantic Canada. Again, the over-representation of Blacks in these federal prisons is quite significant. Metis aside, the over-representation is greater than among status and non-status Indians combined.
- The number of youths incarcerated at the Nova Scotia Youth Facility has declined from usually over 100 in the pre-YCJA era [prior to 2003] to roughly 40 or so in recent years. Extrapolating from a large sample

completed in 2012, 70% of the youths were either 16 or 17 years of age and mostly Caucasian (63%) with 30% linked to African Nova Scotian ethnicity / race and 7% Aboriginal. Their home residence was 48% HRM and 52% other. The majority of youths (56%) were in the NSYF for serious violent offences against persons; fully 52% were currently under sentences of at least 180 days in custody and only 40% had been in their current NSYF unit (2A or 3B) for 60 days or less. 26% were in their unit on a remand basis. Fully 80% of the youths had prior incarceration at NSYF and 40% had been in custody there on many different occasions. The number and characteristics of youths incarcerated at the NSYF varies due to short sentences and many remanded youths but during the year 2012 the percentage of Black youths rarely dipped below 25%, clearly a huge over-representation.

Overall, then, Blacks were over-represented in charges in HRM, in both RCMP and HRP jurisdictions, in both remand and sentenced incarceration status provincially at CNSCF, in CSC's five Atlantic Provinces' prisons and its community control program in Nova Scotia and HRM, and in the provincial youth jail at Waterville. The over-representation exceeded the basic demographic standard minimally by a factor of 4, and was significantly greater than for those of Aboriginal descent. There was no indication at any of these points in the criminal justice system of a declining trend in Black over-representation. Appendix # 10 provides further statistics on Blacks and the CJS over previous years indicating that the overrepresentation has long characterized Nova Scotia. Interestingly, as noted above, it has not characterized most of Nova Scotia outside the HRM area. An excellent example is Cape Breton where the African Nova Scotian population has been well-integrated, socio-economically successful and with a low and insignificant crime rate. Only South-West Nova (e.g., Yarmouth) has had in the last dozen years an over-representation of Blacks on probation or in restorative justice programs (Clairmont, 2008, 2011). In sum, the Black communities outside metropolitan Halifax have never experienced much crime and that is still the case. But, as noted above, recent trends including the growth of one parent families, high levels of mixed marriages

and unions, loss of cultural institutions, community support and community efficacy, and socio-economic disadvantage have generated greater vulnerability to stereotyping, and to the “inner city model” of gangs and crime so clearly prevalent in the Halifax area. The challenge for the OANSA and its LEAD program has been to counter this drift in at-risk trends and establish alternatives for a more positive life among today’s youth.

### **OVERVIEW OF PARTICIPANT CHARACTERISTICS AND PROGRAM ELEMENTS**

As indicated in the Performance Monitoring Report 2014 (Appendix # 1), the actual youth participant characteristics did match up well with expectations. Most youth were at the junior high level, there was an increasingly appropriate male-female mix (60% to 40% in the fourth and final cycle), and the youths were at-risk with reference to family characteristics (at least 50% one- parent families, much parental unemployment), problematic school attachment (among the special sample of 68 who completed a supplemental interview, almost half had at least once been suspended or expelled from school, and, in a similar percentage in the overall sample, the parent reported that she had been contact by school officials about her youth), and a high proportion of the youths reportedly had close friends and relatives who had been in “negative contact” with the local police. At the same time there was, not unexpectedly, no significant evidence or even reporting among the youths of belonging to a gang, using drugs or alcohol, having “negative contact with the local police” (only one or two cases over the three year period) or having low self-esteem or high behavioural risks scores. The overall number of youths participants was well below the expectations in the logic and process evaluation models, largely because only three – not the anticipated four – sites were operational during the first two cycles of the program, and the anticipated numbers at all sites was less than expected for a variety of reasons such as small population pool to select from and drop-outs from the voluntary, after-school program (see Performance Management Report 2014 in appendix # 1).

As specified in the project's logic model, there were five key facets to the OANSA LEAD project, namely Intake work, delivering 23 LEAD sessions, having field trips, role playing (e.g., skits) and completion awards (graduation). As noted, Intake produced fewer participants than originally expected though the youths engaged did reasonably fit the expected youth at-risk profile. The other four facets were all realized as is detailed at length in the section on Findings and Interpretation. Similarly, the programming as envisaged (see the "process evaluation model" in appendix # 2) emphasized the engagement of CJS officials, life style specialists, Black cultural contacts and educational contacts. These were engaged as detailed in the implementation write-up below. The selection and training of site coordinators generally yielded quality, committed staff (see the accompanying report by the LEAD management) and the program did meet the needs of the young participants as indicated by the youths themselves, the parents who often enrolled other family members in the subsequent cycles of the program and this evaluator who assessed the responses of both site coordinators and participating youths. In particular, the LEAD staff at two of the different sites exhibited initiative and imagination in delivering the LEAD program (e.g., adopting pedagogical approaches such as the Marva Collins approach in dealing with at-risk youths in Chicago, utilizing hands-on, interactive methods to convey information about the CJS, and so on). Overall, the staff adapted the American LEAD model, enriched the context of its delivery by community activity with the youth and focused more on recreation and fun than the American model where the program is delivered during school time.

## **OUTPUT TARGETS**

The evaluation's focus was on implementation and process not impact, and accordingly no information on individual youths was gathered from CJS records, school records or community sources, nor were longitudinal data collected on the youths. A substantial impact assessment would have required such data. The LEAD program's emphasis was on youth awareness and perspectives with regard to (a) information about the CJS and the consequences of offending for youth as well as respect for authority and



attitudes about the law, justice and the CJS role players; (b) the importance of avoiding drug and alcohol abuse and other negative life styles;(c) awareness of and pride in their heritage and culture; and (d) the significance of school attachments and career aspirations (see Logic Model and Outcome matrix in Appendix # 2).

The outputs are discussed in detail in the section below on Findings and Interpretations. Essentially the exit and special interviews indicate a reasonable level of knowledge about a small set of laws, a high level of positive attitudes towards CJS officials (a quite positive assessment of judges and police officers) and the law by the youth; moreover, the large majority of the youth affirmed that their views about youth crime and its consequences for youth had changed since participating in the LEAD program. The findings also indicate that a clear majority agreed that they “know much about their heritage and culture” and that their opinion about their heritage and culture had changed over the past few months. The youths indicated a strong attachment to school and high educational aspirations. Regarding life chances, a large majority of the young participants indicated that they enjoyed the LEAD program and believed that because they participated in it, they would get on better in their future lives. The site coordinators in their overall assessments of the program expressed the view that there were many benefits for the participating youths, especially learning about the law, learning about their cultural heritage and the African Nova Scotian contributions to the development of the law (i.e., especially various cases where Black persons by their action initiated change). Several site coordinators highlighted the emphasis in the LEAD program on leadership, noting the curriculum and the three day retreat on cultural heritage and leadership at Mount Saint Vincent University. One site coordinator put it as follows, “LEAD reminds the youth that it is okay to think for yourself and speak up when you don’t agree with something”; measures of peer group pressure did indicate that the youths held this position (see Findings and Interpretation below).

These outputs were congruent with findings from other LEAD implementation in the United States. A shortfall in this project was that no baseline was established so it was not possible to strictly determine how much of the attitudes and viewpoints could be attributed to participation in the LEAD project. The evaluation strategy of conducting special interviews a few weeks after intake but long before the exit interviews, which

could have provided a baseline, was thwarted by delays in having the special interviews done, so the time between special and exit interviews was too varied and modest for claiming a baseline.

## **PROGRAM IMPLEMENTATION**

There have been four cycles of the OANSA LEAD project since 2011. There were also four projected sites – South West Nova (first cycle at Digby and last three cycles at Yarmouth), New Glasgow, Whitney Pier and Glace Bay, the latter two both in Cape Breton Regional Municipality. In New Glasgow the site was the Ward One Community Centre whereas in Yarmouth and Whitney Pier, the site was the area’s Boys and Girls Club. In Glace Bay the site was the United Negro Improvement Association (UNIA) Cultural Museum. There was significant variation in implementation by site but the crucial difference was that only the final two cycles took place in Glace Bay and for one of those (the fourth cycle ending in 2014) no data were delivered to OANSA on youth intake or exit so little information is available, though the LEAD program was implemented there (see the final OANSA LEAD Management report). The staffing, training and intra-LEAD project updates and meetings (usually by telephone) are discussed elsewhere. At each site where a cycle was implemented, there was a site coordinator and since 2013 a part-time assistant. There were occasional volunteers – usually African Nova Scotian members of the site’s advisory board – but they were few, in part because parents (majority single parents) or guardians did not have the time and in part because the LEAD sessions took place in the inconvenient period “after school and before supper”. The site coordinators certainly had their hands full especially as the pedagogy effective for the participants - junior high youth who had been in school all day – had to be tactile and interactive with some recreation and nourishment also being provided. The LEAD sessions at the four sites were roughly 90 to 120 minutes, four days a week but in the fourth and last cycle, sessions were held for a variety of organizational reasons (see final Management Report) on only three days a week in New Glasgow and Whitney Pier Cape Breton and only two days at the Glace Bay site. There was significant

variation by site in how the LEAD sessions were implemented and supplemented but there was also much sharing among the site coordinators and a basic lesson plan framework was collectively developed and shared. A more in-depth examination of activities and implementation is provided below in the section on Findings and Interpretation.

The OANSA LEAD project has been generally well implemented. The curriculum has been honed with the staff's development of lesson plans shared at all sites, and a competent team of Black site coordinators was established with site coordinators who were experienced in dealing with youth, and after 2013 increasingly assisted by part-time aides. The project reached its targeted population of junior high students at risk given the socio-economic, race-ethnic and other correlated features such as a majority of the youth being in single parent families (reportedly as high as 70% excluding those cases where the sole guardian is a grandmother), families where no adult was employed (33%) and where a high proportion of the youths were of mixed racial parentage (approximately 40% of the 181 youths with another 15% identifying themselves as 'white'). Despite its voluntary attendance feature the project was able, increasingly, to reach its projected number of participant contracts and to maintain an impressive level of attendance by the youth (See the 2014 Performance Monitoring Report in Appendix # 1).

A well-rounded program was put into place with the modified LEAD curriculum as the base in three of the four sites. As the 1182 activity reports (usually the one or two central activity per session were recorded) indicate, the OANSA project featured information about the justice system and its consequences, guest presentations on similar themes plus on cultural themes and healthy life style, leadership, dealing with peer group pressure, and community participation. It blended well a variety of activities including group discussions, presentations, skits, field trips and recreation. Special graduation gatherings regularly occurred as well as participation in community activities frequently involving other non-LEAD youths as well. As the four Performance Monitoring reports clearly show, the LEAD project generally improved with every cycle, whether that entailed more effective lesson plans to operationalize the LEAD curriculum, changing a

site to secure more targeted youth, or developing a network of collaborating guest presenters from the justice system (police, judges, corrections), other Black organizations (e.g., Black Educators Association), healthy life style specialists and other community activists.

## **METHODOLOGY**

The purpose and objectives of the evaluation have been specified above and are set out further in discussion below of the four results analysis matrices. In a very broad sense there have been three basic strategies of the methodology, namely answering the questions:

1. Has the OANSA LEAD project been achieving its major objectives of effecting more fundamental knowledge of the law and its consequences, and more positive leadership, cultural competence and cultural safety among the junior high youths, especially those with African Nova Scotian linkages?
2. Have its intermediate accomplishments - primarily improved relationships with justice and other authorities, improved attitude, performance and commitment to school, and decreased anti-social behaviour – been significant?
3. Has the project been on track to realize the processes and outcomes specified in its logic model?

The specific methodologies employed covered the gamut from interview schedules at intake for parents and youths, youth re-interviews at exit, and special interviews with youth intended to elaborate on various themes (self-esteem, behavioural risk, educational aspirations, and knowledge of the law pertaining to youth and attitudes towards CJS role players) and provide a baseline to measure against exit data. In addition, special instruments were developed to guide interviews with local collaborators, presenters and others. Activities were recorded for length, number of youth attending, focus or content etc in all sessions at all sites. The activities data and interview data were entered into machine-readable format and separately analysed with SPSS. In addition there was some observation at the four sites, collection and analyses of contextual data, and occasional participation in LEAD administrative meetings.

The fact that evaluation resources were limited and that the LEAD program was being implemented with junior high youth at widely scattered sites over the length of Nova Scotia (from Yarmouth to Glace Bay) had several methodological implications. First, while the evaluator prepared all the research instruments, from intake to activity recording and special interview guides, certain data would be collected by the site coordinators directly or by their assistant (i.e., intake, exit and activities data) while special interviews with youths, site coordinators and local collaborators and stakeholders would be the responsibility (to carry out or pay others to do so) of the evaluator. Secondly, given the age of the youths and the anticipated challenge of an outsider interviewing these youngsters, it was considered most desirable to have either the site coordinators or adults they were familiar with carry out the interviews with youths. All data collected by the site coordinators or their assistants were to be sent to OANSA headquarters in Halifax and picked up there by the evaluator.

These two principal methodological strategies worked to some extent but there were some shortfalls. Arranging for the special interviews with youths (that is getting references for interviewers from site coordinators, selecting then working with the interviewers from afar) led to timing issues and loss of a valid baseline data set (though the data collected were in themselves valid and useful). Also, the evaluator was not close enough to the data collection process at the scattered sites with some negative implications for the quality of the data obtained. Moreover, as noted, the project had difficulties establishing an effective fourth site at Glace Bay and consequently data are available there only for two cycles and, only one cycle for youth intake and exit data.

## **FINDINGS AND INTERPRETATION**

Here there is discussion of three data sets, namely the activities associated with the LEAD implementation at the four sites, the analyses of all the youth intake, exit and special interview data to assess output, and the four result analysis matrices.

### **LEAD PROJECT ACTIVITIES**

Table # 1 provides data on the project activities. There were 1182 different activities carried out over the four sites during the three year period. The table refers to

two distinct phases since all sites were implementing the LEAD program only in the cycles 3 and 4 and, also, comparing the first two cycles with the last two provides a sense of the program's evolution. There was little difference by phase as to where the LEAD activities occurred, namely, in each phase, roughly 88% at the site's regular rented locale, 10% elsewhere in the community and 2% beyond the community. The chief two types of LEAD activity in both phases were CJS information workshops (including presentations by CJS officials) and life skills / leadership (again including collaborators' presentations on substance abuse, health, aspirations and so forth) closely followed by activities focusing on cultural matters (e.g., local Black history), skits (primarily on justice and leadership themes) and recreation. In the last two cycles, CJS information was more frequently the central theme and recreation also became a more common activity; these modest changes appear to reflect a growing confidence among site coordinators in their own workshop presentations and also recognition that more recreation activity was appropriate in the after-school hours. Congruent with that interpretation it can be noted that the percentage of activities where the site coordinator (or assistant) was the chief presenter increased from 75% in the first phase to 85% in the second phase.

Table # 1 also shows that average attendance of primary participants per LEAD activity increased in the last two cycles, going to 8.5 from 6.5 in the first two cycles. Parent/ Guardian engagement in the regular LEAD programming continued to be minimal, despite some increased effort on the part of site coordinators to engage them – even in the second phase, there was minimally no parent / guardian at 96% of the activities. There was however significant such attendance at “graduation” ceremonies and the occasional special event. The table also shows that Others (special guests but not assistants or parent/guardians) attended less than 20% of the activities, slightly down from the first phase.

Consistent with the interpretation of increased confidence of site coordinators in their providing an effective implementation of the LEAD programs are the results from their assessments as to how effective the activity was. For each activity site coordinators rated the activity in terms of its effectiveness in achieving LEAD objectives, in capturing the interest of the youth, and whether the activity needed to be changed to enhance its effect with the youth. It can be seen in table # 1 that the percentage of activities where

site coordinators considered the activity “very highly” achieved LEAD objectives or interested the youth, doubled in the second phase vis-à-vis the first phase. Moreover, a much smaller percentage of phase two activities (i.e., 6%) were rated as requiring significant change compared with first phase activities (i.e., 22%). Field trips, always popular with the youth, not surprisingly then, were not as proportionately common in the second phase of the LEAD program. Overall, then, a case can be made that there was an evolution in the LEAD programming at the sites such that the coordinators honed their skills and the program pedagogy becoming more effective in implementing the programming. The number of primary participants increased as did the average attendance per session and the number of activities implemented.

**TABLE # 1**

**LEAD PROJECT ACTIVITIES DATA BY PHASES\***

<b>ITEM</b>	<b>1<sup>ST</sup> PHASE (Cycles 1&amp;2)</b>	<b>2<sup>ND</sup> PHASE (Cycles 3&amp;4)</b>
<b>Number of Activities</b>	<b>441</b>	<b>741</b>
<b>Number of Sites</b>	<b>3</b>	<b>4</b>
<b>Activity Location</b>		
<b>LEAD site**</b>	<b>390 (87%)</b>	<b>658 (88%)</b>

<b>Community</b>	<b>43 (11%)</b>	<b>73 (10%)</b>
<b>Beyond</b>	<b>8 (2%)</b>	<b>10 (2%)</b>

**5 Chief Activity Types**

<b>CJS Workshops</b>	<b>92 (21%)</b>	<b>203 (27%)</b>
<b>Life Skills Focus</b>	<b>88 (20%)</b>	<b>132 (18%)</b>
<b>Cultural Focus</b>	<b>84 (19%)</b>	<b>103 (14%)</b>
<b>Skits Prep/Done</b>	<b>46 (10%)</b>	<b>89 (12%)</b>
<b>Recreational</b>	<b>49 (11%)</b>	<b>115 (16%)</b>

**Chief Presenter at Activity\*\*\***

<b>LEAD Staff</b>	<b>330 (75%)</b>	<b>632 (85%)</b>
<b>CJS Official</b>	<b>25 (6%)</b>	<b>22 (3%)</b>
<b>Cultural Speaker</b>	<b>37 (8%)</b>	<b>29 (4%)</b>
<b>Local Services</b>	<b>41 (9%)</b>	<b>35 (5%)</b>
<b>Other</b>	<b>8 (2%)</b>	<b>22 (3%)</b>

**Median # At-Risk Youths**

<b>Attending Activity</b>	<b>6.5</b>	<b>8.5</b>
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**No Parent / Guardian\*\*\*\***

<b>Attending Activity</b>	<b>431 (98%)</b>	<b>712 (96%)</b>
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**No Others Attending\*\*\*\*\***

<b>326 (74%)</b>	<b>618 (83%)</b>
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**Site Staff Assessment of  
Activity's Effectiveness  
Re LEAD objectives**

<b>Highly Effective</b>	<b>262 (61%)</b>	<b>360 (50%)</b>
<b>Very Highly</b>	<b>88 (20%)</b>	<b>306 (43%)</b>

**Site Staff Assessment of Youth  
Interest / Engagement  
in Activity**

<b>Highly</b>	<b>261 (62%)</b>	<b>362 (51%)</b>
<b>Very Highly</b>	<b>80 (19%)</b>	<b>301 (42 %)</b>

**Site Staff Views That Changes  
In Activity Format etc  
Needed**

<b>Yes</b>	<b>92 (22%)</b>	<b>39 (6%)</b>
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**Activities Entailing**

<b>Fieldtrips *****</b>	<b>49 (11%)</b>	<b>62 (8%)</b>
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**\* Phase A represents the first two of the four LEAD cycles and Phase B the last two cycles. Activities noted and discussed here refer only to activities where youth were engaged. A few special events, such as the three day LEAD youth retreat at Mount Saint Vincent are not included but are noted in the text. Some activities recorded by site coordinators referred to days off, school closures, "admin" days and LEAD organizational meetings but these are**

dealt with elsewhere in the larger LEAD report since the youths were not present.

**\*\* LEAD sites varied by community. In New Glasgow the site was the Ward One Community Centre whereas in Yarmouth and Whitney Pier, the site was the area's Boys and Girls Club. In Glace Bay the site was the United Negro Improvement Association (UNIA) Cultural Museum. In the first LEAD cycle the program was held after hours in the Digby School but subsequently shifted to Yarmouth.**

**\*\*\*The numbers provide only a rough guide and an understating to the collaboration of other non-LEAD presenters since it only records 'chief presenters' whereas in some cases that collaboration was not the major part of the session activity and was more facilitative of the presentation done by LEAD staff. Also, some collaborators represented multiple dimensions such as justice and culture (e.g., an African Nova Scotian police officer)**

**\*\*\*\*For a variety of good reasons there was little active participation by parents and guardians in routine activities but there was significant such attendance at "graduation" ceremonies and the occasional special event.**

**\*\*\*\*\*Others here are essentially presenters / facilitators who are neither LEAD staff (regular or volunteer) nor parents / guardians.**

**\*\*\*\*\*With but a handful of exceptions these field trips took place within the sites' community, often to police and court facilities, or historical sights.**

## **RESULTS ANALYSIS MATRICES**

There are four results analysis matrices that best convey the findings and interpretation of the OANSA LEAD program. The first focuses on the question, did the

project reach its intended target population? The matrix provides the details of targets, the actual accomplishments and the data sources utilized to generate the latter. The participants selected were of reasonable number and gender distribution and appropriately at risk in terms of variables such as family characteristics, school behaviour, race-ethnicity, cultural competence and having close friends or relatives who have had negative contact with local police. They were not engaged in gangs, drugs / alcohol use and just 2% had had negative contact with the local police service. The sample of participants was overall consistent with expectations for youths, virtually all 13 years of age and under, and living in small towns and urban areas, outside the larger metropolitan area where crime levels were low. Their risks were of the type the project anticipated.

The second results analysis matrix provides the salient information on targets, actual results and data sources for the issue, did the program implement its intended activities well? There were five chief activities cited in the logic model and other concerns were how well the standard LEAD program was adapted to Nova Scotia realities and whether there were appropriate strategies for reducing drop-outs given the challenging circumstances under which the program was implemented. Intake information was usually garnered well save in the last cycle at the Glace Bay site where no youth intake or exit data were provided to the evaluator. The workshops, role playing and field trips at three sites, as indicated in the activities report in this document, were achieved. The LEAD curriculum was followed in all cycles at each site though truncated in the last cycle when there was one less session per week at several sites. It was supplemented by cultural activities, life skills training and participation by the youths in community activities. There was also a significant emphasis on recreational activities especially in the last year of the project. The LEAD program was well adapted for ANS realities and supplemented well in 3 of the 4 sites. Training was adequate and there was exchange of ideas and strategies among the 3 major sites but more meetings would have been valuable. Dropouts were a concern especially in New Glasgow and the Sydney area but strategies were used to mitigate it such as building into the programming a stronger fun / recreation component (see appendix # 1 Performance Monitoring Report wrap-up).

The LEAD program was captured in the activities well at 3 sites. Given that the project took place after school hours unlike the American experience in LEADs, there was both opportunity to be more engaged in a wider range of activity and more concern in assuring that there would be sufficient recreational activities to encourage voluntary participation. These concerns were well met by LEAD staff.

The third results analysis matrix focused on whether the LEAD project established its intended partnerships with CJS officials, cultural activists and knowledgeable, and educational interveners such as the BEA and SSWs. Were there linkages with local services that provide services to at-risk youth? The details of targets and their attainment are provided in the matrix. Generally, especially at the 3 sites (SouthWest Nova, New Glasgow and Whitney Pier), good ties have been developed with CJS role players, especially police and restorative justice agencies, school-related interveners, cultural activists and life style service providers (e.g., recreation, substance abuse experts). There were close ties established at most sites with cultural interveners such as the area SSW and the BEA staff. There are some concerns about a legacy effect for OANSA LEAD in the local areas, especially beyond the two sites located in Yarmouth and Whitney Pier. Where the LEAD program was housed in the local Boys and Girls club. Overall, though, the LEAD program largely achieved its goals re partnering with the CJS, with school officials, cultural activists and life style experts. More contact might have been established with local youth organizations such as Big Brothers and Big Sisters to ensure a legacy effect when the LEAD project came to an end.

The fourth results analysis matrix focused on whether the LEAD project achieved its intended outputs, namely youth knowledge of and positive attitudes towards the law, justice system and CJS role players; more knowledge and positive opinion about one's cultural heritage; more school attachment and higher educational aspirations; and, more life skills and leadership capacity including pro-social attitudes. The details of targets and their attainment are provided in the matrix.

Generally the LEAD youthful participants reported more knowledge and favourable assessments of laws and the CJS role players and attributed that to their involvement in the program. That was the same position they expressed re their heritage

and culture and their educational aspirations. They also participated in community activities, both African Nova Scotian events and other community activities. The youths considered that the LEAD participation helped prepare them for the future. Lack of a valid baseline limited the analyses of the specific LEAD impact. As in other LEAD programs, it can be concluded that the OANSA LEAD project does appear to have provided for African Nova Scotian youth, a positive protective effect during early adolescence, a crucial period of youth development.

FINAL Process Evaluation Report Template

Results Analysis Matrix - Document Number: 217871

Evaluation Question				
Question 1: Target Population				
Did the project reach its intended target population?				
Area of inquiry	Process Indicators (from the original evaluation matrix)	Target Outputs	Actual Result	Data Sources
Program Intake And Completion	<ul style="list-style-type: none"> <li>Minimally 60 participants selected per year so minimally</li> <li>240 participant contracts</li> </ul>	<ul style="list-style-type: none"> <li>60 participants selected per year</li> <li>240 participants total over 3 years (4 cycles)</li> </ul>	<ul style="list-style-type: none"> <li>There were 61 participants in the fourth and final cycle and over all cycles roughly 40 + participants selected for program per year</li> <li>181 total over 3 years (4 cycles) but 31 were repeat participants so 150 were unique persons but a few participants did not complete the intake forms</li> </ul>	<ul style="list-style-type: none"> <li>Project data tracking per parental and youth intake forms</li> <li>Integrated Project spss data system created by evaluator</li> </ul>

	<ul style="list-style-type: none"> <li>Many eligibility criteria so this is a complex question but probably 75%</li> </ul>	<ul style="list-style-type: none"> <li>To have 90% of the youth have at least 80% of the eligibility requirements met</li> </ul>	<p>90% of youth that have at least 80% of the eligibility requirements met – poverty, one parent family, race-ethnicity, school issues</p>	<ul style="list-style-type: none"> <li>Parental and youth intake forms provided to the evaluator</li> </ul>
	<ul style="list-style-type: none"> <li>Ideally all participants signing contacts should complete but in a voluntary after school program 75% would be good.</li> </ul>	<ul style="list-style-type: none"> <li>60 complete training each year</li> <li>240 over 3 years</li> </ul>	<ul style="list-style-type: none"> <li>60% participants completed training each year</li> <li>140 over 3 years</li> </ul>	<ul style="list-style-type: none"> <li>Good Attendance (see PMRs)</li> <li>Program completion statistics (from project database)</li> </ul>
<b>Demographics</b>	<ul style="list-style-type: none"> <li>Aimed at junior high level so ages 11-13 were priorities and 85% should be within that age span</li> <li>Gender breakdown should be no more than 60-40 either way and almost</li> <li>100% should have African Nova Scotian linkage</li> </ul>	<p>Subjective – expected representation of groups:</p> <ul style="list-style-type: none"> <li>85% under 13yrs</li> <li>40% girls</li> <li>50 % Low income – family income below LICO</li> </ul>	<ul style="list-style-type: none"> <li>participants (90% plus) were 13 or less</li> <li>In the fourth and final cycle the gender breakdown was 60-40 (boys, girls) but in prior cycles the proportion female was roughly 33%</li> <li>75% low-income (estimate)</li> </ul>	<ul style="list-style-type: none"> <li>Between 55 – 70% one parent families (usually female-headed)</li> <li>Parental survey (36% reported no income earner)</li> <li>parental and youth intake plus site coordinators' interviews</li> </ul>
<b>Risk Factors</b>	<ul style="list-style-type: none"> <li>Index scores on behavioural risk, self-esteem and peer group resistance, mental</li> </ul>	<ul style="list-style-type: none"> <li>High risk scores and 75% risk in associates and relatives)</li> </ul>	<ul style="list-style-type: none"> <li>70% at risk re friends and relatives but participants were low to medium on behavioural</li> </ul>	<ul style="list-style-type: none"> <li>Behavioural risk indexes</li> <li>No School-based data collection but reports by</li> </ul>

	<p>health issues</p> <ul style="list-style-type: none"> <li>50% reported by school authorities to have anti-social or conduct problems</li> </ul>	<ul style="list-style-type: none"> <li>50% reported by school authorities to have anti-social or conduct problems</li> </ul>	<p>risk behaviour and medium on self-esteem indexes</p> <ul style="list-style-type: none"> <li>50% were reported to have been suspended or expelled from school at least once</li> </ul>	<p>parents and youths re problems in school (e.g., suspended or expelled)</p>
	<ul style="list-style-type: none"> <li>Reports of negative brushes with the CJS – police, courts.</li> </ul>	<ul style="list-style-type: none"> <li>10% had police contact</li> </ul>	<ul style="list-style-type: none"> <li>Only 2% had negative police contact (e.g., warned or arrest) but no one had a record</li> </ul>	<ul style="list-style-type: none"> <li>Parental reports, youth reports and site coordinator's reports</li> </ul>
<b>Analysis:</b>	<ul style="list-style-type: none"> <li>The participants were at risk in terms of variables such as family characteristics, school behaviour, race-ethnicity, cultural competence and having close friends or relatives who have had negative contact with local police. They were not engaged in gangs, drugs / alcohol use and just 2% had had negative contact with the local police service.</li> </ul>			
<b>Conclusions</b>	<ul style="list-style-type: none"> <li>The sample of participants was overall consistent with expectations for youths mostly 13 years of age and under and living in small towns and urban areas, outside the metropolitan areas where crime levels were low. Their risks were of the type the project anticipated.</li> </ul>			



FINAL Process Evaluation Report Template

Results Analysis Matrix - Document Number: 217871

Evaluation Question				
Question 2: Project Activities and Program				
Did the project implement its intended activities?				
Area of inquiry	Process Indicators (from the original evaluation matrix)	Target Outputs	Actual Result	Data Sources
The five activities	<ul style="list-style-type: none"> <li>LEAD curriculum followed. It was adapted for use in Nova Scotia</li> </ul>	<ul style="list-style-type: none"> <li>CJS informational system, Cultural enhancement and life skills</li> </ul>	<ul style="list-style-type: none"> <li>1182 activities over the 3 years or 4 cycles</li> </ul>	<ul style="list-style-type: none"> <li>Project data - activities tracking document</li> </ul>
Intake	<ul style="list-style-type: none"> <li>Activities would go beyond the LEAD curriculum to enhance cultural awareness and self-confidence and life skills among the youth</li> </ul>	<ul style="list-style-type: none"> <li>23-25 LEAD sessions per cycle</li> </ul>	<ul style="list-style-type: none"> <li>Each cycle essentially dealt with the LEAD curriculum in its entirety</li> </ul>	<ul style="list-style-type: none"> <li>Project SPSS database</li> </ul>
23 LEAD workshops	<ul style="list-style-type: none"> <li>Role playing, field trips</li> </ul>	<ul style="list-style-type: none"> <li>21 role-playing activities</li> </ul>	<ul style="list-style-type: none"> <li>Well over 100 activities focused on skit preparation and role playing</li> </ul>	<ul style="list-style-type: none"> <li>The adapted Nova Scotia LEAD lesson plans</li> </ul>
Field trips	<ul style="list-style-type: none"> <li>awards</li> </ul>	<ul style="list-style-type: none"> <li>Field trips</li> </ul>	<ul style="list-style-type: none"> <li>Well over 100 field trips</li> </ul>	
Role playing,	<ul style="list-style-type: none"> <li>All the participants received the same programming but</li> </ul>	<ul style="list-style-type: none"> <li>To complete the adapted LEAD curriculum</li> </ul>	<ul style="list-style-type: none"> <li>The curriculum was covered and 75% of the participants</li> </ul>	<ul style="list-style-type: none"> <li>Activity forms completed each session at each site</li> </ul>

<p><b>Awards / graduation ceremony</b></p>	<p>some activities and implementation styles varied by the site.</p>	<ul style="list-style-type: none"> <li>• Have a completion rate among participants of at least 75%</li> <li>• Have specially informed and experienced collaborators engaged in delivering the program</li> </ul>	<p>"graduated" from the program</p>	
<p>Key Processes Apart from recruitment and partnerships (discussed in separate Results Matrix)  Program Adaptation</p>	<p>Adapt the American LEAD program and the format of the sessions  Low drop-out rate  Attract both males and females and youth at-risk by above criteria  On-going training of site coordinators</p>	<ul style="list-style-type: none"> <li>• Adapt the LEAD program and make it appropriate to Junior High level African Nova Scotians</li> <li>• Develop strategies to reduce dropouts in a voluntary, after-school program</li> <li>• Develop a selection</li> </ul>	<p>More African Nova Scotian content was achieved and a more relevant program emerge  More interactive methods used with youth as a pedagogical strategy  More attention to recreational breaks and activities  3 Day Retreat on Leadership It</p>	<p>Scanning all project documents Review of the OANSA LEAD documents Data from activity forms completed for each session  Interviews with site coordinators</p>

<p>Strategy for Dropouts</p> <p>Training and Selection</p>		<p>process that is free from gender bias and selects youths at-risk</p>	<p>mount Saint Vincent</p> <p>Success in recruiting young girls and in creating a program that youths enjoyed</p> <p>Meetings and exchanges among site coordinators</p>	
<p><b>Analysis:</b></p>	<ul style="list-style-type: none"> <li>• Intake information was usually garnered well save in the last cycle at the Glace Bay site where no youth intake or exit data were provided to the evaluator. The workshops, role playing and field trips at 3 sites, as indicated in the activities report in this document, were achieved. The LEAD curriculum was followed in all cycles at each site though truncated in the last cycle when there were only two sessions per week. It was supplemented by cultural activities, life skills training and participation by the youths in community activities. There was also a significant emphasis on recreational activities especially in the last year of the project.</li> <li>• The LEAD program was well adapted for ANS realities and supplemented well in 3 of the 4 sites. Training was adequate and there was exchange of ideas and strategies among the 3 major sites but more meetings would have been valuable. Dropouts were a concern especially in New Glasgow and the Sydney area but strategies were used to mitigate it such as building into the programming a stronger fun / recreation component (see appendix # 1 Performance Monitoring Report wrap-up)</li> </ul>			
<p><b>Conclusions</b></p>	<ul style="list-style-type: none"> <li>• The LEAD program was captured in the activities well at 3 sites. Given that the project took place after school hours unlike the American experience in LEADs, there was both opportunity to be more engaged in a wider range of activity and more concern in assuring that there would be sufficient recreational activities to encourage voluntary participation. These concerns were well met by LEAD staff.</li> <li>•</li> </ul>			

FINAL Process Evaluation Report Template

Results Analysis Matrix - Document Number: 217871

Evaluation Question				
Question 3: Target Partnerships				
Did the project establish its intended partnerships?				
Area of inquiry	Process Indicators (from the original evaluation matrix)	Target Outputs	Actual Result	Data Sources
CJS Partnerships	<ul style="list-style-type: none"> <li>What services / interventions were utilized and with what effect</li> </ul>	<ul style="list-style-type: none"> <li>Significant participation by CJS officials in terms of presentations and field trips</li> </ul>	<ul style="list-style-type: none"> <li>There were roughly 50 activities where a CJS role players made a presentation to the youths</li> </ul>	<ul style="list-style-type: none"> <li>Interviews were carried out by the evaluator with CJS officials, Cultural activists, leaders of local service organizations.</li> </ul>
Other – SSW and BEA	<ul style="list-style-type: none"> <li>Was there effective mobilization of local partners in the different areas of LEAD program focus (e.g., CJS, culture, life skills)</li> </ul>	<ul style="list-style-type: none"> <li>As above for cultural activities</li> </ul>	<ul style="list-style-type: none"> <li>There were 66 presentation made by cultural activists, professionals etc</li> </ul>	<ul style="list-style-type: none"> <li>Additionally, information was gathered on the participation of these others from the activity sheets for each session at all sites.</li> </ul>
Other Community Mobilization	<ul style="list-style-type: none"> <li>Was there sufficient focus on the legacy of the LEAD intervention in the local area?</li> <li>Cultural and other community</li> </ul>	<ul style="list-style-type: none"> <li>Partnering with community organizations and special government agencies for life skills orientation of the youths</li> <li>Participation of youths in</li> </ul>	<ul style="list-style-type: none"> <li>There were 76 sessions where the chief presenters was a specialist in life style issues such as drug and alcohol abuse</li> </ul>	<ul style="list-style-type: none"> <li>An SPSS data base was created re the activity data, for</li> </ul>

	engagement activities	certain community activities as a LEAD program member	<ul style="list-style-type: none"> <li>At each of the 3 chief sites there were LEAD activities where the youths participated in Black cultural celebration or memorials or collaboration in general community events</li> </ul>	analyses.
<b>Collaborators</b>	<ul style="list-style-type: none"> <li>As above, by role</li> </ul>	<ul style="list-style-type: none"> <li>CJS role players particularly salient for youths at-risk namely police and restorative justice service providers</li> <li>Collaborators associated with the schools and educational aspirations</li> <li>Cultural activists and knowledgeable re African Nova Scotia experience with the law</li> <li>Service and agencies dealing with life style</li> </ul>	<ul style="list-style-type: none"> <li>The above numbers capture only the more formal engagement of the collaborators. There were about an equal number of instances where the collaborators facilitated LEAD initiatives such as field trips.</li> </ul>	<ul style="list-style-type: none"> <li>Ibid</li> </ul>

		choices		
<b>Analysis:</b>	<ul style="list-style-type: none"> <li>Generally, especially at the 3 sites (SouthWest Nova, New Glasgow and Whitney Pier), good ties have been developed with CJS role players, especially police and restorative justice agencies, school-related interveners, cultural activists and life style service providers (e.g., recreation, substance abuse experts). Hard data are provided elsewhere in this report (Findings and Interpretation). There were close ties established at most sites with cultural interveners such as the area SSW and the BEA staff. There are some concerns about a legacy effect for OANSA LEAD in the local areas, especially beyond the two sites located in Yarmouth and Whitney Pier Where the LEAD program was housed in the local Boys and Girls club.</li> </ul>			
<b>Conclusions</b>	<ul style="list-style-type: none"> <li>The LEAD program largely achieved its goals re partnering with the CJS, with school officials, cultural activists and life style experts. More contact might have been established with local youth organizations such as Big Brothers and Big Sisters to ensure a legacy effect when the LEAD project came to an end.</li> </ul>			

FINAL Process Evaluation Report Template

Results Analysis Matrix - Document Number: 217871

Evaluation Question				
Question 4: Targeted Outcomes				
Did the project achieve its intended outcomes?				
Area of inquiry	Process Indicators (from the original evaluation matrix)	Target Outputs	Actual Result	Data Sources
Knowledge of and attitudes towards the law, the justice system and the role players	<ul style="list-style-type: none"> <li>Youths were interviewed on opinion about law and justice, attitudes towards CJS roles, whether certain actions were legal or illegal, and whether participants' views and attitudes had changed</li> <li>Site coordinators views were solicited on this output after each cycle</li> </ul>	<ul style="list-style-type: none"> <li>60 participants per year</li> <li>240 participants total over 3 years (4 cycles)</li> </ul>	<ul style="list-style-type: none"> <li>An average of 40 different participants per cycle</li> <li>150 total over 3 years</li> </ul>	<ul style="list-style-type: none"> <li>Data sources were intake and exit youth interviews plus special interviews. In addition each site coordinators completed assessment forms on three occasions.</li> <li>Data from youths and parental were coded, entered and yielded an SPSS file for analyses.</li> <li>There was some observation</li> </ul>

				by the evaluator at each of the 4 LEAD sites.
Knowledge of and opinion about one's cultural heritage	<ul style="list-style-type: none"> <li>As above save the substance was heritage and culture</li> </ul>	<ul style="list-style-type: none"> <li>Ibid</li> </ul>	Ibid	<ul style="list-style-type: none"> <li>Ibid</li> </ul>
School attachment and aspirations	<ul style="list-style-type: none"> <li>As above save the substance concerned school attachment and educational aspirations</li> <li>As above save the substance was "life skills and leadership"</li> </ul>	<ul style="list-style-type: none"> <li>Ibid</li> </ul>	<ul style="list-style-type: none"> <li>Ibid</li> </ul>	<ul style="list-style-type: none"> <li>Ibid</li> </ul>
Life skills and leadership including pro-social attitudes	<ul style="list-style-type: none"> <li>Greater positive community engagement</li> </ul>			



<b>Analysis:</b>	<ul style="list-style-type: none"> <li>• Generally the LEAD youthful participants reported more knowledge and favourable assessments of laws and the CJS role players and attributed that to their involvement in the program. That was the same position they expressed re their heritage and culture and their educational aspirations. They also community activities, both African Nova Scotian events and other community activities. The youths also considered that the LEAD participation helped prepare them for the future. Lack of a valid baseline limited the analyses of the specific LEAD impact.</li> </ul>
<b>Conclusions</b>	<ul style="list-style-type: none"> <li>• As in other LEAD programs, the OANSA LEAD does appear to have provided a positive protective effect during early adolescence, a crucial period of youth development.</li> </ul>

## VARIATIONS IN OUTPUTS AND ACHIEVING THE MAJOR OBJECTIVES

### TABULAR ANALYSES

Tables # 2 to # 7 provide details concerning risk factors and outputs. Table # 2 sought to determine, **strictly from basic intake reports**, which of several risk factors (being in a single parent family, of mixed race-ethnicity, parental reports of the youths having behavioural trouble in school and of their youths having close friends and relative who have negative contact with the local police) differentiate the youths' **intake** responses to potential risk behaviour on their part. The risk factors, with one exception, did not differentiate among youths' responses about whether they had close friends and /or relatives who had negative contact with the police (roughly 66% said yes), had used alcohol or drugs (roughly 10% said they had), considered that they were treated fairly in the community (82% said yes), and whether they had much knowledge about their heritage and culture (57% said they had such knowledge). The only risk factor that consistently yielded different results was parents' reporting that their youth had close friends and relative with negative police contacts; where parents did make that claim, the youths were more likely to report having close friends and relatives with such "police troubles" (81%), more personal use of alcohol and /or drugs (13%), less likely to say they were treated fairly in the community (72%) and agree less that they knew much about their heritage and culture (49%). Overall, then, **at intake** there was much commonality in the youths' views on the dependent variables but one risk factor, parental reports on their youths' close friends and relatives having negative contact with police, did produce a stronger linkage with risk behaviour / disposition. That variable will be examined closely in the tables below which deal with output or post-intake responses.

Table # 3 examined four youth responses from the **exit interviews** exploring their variation by the **intake factors** gender, having close friends and relatives with negative police contact, and being in a single parent family. About 66% of the youth reported that they knew how to avoid things that could lead to trouble and the same percentage noted that they know how to stay away from people who would get them in trouble. There was minimal variation across the independent intake variables (e.g., boys, girls, negative social

ties etc). Asked at exit whether they have experienced much stress lately, about 30% said “somewhat” and 25% “certainly”; here there was significant variation as the girls were more likely than boys or the other intake factors to state “somewhat” (42%) or “certainly” (32%). Boys and girls differed also on their responses to whether they choose excitement and adventure over safety, with boys saying “somewhat” more than girls (46% to 32%). Apart from gender, no significant differences in these types of exit responses were linked to base youth characteristics established at intake, and overall the youths appeared cautiously optimistic about dealing with their risks though a significant minority did indicate that they have experienced stress.

Table # 4 continued the above format but while the base youth characteristics established at intake – the independent variables - remained the same, different exit variables were considered as output. The youths were asked whether they enjoyed the LEAD program, whether they thought it would yield future benefits for their lives and if now they know much about their heritage and culture. There was little variation in the responses with 95% stating they enjoyed the project, 80% that they would likely benefit from it in their future and 57% that that know much about their cultural heritage. The latter response percentage mirrored the pattern at intake and was surprising given the emphasis in the LEAD project on cultural heritage but there is reason to think that the youths may well have become more aware of what they do not know. It can be seen in the table that 66% of the youths reported that their opinions about their cultural heritage changed some or a lot (always in a positive way) because of the LEAD project. Roughly the same percentage of the youths reported at exit that their views on crime and its consequence for youths had changed some or a lot in recent months. Overall, then, the exit responses were the desired outputs for the LEAD project and applied fairly equally to boys and girls and youths in diverse social settings. And the fact that youths who arguably were most at risk – i.e., had close friends and relatives with negative contact with police – were most likely (80%) to report that their opinions about their cultural heritage had changed and also that their views about crime and its consequences had changed a lot (52%) is particularly notable.

Table # 5 focuses on the intake variable that differentiated correlates of youths’ baseline risk as discussed in table # 2, namely whether or not the parent reported the youth having close friends or relatives with negative police contacts. Here that variable is

explored with a number of exit variables to see if it was also a major contributor in variations in youth responses subsequent to being a participant in the LEAD program. As indicated in the table, whether youths' parents at intake made such a claim or did not, had no clear differentiating output at exit for youths' attitudes towards law, justice, and CJS officials nor for their view on avoiding risk situations or staying away from persons who could cause them to get in trouble nor for their enjoying the LEAD program and finding value in it. Youths whose parents identified them as facing risks because of their close friends and relatives were more likely than other youths to report themselves as experiencing stress and losing their temper. Perhaps had these variables such as attitudes towards law, justice and CJS officials also been measured as a baseline earlier in the cycles (as originally designed) and then compared to the exit responses, differences might have emerged at least in the level of change that participation in the LEAD project led to. But, as noted, that did not happen and accordingly no conclusion can be drawn about different gains by youth depending upon the risks their parents considered that they were in at intake.

Table # 6 provides overall data on the outputs by whether the data were garnered at intake, special interviews or exit interviews. There was little data gathered at intake and, as noted, the special interview data was not consistently gathered early in the cycle so there is no valid baseline. Still, the results do indicate a strong constancy in the youths' views. With respect to schooling and aspirations, 70% of the youths reported at each occasion that they have been thinking about what they might do when they complete schooling, 75% considered that the schooling will have a significant bearing on their futures, and 68% indicated that, at the least, they would expect to undertake post-secondary education of some sort. The youths in their special and exit interviews reported a low to moderate behavioural risk disposition whether by index scores or specific questions on stress and anger. The youths, whether in special interviews or at exit, held a positive view of law as key to neighbourhood safety and as producing fairness in society (i.e., 90% of the youths). 80% plus of the youths considered that judges typically act with fairness and 75% held that policing is a hard job to perform. Roughly 66% of the youths considered that that their views on their cultural heritage and crime and its consequences for youth changed over the past few months that they have been participating in the LEAD program.

The final table, table # 7, recaps the linkage between risk factors identified at intake and outputs reflected in the exit interviews. What is striking is the apparent lack of variation produced by the different intake risk factors of gender, family composition, school troubles and negative social ties.

**TABLE 2**

**VARIATION AMONG RISK FACTORS AT INTAKE**

ITEM	TOTAL SAMPLE N=133)	SINGLE PARENT (N=70)	MIXED RACE (N=61)	SCHOOL* PROBLEMS (N=71)	YOUTH (-) TIES* (N=55)
FAMILY & FRIENDS TROUBLE	65%	72%	64%	65%	<b>81%</b>
USED DRUGS ALCOHOL	7%	10%	8%	10%	<b>13%</b>
TREATMENT FAIR	82%	82%	82%	82%	<b>72%</b>
KNOW HERITAGE CULTURE	57%	57%	61%	55%	<b>49%</b>

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\* These are based on parental intake data, one reporting some negative behavioural issues for the youth at school (i.e., school officials contacted the parent) and the second where the parent reported that their youth has close relatives of friends who have had negative contact with the local police service. Only three parents reported that their youth personally had had negative contact with the local police service

**TABLE 3**  
**YOUTHS DEALING WITH RISKS (EXIT INTERVIEW)**

RISK ITEM		ALL (N= 95)	BOYS (N=	GIRLS (N= 34)	(-) TIES* (N=57)	ONE PARENT (N=47)
I KNOW TO AVOID THINGS OF TROUBLE						
	S.A.	22%	21%	24%	20%	28%
	A.	45%	43%	50%	44%	51%
I KNOW TO STAY AWAY FROM PEOPLE WHO MIGHT GET ME IN TROUBLE						
	S.A.	22%	23%	24%	20%	21%
	A.	43%	39%	50%	46%	49%
STRESSED LATELY						
	SOMEWHAT	34%	30%	<b>41%</b>	32%	36%
	CERTAINLY	23%	18%	<b>32%</b>	25%	28%.
EXCITEMENT AND ADVENTURE OVER SAFETY						
	SOMEWHAT	41%	46%	32%	42%	36%
	CERTAINLY	10%	10%	9%	5%	11%

---

\*Ties here refer to youths responding 'yes' to the question whether he or she has close friends or relatives who have been in negative contact with the local police. There was a strong correlation between parental and youth reporting that some of the latter's close friends and relative had had negative contact with the local police.

**TABLE 4**  
**SELECTED YOUTHS' OUTCOMES (EXIT INTERVIEW)**

OUTCOME ITEM	ALL (N= 95)	BOYS (N=	GIRLS (N=	(-) TIES* (N=57)	ONE PARENT (N=47)
ENJOYED LEAD PROGRAM					
YES	95%	95%	94%	93%	93%
LEAD BENEFIT FOR FUTURE					
YES	78%	79%	76%	<b>83%</b>	<b>83%</b>



KNOW MUCH  
RE HERITAGE

YES	57%	57%	56%	<b>64%</b>	51%
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OPINIONS CHANGE  
RE HERITAGE IN  
LAST FEW MONTHS

SOME	44%	47%	33%	56%	27%
A LOT	22%	18%	33%	24%	32%

VIEWS ON CRIME /  
CONSEQUENCES  
CHANGED IN LAST  
FEW MONTHS

SOME	43%	40%	54%	24%	59%
A LOT	37%	37%	38%	<b>52%</b>	27%

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\*Ties here refer to youths responding 'yes' to the question whether he or she has close friends or relatives who have been in negative contact with the local police.

**TABLE 5**

**OUTCOMES FOR AT-RISK YOUTHS AS RISK DEFINED BY PARENTS\***

ITEM	YES	NO
YOUTH EXIT RESPONSES	N=55	N=59
I KNOW TO AVOID TROUBLE		
S.A.	18%	27%
A.	52%	36%
STRESS LATELY		
SOMEWHAT	27%	37%
CERTAINLY	<b>33%</b>	18%
GET ANGRY AND LOSE MY TEMPER		
SOMEWHAT	<b>58%</b>	35%
CERTAINLY	24%	25%
LEAD BENEFITS FUTURE		
YES	82%	78%
OPINION CHANGED		

RE HERITAGE IN  
LAST FEW MONTHS

SOME	20%	<b>54%</b>
A LOT	<b>40%</b>	12%

VIEWS ON CRIME /  
CONSEQUENCES  
CHANGED IN LAST  
FEW MONTHS

SOME	44%	46%
A LOT	31%	42%

POLICE HAVE A  
HARD JOB

S.A.	18%	12%
A.	61%	59%

JUDGES DISPENSE  
FAIR JUSTICE

S.A.	30%	28%
A.	54%	53%

LAWS MAKE SAFE  
NEIGHBOURHOODS

S.A.	45%	32%
A.	45%	54%

MINORITIES POORLY

TREATED

S.A.	<b>21%</b>	14%
A.	24%	35%

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\* Parental reporting of youths' risk as reflected in close friends and relatives having negative contact with local police.

**TABLE 6**

**OUTCOMES BY INTERVIEW TYPE**

ITEM	INTAKE N = 135	SPECIAL N = 64	EXIT N = 95
KNOW MUCH ABOUT HERITAGE			
YES	57%	_____	57%
THINK RE SCHOOL COMPLETION			
YES	71%	_____	73%
LEARNING AND FUTURE LIFE			
YES	_____	84%	75%
HOW FAR IN SCHOOL TO GO			
COLLEGE / UNIV _____		45%	62%*
COMM COLL/ TRADE ____		23%	4%
KNOW TO STAY AWAY FROM SOME PEOPLE			
S.A. _____		MEDIUM	23%
A. _____		PEER PRESSURE	43%

KNOW TO AVOID  
THINGS LEADING  
TO TROUBLE

S.A.	_____	MEDIUM PEER PRESSURE	22%
A.	_____		45%

ANGER ISSUES

SOMEWHAT	_____	LOW BEHAVIOUR RISK SCORE	43%
CERTAINLY	_____		25%

FELT STRESSED

SOMEWHAT	_____		34%
CERTAINLY	_____		23%

MINORITIES NOT  
TREATED FAIR

AGREE	_____	45%	50%
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LAWS AND SAFE  
NEIGHBOURHOODS

S.A.	_____	48%	36%
A.	_____	45%	52%

JUDGES FAIR

S.A.	_____	29%	28%
A.	_____	63%	53%

POLICING A  
TOUGH JOB

S.A.	_____	23%	15%
A.	_____	56%	59%

LAW PROMOTES  
FAIRNESS

S.A.	_____	<b>51%</b>	32%
A.	_____	41%	57%

SMOKING POT  
ILLEGAL

YES	_____	91%	89%
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HELPING FRIEND  
COVER ILLEGAL

YES	_____	<b>89%</b>	75%
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VIEWS ON HERITAGE  
HAVE CHANGED

SOME	_____	<b>72%</b>	44%
A LOT	_____	17%	22%

VIEWS ON CRIME &  
YOUTH CONSEQUENCES  
CHANGED

SOME	_____	39%	43%
A LOT	_____	22%	<b>37%</b>

**TABLE 7**

**OUTPUTS BY INTAKE RISK FACTORS**

ITEM	TOTAL SAMPLE (N=133)	SINGLE PARENT (N=70)	BOYS (N=99)	YOUTH (-) TIES* (N=55)	YOUTH** (-) TIES (N = 59)
KNOW MUCH RE HERITAGE					
YES	57%	51%	57%	48%	64%
VIEWS ON CULTURE CHANGED					
SOME	44%	27%	47%	20%	<b>56%</b>
A LOT	22%	32%	18%	<b>40%</b>	<b>24%</b>
THINK RE SCHOOL OVER					
YES	73%	72%	69%	70%	75%
LEARNING AND FUTURE					
YES	76%	81%	77%	85%	78%
KNOW TO					



STAY AWAY  
FROM SOME  
PEOPLE

A.	43%	49%	39%	52%	46%
S.A.	23%	21%	23%	18%	20%

KNOW TO  
AVOID THINGS  
LEADING TO  
TROUBLE

A.	45%	51%	43%	<b>54%</b>	44%
S.A.	22%	28%	21%	18%	20%

ANGER  
ISSUES

SOME	43%	47%	36%	<b>58%</b>	46%
A LOT	25%	28%	33%	24%	22%

SELF  
ESTEEM

SCORE	21.5	21	21	21.5	21
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RISK

SCORE	9	8.5	9	<b>10</b>	9.5
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MINORITIES  
NOT FAIRLY  
TREATED

A.	33%	40%	34%	24%	30%
S.A.	17%	13%	15%	<b>21%</b>	12%

LAWS AND SAFE  
NEIGHBOUR  
HOODS

A.	53%	57%	59%	46%	58%
S.A.	36%	30%	28%	<b>46%</b>	34%

JUDGES  
FAIR

A.	53%	53%	55%	54%	55%
S.A.	28%	30%	23%	30%	28%

POLICING  
A TOUGH  
JOB

A.	59%	55%	57%	61%	63%
S.A.	15%	15%	15%	18%	12%

VIEWS ON CRIME /  
CONSEQUENCES  
CHANGED  
IN LAST FEW  
MONTHS

SOME	43%	59%	40%	44%	24%
A LOT	37%	27%	37%	31%	52%

SMOKING POT

ILLEGAL

YES 89% 87% 90% 91% 91%

HELPING

FRIEND CRIME

ILLEGAL

YES 75% 77% 75% 79% 76%

LEAD BENEFITS

FUTURE

YES 78% 83% 79% 82% 83%

ENJOYED LEAD

PROGRAM

YES 95% 94% 95% 94% 93%

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## ACHIEVING the LEAD OBJECTIVES

The LEAD objective of increased youth knowledge of the law and its consequences and encouraging the avoidance of crime and negative peer group behaviour was a major explicit motivation for parents enrolling their youths in the program. Few of the youths had had any criminal involvement or, reportedly, had been personally involved with drugs or alcohol. However a significant proportion of the parents reported that the youth had a close friend or family member (usually a parent) who had had trouble with the law (negative contact with the police) and fully 66% of the 162 youths reported having close friends or relatives who have “been in trouble sometimes with the police”. While only limited behavioural data are available on whether the hoped-for outputs / impacts on this dimension (i.e., crime and justice objectives) did occur, it is clear that the parents believed so since there was a high rate of family re-enrolment. Also, the youths in the exit surveys in response to the question “Have your views about youth crime and its consequences for youths changed over the past few months?” indicated that they had; 39% said “yes, a lot”, 37% “yes, some” and 11% “not sure”; only 13% said “no”.

The youth responses to questions concerning the law, justice officials, and the consequences of offending also indicate a significant impact of the LEAD program, the only caveat being that a rigorous before and after comparison of their opinions was not possible because not enough time passed between baseline data collection and the exit data collection, a shortfall that has now been corrected. Still, the extant exit data strongly suggest an impact. Virtually all youths agreed (about half strongly so) that “laws are there to protect us all”, that “it is important to have rules at school”, that “laws make our neighbourhoods safe” and that “laws are there to make sure people are treated fairly”. The youths gave favourable assessments of judges (94% agreeing that “most judges try to be fair and honest”) and 80% agreed that “police have a hard job keeping order in society”; not surprisingly, they were more critical in agreeing (41%) that “police are too bossy and rough in dealing with youth” and roughly the same percentage either agreed that “most lawyers really don’t care about justice for their clients” or stated that they did not know. Overall, the

youths were evenly split on whether or not “minorities such as African Nova Scotians and poor Whites are treated poorly in the criminal justice system”. The youths in large majority also gave correct responses to questions “is smoking marijuana against the Law” (yes), “is helping a friend who has stolen something avoid arrest against the Law” (yes) and “is not doing your homework” (no). While about 2/3 of the youths correctly agreed that arrested youths are entitled to free legal help and cannot be forced to say anything to the police unless a lawyer or supportive adult is present, there were roughly 1/3 who were unsure and there was much uncertainty (not an inappropriate response!) about whether or not a youth gets a permanent record if convicted of a minor crime. On the whole, then, the data indicate a significance positive change in youth’s assessments of the law and criminal justice system but there is still room for improvement.

As noted above, the participants in the OANSA LEAD project were considered to be at risk with respect to cultural heritage / identity and socio-economic opportunities both of which in turn could have negative implications for self-esteem, school attachment, life skills and leadership, and possibly negative involvement with the criminal justice system as they become teenagers. A significant number of the youths were in single parent households where that parent was not linked to the African Nova Scotian heritage and culture and most youths were in low-income households. These were major concerns for the parents, the collaborating local criminal justice officials and the cultural leaders; the former two groupings highlighted more the issues of socio-economic opportunities while the cultural leaders focused on the issues of cultural competence and cultural safety (understanding and appreciating one’s heritage and its strengths and being able to deal successfully with the life challenges of the racism legacy). Youths did not articulate major problems in either dimension though there was reference in a few cases to the burden of skin colour and, as noted above, about half the youths considered that African Nova Scotians are treated poorly in the criminal justice system.

In terms of impact, parents were primarily looking for self-esteem and leadership capacity (“be a leader not a follower”) and school attachment for their youths. Roughly half the parents reported at intake that their youth has had issues at school such as truancy, behavioural incidents etc about which they had been contacted by school officials. The requisite social skills, self-awareness and general cognitive gains that were documented

were by-products of the LEAD program as manifested in activities such as skits, group discussion and participation in community events. For justice system collaborators, LEAD provided a bonding context for discussion of justice issues and consequences, past and present. For collaborators in the local cultural milieu the attention (whether through guest presentations or field trips to historical sites) to local African Nova Scotian experiences and celebration of Black struggles and achievements was a crucial LEAD's feature. That feature was highlighted by a mid-July 2013 weekend retreat for LEAD youth participants at Mount Saint Vincent University in Halifax which brought together well-known Nova Scotian Black leaders to discuss and celebrate Black cultural competence and cultural safety and inspire the youth.

The youths' assessments after completing the program pointed to favourable impact along both dimensions. 66% of the youths reported that their views about their heritage and culture changed over the past few months and roughly 70% said that now they knew much about their own heritage and culture. One third of the youths who at intake said they did not know much about their cultural heritage said "yes" they did upon exiting the LEAD cycle. With respect to life skills, 77% of the youths at exit said "yes" and the remaining 23% said "not sure" in response to the question "do you think that participating in the Lead program will help you in getting on in life". Mandated impact analyses could provide objective behavioural data for assessing gains in schooling, whether in attachment or performance. That mandate did not exist in this evaluation but interview responses at exit show significant attachment to school and high aspirations for school achievement. In the supplemental interviews, when asked how far they wanted to go in school the youths advanced high aspirations – 15% hoped to graduate from high school, 22% to community college, 44% to university, and 11% to graduate or professional school. Interestingly, while only a slight majority of the youths reported that they found most of their classes interesting or cared much about "what your teachers think of you", 76% of the youths reported that they thought the things they were learning in school were going to be very important for them in later life and another 13% gave the response "quite a bit "important." It would appear then that the pervasive if tacit emphasis on school attachment conveyed in a variety of LEAD activities did yield the output hoped for.

Site coordinators were interviewed several times concerning the impact benefits for the participating youths in the LEAD project. Their views were consensual and quite congruent with the youths' own assessment; the three main benefits advanced were (a) greater self-confidence and development of social skills among the youths; (b) increased knowledge of the criminal justice systems' laws and procedures and the consequences of violations; and (c) a stronger sense of community and belonging developed among the youths.

## **PROJECT IMPLEMENTATION**

The OANSA LEAD project has been generally well implemented. The standard LEAD program was well-adapted to Nova Scotian realities. The curriculum was honed with the staff's development of lesson plans shared at all sites and a competent team of Black site coordinators was put in place. The LEAD project, as noted, improved over time in virtually all respects, evolving well in relation to its logic model's objectives, processes and outcomes. The project reached its targeted population of junior high African Nova Scotian students at risk, all four projected sites were operational for the last two cycles, youth attendance in the after school voluntary project improved over time, and the drop-out rate lowered. Site coordinators became more comfortable with the curriculum and held to its value. A strong collaborative base among both (a) Justice role players and experts and (b) cultural leaders and role models in the local Black communities was established. Key problems were identified, especially the difficulties in getting started and establishing a full-schedule, smoothly running program at one site, and the minimal engagement of parents / guardians and volunteers at all sites... Strategies to deal with the problems over the project's life-span were advanced and generally were effectively implemented. The evaluation identified a few other areas of concern namely (a) there would be much advantage if the site coordinators could meet face to face on a regular basis during each cycle to discuss issues and adaptive strategies; (b) more integrative ties with other local service providers (e.g., Big Brothers, Big Sisters, BEA) would be helpful not only to assist in the effective implementation of the project but also to ensure a legacy effect when the project comes to an end; (c) more engagement at each site of the required LEAD Advisory Committee would be helpful in securing appropriate collaboration, drawing on community

resources and ensuring the objectives mentioned in the previous point. Overall, then, there have been issues and challenges but the LEAD project has been increasingly well implemented and represents a successful initiative.

## **PARTNERSHIPS**

Central partners for the three sites have been the schools, especially the principals and providers of special services such as student support worker (SSWs) and race relations counsellor, the Boys and Girls Clubs (two sites), and other service organizations (e.g., Ward One Social Centre, and the United Negro Improvement Association), CJS officials (police, prosecutors and probation officers in particular), community-based restorative justice agencies in the Tri-County area (Yarmouth), Cape Breton Regional Municipality (Sydney) and North East Nova (New Glasgow), Regional Health Authorities (Addiction Services), Community Colleges, and African Nova Scotian organizations such as the Black Business Initiative, Black Educators Association (BEA) and leaders / activists (e.g., Black community historians / knowledgeable).

Site coordinators reported a great deal of generous collaboration from CJS role players and community services and organizations as well as with local politicians. The relationship between LEAD site coordinators and the organization managing the facility which the LEAD program used was reportedly very good, especially in the case of the Boys and Girls club where there were occasional shared activities. Over time the site coordinators have been able to build up networks of collaboration. One site coordinator observed, “[the best collaboration] is face-to-face meetings with agency/service providers and seeing how they could aid the program”. Another site coordinator commented that “collaborators enhanced the credibility of the program and helped the achievement of project goals” while a third site coordinator considered that “all of the community programs, especially the CJS presenters and tour guides were helpful and gave the youths solutions and options for a successful path in life”. The site coordinators noted that in future such programs, the LEAD management could be more helpful in dealing with school administrators and community



networks and facilitating more exploration of the services that such bodies could make available to limited terms initiatives such as LEAD.

The above references to positive collaboration (“everyone was happy to collaborate” said one site coordinator) was especially significant since securing parental and volunteer involvement was very challenging. As noted, there was a very high percentage of single parent families among the LEAD participants and that fact, coupled with the time frame for the program (i.e., after school to supper time), made it virtually impossible to secure the anticipated parental engagement. All LEAD site coordinators did draw upon some volunteers, usually friends and / or relatives of the site coordinators (especially if they were on the project’s advisory board) and sometimes NSCC students, who assisted in working with the young participants. In a few instances the volunteers have been parents or guardians of the participating youth. There are also several part-time support workers engaged by the program.

## **A CONTEXTUAL RATIONALE**

One of the most important aspects of the LEAD project, from an evaluation perspective, has been its focus on smaller communities outside the major Nova Scotian metropolitan center of Halifax. The circumstances of risk for youth, especially minority Black youth, are quite different than among Blacks in Halifax where gangs and an inner city behavioural style exist among a significant slice of the youth population, akin to the situation in the large urban areas in the United States which LEAD was a response to. Here, risk indicators are more subtle - less crime focused though generating vulnerability on that score as well - but nevertheless have considerable negative implications for the youth as argued throughout this report and as much appreciated especially by local African Nova Scotian leaders.

## **LESSONS LEARNED**

The OANSA LEAD project has been challenging for many reasons. Operating mostly on a two hour, four day schedule at four sites from one end of the province to the other, renting facilities, and dependent upon close collaboration with a variety of stakeholders presented many management issues. On the whole the project was managed reasonably well and successfully implemented a meaningful intervention with junior high level youths. Still, tighter management, perhaps with a supervisor free of the primary responsibility for delivering the program to an expected fifteen or so youths at a specific site (the arrangement in this project called for such multi-tasking), and more opportunity for the site coordinators to meet at least quarterly and exchange pedagogical views and insights on collaboration with CJS officials and local service providers would likely have effected a stronger, more consistent program. As it was, one of the four sites operated only for two of the four cycles and had problems in each of these two. Each site coordinator had to develop a network of collaborators and also a network for recruitment as well as work with the youths and their parents. The intake and other data collection which was the responsibility of the site coordinator was often not timely and sometimes incomplete, so quality control was a continuous if modest problem. Site coordinators noted that, in future such programs, the LEAD management could be more helpful in dealing with school administrators and community networks and facilitating more exploration of services that such bodies could make available to limited terms initiatives such as LEAD.

Such enhanced management was all the more important given the low levels of parental and volunteer involvement and the emphasis that had to be given to retaining signed-up youths in a voluntary after school program. Several site coordinators noted that while project-generated lesson plans helped them deliver a curriculum that these frequently rambunctious 10 to 13 year old youths could relate to, the emphasis had to be placed on a tactile, hands-on, interactive approach with a sensitivity to the youths' need for some food and fun after having spent a full day in school. The site budget for assistants to assist with the ten to fifteen youths was modest and only adequate in the last two cycles. Presenters from the CJS and local service programs sometimes should have been better prepared and screened for how they communicated their messages to the youths, something that was accomplished more by experience than pre-presentation meetings with LEAD site co-

ordinators. Interestingly, the presentations were both fewer and rated better for youth interest by the site coordinators in the last two cycles, suggesting that they did sort out on the basis of experience who were effective in their presentation.

It must be reiterated that, unlike L.E.A.D. programs in the USA, here the project has been completely after school hours so it must contend with the youths having other activities to participate in, whether these be after-school school activities, other local community activities or family responsibilities. Considering these factors, the participation level was quite satisfactory and the drop-out rate tolerable as noted above. To decrease the drop-out rate and improve the attendance rate further, the keys as noted above would be to continue to provide an increasingly diverse, flexibly implemented program, interactive and tactile for the youth, with a good gender balance and an assistant during the two hour session to work with “special needs” youths and respond to special circumstances. The several special strategies used by different coordinators have included (a) “know them and let them know you. Develop trust and things go well”; (b) “my strategy is to make the program fun while getting across the curriculum, making the program about them and providing space for them to talk and share their experiences”; (c) “react quickly [to disruptive behaviour], talk with the youth and if necessary talk with the parent”. Still, further achievement in drop-out and attendance will be a challenge under the circumstances.

Projects such as OANSA LEAD are typically one-time initiatives and so the issue of a legacy effect is important to think about. The legacy effect – working with Big Brothers and Sisters, B&G Clubs, restorative justice and culture-oriented role players such as BEA, SSW, and BBI – must be part of the planning for the initiative, its synergetic role. There was in this regard, significant variation by site but it was most obvious in Yarmouth and Whitney Pier where the LEAD program operated in the area’s Boys and Girls club building; it was more challenging elsewhere. Still, thinking about and planning for a legacy effect did not appear to be a significant aspect of the site coordinator’s busy role or a dimension emphasized by project management.

Another lesson emerging from the LEAD experience concerns the importance of engaging parents / guardians when a fundamental dimension of youths’ at-risk concerns identity and cultural issues. Their role in the socialization of youth is crucial and perhaps

more activities can be scheduled (e.g., speakers and films in the evening or on the weekend) that can engage the parents. Interestingly, the parents' view of their youth's risk regarding close friends was found to be among the few variables that differentiated what the youths output from the project was, so clearly they do have sometimes a good grasp of their youths' emergent problems may be.

A crucial lesson learned for the evaluation strategy has been the need for much closer collaboration between the evaluator and the project team (here basically the site coordinators). Given the budgetary resources, the multiple sites and the sensitivity to the fact that youths and parents were the primary people to be engaged in the project, an agreement was reached that the evaluator would be responsible for creating all the research instruments including intake and exit interview guides as well as the activity forms but that the collection of data using these forms would be done by the site coordinators perhaps with assistance from their part-time aides where available. Even the special interviews where the interviewers were paid from the evaluation budget were to be done in consultation with the site coordinators. This strategy made sense but in practice it generated many problems regarding the completeness of the information provided and timing of the interviews that were done. Either the evaluator should be more hands-on in the data collection process or should be directly responsible for any interview material gathered and when it is done.

## **CONCLUSIONS and RECOMMENDATIONS**

Overall, the LEAD project was well conceived, built upon an effective model of response to at-risk youths at a crucial stage in their development in large metropolitan areas and was implemented quite well in three of its four sites in Nova Scotia. It achieved its outputs as specified in the original logic model, process and output matrices. It can be improved and some suggestions are advanced above in the section "Lessons Learned" concerning enhanced management, better program delivery, more attention to the issue of the project's legacy through a synergetic impact on extant local services for these at-risk

youths, more engagement of parents and guardians and an evaluation approach that is much closer and responsible for the data collection process.

As noted in the final Performance Monitoring Report (May 2014), according to the site coordinators and collaborators in policing and local services, this project has been quite successful in most sites, in reaching out and engaging vulnerable youth (especially males) so there do not appear to be pockets of African Nova Scotian at-risk youths in these areas who have been missed in recruitment. According to all reports and interviews, there is, for example, very low criminal involvement among youths of this targeted age group in these non-metropolitan areas with declining populations and that holds for youths of all racial-ethnic categories. LEAD is preventative in thrust and so the key question is whether it has been well-directed at at-risk youth based on family features, neighbourhood, school experiences, social networks and the like. The evidence is that it has indeed. Similarly, the cultural identity issues noted above would support a key focus of the project on cultural activities, awareness and pride and that has been increasingly emphasized at each of the four sites. The post-LEAD effort should continue to be to reach out more effectively to deal with identity and cultural risk or, to use terms currently widespread in Aboriginal communities, to effect cultural competence and cultural safety. In another trajectory, at all LEAD sites, but especially Whitney Pier and Yarmouth where the project was housed in the Boys and Girls Club, the fourth cycle has seen more engagement with other local service providers additional to collaborators in the Justice field. This strategy can facilitate legacy effects (e.g. awareness of and use of other services by at-risk youths) after the project ends

The OANSA LEAD project has stayed on track. It has continually improved in reaching and retaining the targeted population and in delivering a well-integrated multi-dimensional, well-regarded program. The site coordination staffs were experienced and committed. The project developed a solid reputation among both the young participants and their parents (evidenced in youths' wanting to continue in the project and parents enrolling other children in subsequent cycles) and among justice officials (especially police and corrections) and local Black leaders and organizations. It would be most helpful for the LEAD program to secure more cohorts so that there could be more robust analyses of its outcomes and impact. Also, a challenge for OANSA's LEAD project would be to have an additional site in the metropolitan Halifax area where the milieu for many young African

Nova Scotians (the metropolitan area is home to well over 70% of the total African Nova Scotia population) is more comparable to those associated with the American model (e.g., large populations, more high risk concerning crime and gang involvement, public housing residence and so forth). The metropolitan and non-metro areas pose different challenges for youths, especially Blacks youths in Nova Scotia, and entail different risks that are important to respond to at the junior high level. The LEAD project, at its current evolutionary stage of organizational effectiveness, can have a very positive impact in both social settings and through such a comparison yield a considerable contribution to the social policy fundamental to effectively responding to minority youths in diverse high risk scenarios.

**APPENDIX # 1**

**PERFORMANCE MONITORING REPORT (PMR)  
Direct Intervention Projects**

**Return to:** Program Officer: Cecil Wright  
Address: 21 Mount Hope Avenue, Suite 142, Dartmouth, NS  
Tel: 902-426-5950 Fax: 902-426-8532  
Email: cecil.wright@ps.gc.ca

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If you have any questions about completing the Performance Monitoring Report, please contact your NCPC Program Officer for assistance.

**Title of the Project: Project L.E.A.D**

**NCPC File number: 6335 - 01**

**Name of Recipient: Office of African Nova Scotian Affairs**

**Date Submitted: May, 2014**

**Reporting period (check one and add last two digits of year)<sup>1</sup>:**

April 1<sup>st</sup> – September 30<sup>th</sup>, 2013\_\_

X\_\_October 1<sup>st</sup> 2013 – March 31<sup>st</sup>, 2014\_\_

**Project Contact Person: Lillian Marsman**

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<sup>1</sup> These are standard reporting periods and should **not** be changed. Please ensure that the data you provide corresponds to one of the reporting periods.

**Date project began delivering services:**

**Evaluator’s Note:** Date project began delivering services: All the initial primary participants served by the OANSA’ LEAD project began their participation in late summer 2011 and no other youths were recruited prior to that time. This current reporting period is the final cycle of the program which ended February 2014. It represents the fourth cycle of LEAD programming which began informally in July 2013 through a summer transition program, and more formally started on September 9, 2013. Because this report is for the final cycle, it also provides for an overall summation audit of performance monitoring on a number of features.

.....  
**PLEASE FILL IN ALL BOXES. IF NO DATA IS AVAILABLE, OR IF IT IS NOT APPLICABLE, PLEASE INDICATE SO WITH EITHER “NOT AVAIL” OR “N/A”**  
.....

**1. How many participants were served by your project during this reporting period?**

**NOTE:** Report ‘primary participants’ only. Primary participants are members of the at-risk populations among whom the project is expected to prevent or reduce offending. Many projects will have just one group, but there are some who also provide services to parents, provide awareness-raising presentations, or make contact through street outreach to youth, not all of whom will become participants in the core intervention. These are referred to as ‘secondary participants’ and would not be counted here.

	# of participants
Number carried over from previous reporting period, if	24

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a)	any <sup>2</sup>	
	New participants this reporting period	37
	<b>Total number served during this reporting period (add previous two rows)</b>	61

**Evaluator's Comments:** The number of holdovers varied only slightly by site with the New Glasgow site having a few more than the other three sites.

**b) How many participants did your project expect to serve during this reporting period? (Primary participants only)**

\_\_\_\_60 to 70 \_ Participants

**Evaluator's Note:** In the original project proposal the hope was for between 15 and 20 youths at each of four sites. All four sites were operative during this reporting period, the second year in a row that the number of youth participants approximated the original expectations.

**2. a) How many participants have been served in total since the beginning of the project? (Primary participants only)**

\_\_\_\_181\_\_\_\_ Participants

**b) How many participants is your project expected to serve in total throughout its entire duration?<sup>3</sup> (Primary participants only)**

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<sup>2</sup> Includes participants who are currently active in the project, but who began their participation during one of the previous reporting periods.  
<sup>3</sup> This number should be found in your original project proposal. It represents the projected total number of participants that you intend to serve. The number should remain the same for each reporting period.

240 (maximum) Participants

**3. a) Is the project on track to meet the total number of participants identified in 2.b?**

Yes       No

**Evaluator's Note:** The 181 number falls short of the number anticipated in the initial project proposal. The modest shortfall from the initial project proposal's expectation has been largely the result of fewer program reiterations (i.e., one site only became operative in the third cycle so the approximately 30 to 40 participants who would have been engaged in the first two program cycles were not recruited) and fewer youth participants being available at several sites for reasons discussed in earlier reports, especially demographic and organizational factors.

**b) If no, please explain what steps you are planning to take to ensure that you meet the total number of participants identified in 2.b?**

**Evaluator's Note:** Several steps were taken over the past two years which were necessary to deal with the shortfall. As noted in the last Monitoring report, a major change was undertaken as Yarmouth replaced Digby as the LEAD site in SouthWest Nova Scotia. The available African Nova Scotian youth population in Digby proved to be much smaller than expected so the site was changed to Yarmouth where there is a more significant population of at-risk African Nova Scotian youths. Additionally, the difficulties in launching the Glace Bay site were dealt with and that site became operative in the third cycle - in an excellent location (i.e., the historic African Nova Scotian UNIA (United Negro Improvement Association) centre – and completed the last two cycles of the LEAD programming. Other strategies for dealing with recruitment issues have

included accommodating the Yarmouth LEAD operation in the Boys and Girls Club in Yarmouth which has much facilitated recruitment of at-risk youths there, and in New Glasgow, the LEAD site coordinator worked out an arrangement with the Black Educators Association whose CAEP program (Cultural and Academic Enrichment Program) was meeting at the same site, that is the Ward One Center, and unfortunately in an overlapping time period. The fourth LEAD operation was perfectly located for this program at the Whitney Pier Boys and Girls Club which is close to the schools and regularly draws a large grouping of appropriately aged youth after school is out. Throughout the 2011-2014 period, at all sites the Student Support Worker, focused on African Nova Scotian youths in each school district, provided much assistance in the recruitment process. **The LEAD program, overall, was, in its final two cycles, in fine shape with respect to the recalculated, expected number of youth participants.**

**4. Participant characteristics: Complete the following tables for primary participants only:**

**NOTE:** For each of the following questions, **please enter “0’s”** in the tables if you do not have any data to report.

**Evaluator’s Note:** the youths participating in this fourth LEAD cycle were more diverse than in previous LEAD cycles with respect to grade level. Roughly 40% were in grades 4 to 6 and the other 60% were in junior high grades 7 to 9, with 5 in grade 9. The Yarmouth site had the highest proportion of participants in grades 4 to 6, twice as many as it had in junior high grades.

**a) Age Group**

Age group	Total # of participants <b>(carried over and new)</b>	Total number of <b>new</b> <b>participants only</b> for the
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	for the reporting period	reporting period
6 – 11	23	17
12 – 17	38	20
18 - 24	0	0
25 - 39	0	0
40 – 59	0	0
60 +	0	0
<b>Total (add all above)</b>	61	37

**NOTE:** the **total** # of participants for the reporting period (first column) should match the **total** reported in Question 1a.

**Evaluator’s Note:** The Yarmouth site had proportionately the most participants in the 6-11 age category (i.e., 50%) and the Whitney Pier site the least (25%).

**b) Gender**

Gender	Total # of participants <b>(carried over and new)</b> for the reporting period	Total number of <b>new</b> <b>participants only</b> for the reporting period
Male	34	24
Female	27	13
<b>Total (add all above)</b>	61	37

**NOTE:** the **total** # of participants for the reporting period (first column) should match the **total** reported in Question 1a.

**Evaluator’s Note:** Roughly 40% of the new participants in the fourth cycle were females, slightly above the proportion female in the third cycle. The retention rate for female youths was the same overall as for male participants but there was variation on that measure among the sites with New Glasgow having the lowest proportion of female returnees. That site, where the coordinator is male, added a regular part-time female assistant for the fourth cycle. The site coordinators were in agreement that a good gender balance has been

beneficial, facilitating the LEAD program’s running smoothly, with reasonable decorum, and effectively achieving its objectives.

**c) Extent to which project served Aboriginal people**

Status (if applicable)	Total # of participants <b>(carried over and new)</b> for the reporting period	Total number of <b>new participants only</b> for the reporting period
First Nation (Status and Non-Status)	2	2
Métis	0	0
Inuit	0	0
<b>Total Aboriginal (add all three totals above)</b>	2	2

**Evaluator’s Note:** Among the 50% of the youths being served by LEAD in the final cycle who identified themselves as “mixed race/ethnicity”, two did indicate they had some Aboriginal linkage but it was not clear what it was.

**d) Extent to which project served people who have a history of offending:**

**Evaluator’s Note:** The figures below on offending history were provided by the site coordinators and are fully consistent with data provided separately by youths and parents / guardians at intake. Only 3 youths (all male) apparently had any negative contact with the police. It should be noted however that while personal criminal involvement was reportedly minimal, roughly 60% of the fourth cycle’s participating youths reported that they had “close friends and/or relatives who had been in trouble sometimes with the police” and 36% of the parents / guardians reported that their youth had such ties (usually citing the father as the person).

Status (all participants should fit into <b>one</b> category)	Total # of participants ( <b>carried over &amp; new</b> ) for the reporting period	Total number of <b>new participants only</b> for the reporting period
Participants without any prior arrests, charges or convictions	59	36
Participants with at least one (1) prior arrest who were not charged or convicted	2	1
Participants with at least one (1) prior charge who were not convicted	0	0
Participants who have been convicted and <b>not</b> sentenced to institutions	0	0
Participants convicted and sentenced to institutions	0	0
<b>Total (add all above)</b>	61	37

**NOTE:** In the above question, all participants should be able to fit into the table. Each participant should only be listed once, even if they can possibly fit into more than one category. In such a case, the participant should be listed in the most severe category that applies (they are listed from least severe to most severe in the table above). The total number of participants reported here should therefore match the total reported in Question 1a.

**e) Extent of substance abuse among participants**

Note: Projects will have different means of determining whether or not particular individuals have substance abuse issues, as this will vary by age group, type of use, and so on. The results of that determination should be reported here.

**Evaluator’s Note:** The LEAD youth were young, majority pre-teen, and lived in a low crime milieu outside the metropolitan areas; not surprisingly, then, there was no significant reporting of any alcohol or drug abuse among these specific participants whether by CJS authorities, youths, parents / guardians or LEAD staff. One youth did answer “yes” to the question, “have you ever drunk alcohol or used drugs” and another youth was reported by the site coordinator as having imbibed alcohol. There was however much reporting by well-informed persons in the site areas who were interviewed for the LEAD project that drug abuse (especially prescription drugs) in three of the four areas was quite widespread among youths and others, but no such information was available on specific youths.

Status (if applicable)	Total # of participants <u>(carried over and new)</u> for the reporting period	Total number of <u>new participants only</u> for the reporting period
Those with alcohol abuse issues <sup>4</sup>	2	1
Those with drug abuse issues <sup>5</sup>	0	0
Those with both alcohol and drug abuse issues <sup>6</sup>	0	0

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<sup>4</sup> Include participants with alcohol abuse issues only (those who also have drug abuse issues should **NOT** be counted in this category).

<sup>5</sup> Include participants with drug abuse issues only (those who also have alcohol abuse issues should **NOT** be counted in this category).

**f) Extent of mental health illnesses among participants:**

**Evaluator’s Note:** All told 28 youths (or 45%) in this fourth cycle were reported by their parent/guardians to have issues characterized as health (including physical injuries and allergies requiring medication) and / or learning problems (usually described as ADHD), eighteen the former and sixteen the latter. There were six cases where the youths had both problems. Site coordinators identified 5 youths who had some mental health issues. **There was no direct measure of mental illness per se utilized in the intake forms and no evidentiary basis for assuming other than health and learning issues which might suggest mental illness issues.** In supplemental interviews with youths using a conventional index for mental health issues, the participants usually had positive scores for good mental health and it was rare for them to report significant anxiety or depression. In the youth sample over all four completed cycles, fully 80% scored low and only 10 % scored high on the index, a proportion that also characterized the sample in the last, fourth cycle. Overall, it would appear that only a handful of the youths were likely to have health and learning issues that were strong indicators of mental health problems but the learning disabilities themselves were more prominent.

Status (if applicable)	Total # of participants <b>(carried over and new)</b> for the reporting period	Total number of <b>new participants only</b> for the reporting period
Those with diagnosed mental health illness(es)	28 (possible issues reported by guardians)	15 (possible issues reported by guardians)
Those with self-reported	0	0

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<sup>6</sup> Include participants with both alcohol and drug abuse issues (**These participants should not have been counted in either of the above categories**).



mental health illness(es)		
Those with observed mental health illness(es)	0	0

**5. a) To what extent did the characteristics of the participants in your project resemble the characteristics of those you intended to reach?**

\_\_\_\_\_ Fully     To some degree    \_\_\_\_\_ Not at all

**b) Please explain any differences:**

**Evaluator’s Note:** While criminal activity, substance abuse and mental illness were not pervasive among the LEAD program youths, largely because of their age and small town residence, the risks were there, evidenced in their associations, school performance, typically low socio-economic status, and vulnerability on race-ethnic grounds. Parental intake data for the 61 youths registered in the fourth project cycle indicated that while few youths had had “negative contact” with the local police service, about 36% of the youths had a relative or close friend who had had such negative contact (i.e., “trouble with the police / law”). As noted, a much higher proportion (roughly 60%) of the youths themselves reported that they had close friends and/or relatives who “had been in trouble sometimes with the police”. According to reports of the parents / guardians, some 27 or 45% of the 61 youths in the fourth cycle had been reported by school officials for non- attendance or behavioural problems in school and that roughly 40% of the youths also had a learning disability and / or an ADHD-like medical problem. These percentages also applied for the total sample of participating youths over the years 2011 to 2014. As for drawing comfort and self-esteem from their heritage and culture, in two of the four LEAD sites, the coordinator reported that most of the fourth cycle participating youths had had a very limited awareness of their African Nova Scotian heritage and culture; in the other two sites, the coordinator estimated that 45% of their youths were in that position.

Moreover three of the four site coordinators reported that most of their participating youths were generally at high-risk in terms of their families' features and the neighbourhoods in which they resided. The project did essentially reached its targeted population of junior high students at risk given the socio-economic, race-ethnic and other correlated features such as a majority of the youth being in single parent families (roughly 50% of the cases for which information was available but as much as 75% according to the site coordinators), families where no adult was employed (33%), and where over 80% of the youths were of African Nova Scotian or mixed racial parentage (42% and 40% respectively). For the site coordinators, parents and local Black leaders, the youths were at much risk in terms of educational success, identity and cultural pride. Site coordinators in their summation remarks highlighted those risks; one observed,

“Here in Nova Scotia [outside metropolitan Halifax] we don't have gangs like other places. However our youth have a negative idea about what it means to be Black. This negative self-esteem and identity affects every aspect of their lives ... LEAD was responsible for helping to dispel myths and open our youths' eyes to their beauty, intelligence and self-worth ...with a great future as well as a rich heritage”

Despite it being voluntary and held after-school hours, the project has been able, increasingly, to approximate its projected number of participant contracts and to maintain an impressive level of attendance by the youth. Interestingly, these results were more common among the males who had continued on in the project, indicating the potential value of the project in keeping such at-risk youths within the program where they can be positively impacted. So, while the youths were not apparently involved in crime and substance abuse, they were objectively vulnerable and at-risk in terms of home and neighbourhood and that was reflected in school behaviour to a significant degree. The project's thrust has been to enable the youths to develop the knowledge, awareness and social skills at this crucial

period in their lives in order to avoid their dropping out of school and sliding into substance abuse and crime. Cultural challenges are also important among many youths since the legacy of racial stereotyping continues and there are increasing identity issues for the many mixed-race youths according to L.E.A.D staff and expert local Black leaders in the educational and social services field. Studies have shown that complex identity issues may yield a variety of personal problems which in turn lead to dropping-out of school, inappropriate life choices, and personal stress and dissatisfaction.

The issue of cultural identity – awareness of and pride in one’s cultural heritage – has been a major issue in the LEAD sites as attested to by several coordinators and by cultural representatives and community activists interviewed as part of the evaluation. The declining Black population in Nova Scotia outside the metropolitan Halifax area is quite problematic for issues of cultural competence and cultural / community safety since the population was small to begin with. Also, there is extensive biracial parentage as noted in previous monitoring reports. While no one is opposed to the mixed parentage trend, there is concern that the biracial or multi-racial parentage may be accompanied sometimes by what one site coordinator reported as “internalized racism and low cultural self-esteem”. Whether or not this generates higher at-risk in terms of crime among small minority subgroups in the small town milieus, most well-informed, interviewed African Nova Scotians considered that it is likely, if not channelled in more positive ways, to lead to a less satisfactory quality of life, not to speak of limited aspirations and reducing future effective mobilization against racism and its legacy;

**c) What steps, if any, are you planning to take to address these differences?**

**Evaluator’s Note:** The implementation of the L.E.A.D. has been on target with its objectives laid out in the project’s logic model. Activities have focused on the three broad categories that have characterized the original American program, namely (a) information [and skills] on the criminal justice system, laws and

consequences; (b) cultural awareness and appreciation; and (c) life skills and leadership. The three directly accounted for 37%, 15% and 20% respectively of all activities while group discussions involving any or all of these themes accounted for an additional 12% of the activities; there was much overlap as well since coding recorded basically just the most highlighted theme. The emphasis on school attachment and achievement was a pervasive underlying theme throughout the LEAD programming. The guest presenters collaborating in OANSA's LEAD overall for the four sites numbered 41 justice system officials, 55 African Nova Scotian cultural leaders and 76 Health officials (e.g., drug and alcohol specialists) and other life style /leadership service providers. This program implementation appears to have resulted in the hoped-for impacts as discussed elsewhere in this final evaluation report.

As noted in the previous Monitoring report (October 2013), this project has been quite successful in most sites, according to site coordinators and other local collaborators in policing and local services, in reaching out and engaging vulnerable youth (especially males), so there do not appear to be pockets of African Nova Scotian at-risk youths that have been missed in recruitment. According to all reports and interviews, there is, for example, very low criminal involvement among youths of this targeted age group in these non-metropolitan areas with declining populations and that holds for youths of all racial-ethnic categories. L.E.A.D is preventative in thrust and so the key question is whether it has been well-directed at at-risk youth based on family, neighbourhood, school experiences and the like. The evidence is that it has been. Similarly, the cultural identity issues noted above would support the key focus of the project on cultural activities, awareness and pride and that has been increasingly emphasized at each of the four sites. The post-LEAD effort should continue to be to reach out more effectively to deal with identity and cultural risk or, to use terms currently widespread in Aboriginal communities, to effect cultural competence and cultural safety. In another trajectory, at all L.E.A.D sites, but especially Whitney Pier and Yarmouth where the project was housed in the Boys and Girls Club, the fourth

cycle has seen more engagement with other local service providers additional to collaborators in the Justice field. This strategy can facilitate legacy effects (e.g. awareness of and use of other services by at-risk youths) after the project ends.

**6. How many participants have dropped out of your project since it started?**

\_63-72 \_\_\_\_\_ (a range is provided since some registered youths were essentially completely no-shows, that is did not participate in any session)

**Evaluator's Note:** In the fourth and last cycle, 61 youths were registered in the LEAD program and provided some initial intake information; several others were signed up but never participated. Including both categories there were 21 drop-outs. Over all years and sites, roughly 60 plus youths were signed up but dropped out. The drop-out numbers varied significantly by site, being lowest in Yarmouth (where the youth were on average the youngest) and highest in New Glasgow (where on average the youths were oldest). The overall drop-out rate declined from 40% to 35% at the completion of the fourth cycle.

**NOTE:** A **drop out** is someone who, after being admitted to the project, decides to no longer participate, or is asked to leave because of unmanageability or for safety reasons (i.e. escalating risk).

**7. What is the drop-out rate? (To calculate the percentage, take the total from question 6, divide by the total from question 2a, and multiply by 100)**

\_\_\_35\_\_\_ %

**a) If participants have dropped out, what are some possible reasons?**

**Evaluator's Note:** Apart from some special issues that may apply to female youths as noted in earlier Monitoring reports, the major factor for drop-out appears to be the “competition” for the youths’ limited free time from the end of the school day to supper. In contrast to the American LEAD program, here the LEAD program is after-school and completely voluntary. Other activities such as athletic programs (e.g., practices, games), cultural activities, school work and perhaps household responsibilities clearly have implications for the availability of these predominantly eleven to - thirteen year old youths. Aside from this major factor, there appears to be no other dominant factor that accounts for the drop-outs that did occur; in a few instances the youth’s family moved and in others the drop-outs occurred before the program had emerged from initial orientation presentations. In a few other cases the program may have been “over the head” of the youth and, in another instance, a small group of girls for unknown reasons dropped-out as a group.

**b) Indicate what steps, if any, you are planning to take to address the drop-out rate.**

**Evaluator's Note: Last** - Several key strategies were identified and implemented by the site coordinators to deal with the challenges, including (a) dealing more effectively with gender differences in receptivity to the L.E.A.D. program by adopting a mentor dimension especially for females; (b) continuing work on improving lesson plans ( e.g., using skits and role playing, game formats for conveying / retaining information about concepts (e.g., jeopardy-type games to review ideas and concepts) and about cultural landmarks and notables); (c) strengthening the effectiveness of the sessions through site coordinators’ working with a prominent Black educator / consultant; (d) taking more advantage of the program being voluntary and not confined to the classroom by having short field trips to Justice and cultural sites as well as for recreation and fun. Another strategy has been to increase parental engagement but that has proved difficult to realize save on special days (e.g., recreational trips, graduation etc). The summer months (July and August) are of course

especially problematic for youth attendance so a strategy was developed to plan summer programming as transitional to a formal September start-up, emphasizing short trips, recreational activities and community activities and developing relationships which can be built upon when formal programming begins. This past summer a major highlight for all youths involved in the program has been a very successful multi-day retreat-type conference (“Youth Leadership Retreat”) in Halifax at Mount Saint Vincent University July 12-14 featuring speakers such as Black leaders in education, business and community development, as well as local tours and fun activities.

**c) If you have already taken steps to address the drop-out rate, please explain what you have done and any results to date.**

**Evaluator’s Note:** It must be reiterated that, unlike L.E.A.D. programs in the USA, here the project has been completely after school hours so it must contend with the youths having other activities to participate in, whether these be after-school school activities, other local community activities or family responsibilities. Considering these factors, the participation level is quite satisfactory when, as in three of the four sites, the drop-out rate has been about 20% and attendance has been usually 80% among the remaining participants. To decrease the drop-out rate and improve the attendance rate further, the keys as noted above would be to continue to provide an increasingly diverse, flexibly implemented program, interactive and tactile (“hands-on”) for the youth, and to work more effectively with female participants. The several special strategies used by different coordinators have included (a) “know them and let them know you. Develop trust and things go well”; (b) “my strategy is to make the program fun while getting across the curriculum, making the program about them and providing space for them to talk and share their experiences”; (c) “react quickly [to disruptive behaviour], talk with the youth and if necessary talk with the parent”. Still, further achievement in drop-out and attendance will be a challenge under the circumstances. Perhaps site coordinators could consider

more flexible scheduling but such a strategy is risky and may be unfair to the LEAD staff. **The bottom line though is that overall the project has been quite successful in recruiting and keeping at-risk youths and continues to improve.**

- 8. What has been the average length of stay for all participants in your project since it started?** (To calculate an average, add up the length of stay - in weeks - of all the primary participants and divide by total number of participants reported in question 2a)

13 - 15\_ weeks per participant (this is a complex measure to develop. The low figure represents the average length of stay for participating youths in the third cycle and the high figure represents the fourth and final cycle which include summer activity for a smaller number of the participating youth.

**Evaluator's Note:** The LEAD program cycle operated over a maximum of 25 weeks and after taking into consideration administration periods, vacations and other contingencies the net number of possible weeks for the young participants to attend was 20 to 21 weeks. Data were not available to the evaluator on each participant's daily attendance. The calculation of weeks per participant is problematic in that participation varies by day, and the number of days per week where the site was operative was also subject to variation. If a youth attended only one day in a certain week, is it appropriate to credit that participation as a week? After much deliberation the evaluator focused on attendance at daily activities across sites which also varied by their number of youths so there should be a weighted factor taken into account. On that basis the above figures were developed.

- 9. Which of the following kinds of services did your participants receive during this reporting period?** Complete the following table by answering



Yes/No for each of the activities/services listed. Please include any comments if appropriate.

**NOTE:** *Include primary and secondary participants (i.e. parents of participants can be counted for this question).*

**Evaluator’s Note:** Appended to previous Performance Monitoring Reports has been a description and analysis of a large sample of OANSA LEAD activities and a summation and analysis over all such reports is provided in the section of the evaluation report dealing with implementation.

Activity/Service	Yes/No	Comments
Mentoring	Yes	It was limited but where there were volunteers assisting the site coordinators, there was some mentoring. Indirectly, some mentoring occurred. Given the age differential in one site, older youths were coached on being mentors. In all sites local cultural people of distinction made presentations and special programs were sometimes available for the youth. In addition links were developed by the site coordinators with programs specifically directed at African Nova Scotian youths such the BEA, BBI and school support workers. No formal appraisal of the impact was carried out.
Life skills training	Yes	This has been a major emphasis of the program as can be seen in the man evaluation report. In addition in several sites, partnerships have been established with organizations such as regional Health Authority (Addiction Services) and the Black Business Initiative which have had the youths participating in programs focusing on self-esteem and self-confidence. A major 3

		day retreat in Halifax was organized by LEAD which emphasized leadership and achievement.
Counselling, Emotional and/or Spiritual Support (for participants)	No	There has been occasional one –on-one meetings and of course much encouragement provided to the youths but no formal counselling of any kind.
Parenting skills training	No	
Family support and counselling (for families of participants)	No	
Education activities (e.g. credit recover, tutoring, homework clubs, alternative school classes)	Yes but very Modest	There has been, where facilities allow, some time and resources available for LEAD participants to do homework but typically all LEAD time is used in working through the curriculum and related activities
Social and communication skills training	Yes	Skits and role playing are common in the LEAD program at all sites. Also in three sites the youth participants have worked on public presentations, contributed in African Nova Scotian festivals, and in all sites been given some training and experience in business practices.
Substance abuse treatment	Yes	All sites have had outside presenters, expert in substance abuse and other health issues, to supplement the LEAD lesson plans on these issues. These presentations by professionals have been very effective and “hands-on” with respect to alcohol and drug abuse.
Sports activities	Limited	Limited during the formal cycle programming aside from in-house recreational activity but much more extensive during the summer transition period, especially at the Yarmouth

		site.
Arts activities	Yes	In all sites there has been some Arts activity whether this be African-style drumming, visiting Arts facilities and handling creative materials such as play dough, clay etc. The Arts activity has been an effective way to learn about the African Nova Scotian heritage.
Other recreational activities	Yes	A wide range of recreation from attending to movies to bowling or going to community picnics. As the project continued on there has been more recreation, an acknowledgement that without it, it makes for a long day for the young people.
Community service or volunteer work	Yes	In all sites the LEAD participants have been part of community events, especially but not only, events where African heritage is highlighted.
Cultural activities/traditional learning (e.g. storytelling, ceremonies, feasts)	Yes	Very important theme of the project – presenters and various media formats by Black leaders and notables, films and outside trips to historic sites have been incorporated in the program at all sites. As well there have been African drumming and dancing and conceiving and making masks.
Employment support	No	
Case management	No	
Housing support	No	
Medical/Mental Health Support	No	
Other – please specify CJS presentations on law, policing etc	Yes	This activity has been the number one thrust of the LEAD activity and has involved discussion of the LEAD lessons as per the

	curriculum, presentations by CJS personnel (including police officers, crown prosecutors, probation officers and even a judge) and field trips to CJS milieus
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**10. During the current reporting period, have any new services been created in your community to meet the needs of those with substance abuse issues? Have any existing services been enhanced?** If so, identify them, and describe how they will contribute to reducing substance abuse among the target population.

Yes       No

**Evaluator's Note:** In some areas or regions the Addiction Services program have recently taken a more proactive, early prevention turn and stressed self-esteem and life skills development among youths. Such a development fits in nicely with the LEAD thrust since it works with youths presumably before they are much exposed to substance abuse through their peers. In one site a formal partnership for a multi-week program was developed between Addiction Services and LEAD.

**11. Did you produce any 'knowledge products' during this reporting period?**

**NOTE:** 'Knowledge products' are items such as training materials, reports, videos, or studies that are intended for external distribution or publication. These would usually be included in your logic model as an intended output of your project.

Yes       No

**Evaluator's Note:**

The OANSA LEAD site coordinators have developed elaborations on the basic LEAD program which could be helpful in other areas, just as its 2011 adaptation of the US-based LEAD curriculum should be. As yet there has been no plans to make these elaborations available for external distribution. Also, the well-regarded multi-day “Youth Leadership Retreat” held in July 2013 at Mount St. Vincent University in Halifax was recorded and is available in video.

Name of resource	Type (insert # from choices listed below)	Intended audience and use
Youth Leadership Retreat	2, 6	Minority Junior High Youths at risk

**Types of products:**

- |  |   |
|--|---|
| <p><b>1.</b> Book</p> <p><b>2.</b> Conference, symposium, or workshop</p>  | <p><b>10.</b> Network</p> <p><b>11.</b> Plan</p> <p><b>12.</b> Report</p>           |
| <p><b>3.</b> Proceedings or papers from a conference, symposium, or workshop</p>   | <p><b>13.</b> TV or radio program or campaign</p> <p><b>14.</b> Article</p>         |
| <p><b>4.</b> Curriculum</p> <p><b>5.</b> Database</p> <p><b>6.</b> Film, video, or DVD</p>                                 | <p><b>15.</b> Presentations</p> <p><b>16.</b> Other (as described in the table)</p> |
| <p><b>7.</b> Information brochure</p> <p><b>8.</b> Internet tool, resource or website</p> <p><b>9.</b> Manual or guide</p> |   |

**12. What partners have you worked with during the last reporting period?  
Complete the table below.**

***NOTE:** If you have previously completed this table, it is not necessary to re-list information for all project partners. Only include information about new partners and/or any changes/modifications that you would like to make to partner information that you have previously provided (i.e. changing the 'type' of contribution for a partner).*

**Evaluator's Note:** The previously submitted performance monitoring reports provide the continuing appropriate data on this section so, as per instructions, these are not reproduced here. Central partners for the three sites have been the schools, especially the principals and providers of special services such as student support worker and race relations counsellor, the Boys and Girls Clubs (two sites), and other service organizations (e.g., Ward One Social Centre, and the United Negro Improvement Association), CJS officials (police, prosecutors and probation officers in particular), community-based restorative justice agencies in the Tri-County area (Yarmouth), Cape Breton Regional Municipality (Sydney) and North East Nova (New Glasgow), Regional Health Authorities (Addiction Services), Community Colleges, and African Nova Scotian organizations such as the Black Business Initiative, Black Educators Association and leaders / activists (e.g., Black community historians / knowledgeables).

Site coordinators reported a great deal of generous collaboration from CJS role players and community services and organizations as well as with local politicians. The relationship between LEAD site coordinators and the organization managing the facility which the LEAD program used was reportedly very good, especially in the case of the Boys and Girls club where there were occasional shared activities. Over time the site coordinators have been able to build up networks of collaboration. One site coordinator observed, "[the best collaboration] is face-to-face meetings with agency/service providers and seeing how they could aid the

program". Another site coordinator commented that "collaborators enhanced the credibility of the program and helped the achievement of project goals" while a third site coordinator considered that "all of the community programs, especially the CJS presenters and tour guides were helpful and gave the youths solutions and options for a successful path in life". The site coordinators noted that in future such programs the LEAD management could be more helpful in dealing with school administrators and community networks and facilitating more exploration of the services that such bodies could make available to limited terms initiatives such as LEAD.

The above references to positive collaboration ("everyone was happy to collaborate" said one site coordinator) was especially significant since securing parental and volunteer involvement was very challenging. As noted, there was a very high percentage of single parent families among the LEAD participants and that fact, coupled with the time frame for the program (i.e., after school to supper time), made it virtually impossible to secure the anticipated parental engagement. All LEAD site coordinators did draw upon some volunteers, usually NSCC students and sometimes friends and / or relatives of the site coordinators (especially if they were on the project's advisory board), who assisted in working with the young participants. In a few instances the volunteers have been parents or guardians of the participating youth. There are also several part-time support workers engaged by the program.

<b>Name of organization</b>	<b>Sector</b> (insert # from the list below)	<b>Contribution (describe briefly )</b>	<b>Type of contribution</b> (insert # from the list below)
Yarmouth South End Community Garden	#6	Referrals, information, shared activities	#1 & #5 & 2
Yarmouth Elementary School	#8	Referrals and access	#1 & #5
Yarmouth Boys&Girls Club	#21	Referrals, In-kind Contributions	#1 & 2 &5
RCMP, Yarmouth	#18	Presentations, tours, possible referrals	#1 & #2
Temperance St. Elem NG	#8	Referrals and access	#1 & #5
New Glasgow Jr. High	#8	Referrals and access	#1 & #5
Black Educators Assoc	#8 & #3	Presentations, information, referrals	#2 & #6
Black Business Initiative		Presentations, training	#4 & # 9
North Nova High School	#8	Referrals and access	#1 & #5
North East Ed Centre	#5	Access, information, referrals	#5 & #5
Ward One Social Centre	#6	Space, facilities, volunteers	#5 & #6
NS Community College	#8	Access volunteers, presentations	#2 & #5
NSCC Human Services	#8	Access volunteers, presentations	#2 & #6
ANS NG	#3	Presentations	#2
New Glasgow Recreation	#11	Access to facilities, information	#5 & #2
Highland Residential	#5	Access and Information	#5 & #2
NN Educational Centre	#6	Access volunteers	#2
New Glasgow Police Ser	#18	Presentations and possible referrals	#2 & #1
John Howard Society New Glasgow, Sydney and Tri-County	#17	Presentations and possible referrals	#2 & #1
Cape Breton Reg Police	#18	Presentations and possible referrals	#2 & #1
NSCC Education	#8	Volunteers and possible presenters	#2
Cape Breton Univ	#8	Volunteers and possible presentations	#2
Sydney Academy	#8	Mentors and volunteers	#2
Richmond School Bd	#8	Access and referrals	#5 & #1
Whitney Pier B&G Youth Club	#21	Space and staff presentations	#5 and #2



UNIA Glace Bay	#20 & 21	Presentations and possible referrals	#2 & #1
St. Ann's Elem GlaceBay	#8	Referrals and possible space	#1 & #5
AAC Health	#15	Presentations	#2
Harbourside Elem Syd	#8	Referrals and access	#1 & #5
Oceanview Jr High GB	#8	Referrals & access	#1 & #5
CBVR School Board	#8	Referrals and access	#1 & #5
Whitney Pier Board	#6	Space and presentations	#5 & #1
NS Judiciary	#17	Presentations and information	#2
NS Public Prosecution	#17	Presentations and information	#2
WP Memorial Jr High	#8	Access and possible referrals	#5 & #1
Restorative Justice Syd	#17	Presentations and possible referrals	#2 & #1
Elizabeth Fry Soc	#5	Presentations and information	#2
Corrections NS	#7	Presentations and information	#2 & 5
Addiction Services NS	#15	Presentations and information	#2
ANS Employment Centre	#14	Materials and possible presentations	#5 & #2
ACS NS Dept Education	#12	Materials, possible presentations	#5 & #2

**Sectors:**

**Sectors:**

1. Aboriginal agencies or organizations (other than Tribal or Band Councils)
2. Aboriginal - Tribal or Band Council
3. Arts and culture
4. Business Associations (e.g. Chamber of Commerce, Business Improvement Associations, etc.)
5. Community, social or voluntary services (e.g. family services)
6. Community coalition or network
7. Corrections (e.g. probation, juvenile detention centres, parole officers, prisons)
8. Education
9. Employment
10. For profit organization
11. Government – local, municipal
12. Government – provincial or territorial
13. Government – Aboriginal (other than Band or Tribal Council)
14. Government – federal
15. Health
16. Housing services
17. Justice (e.g. courts, prosecution services)
18. Police
19. Professional Associations (e.g. Teachers' Association)
20. Religious/faith

**21. Service Club (e.g. Rotary, Lions)**

**22. Other**

### **Types of contributions:**

1. Make referrals to project
2. Provide staff to deliver some of the project activities
3. Accept referrals from project (this would normally be under some sort of protocol whereby the organization gives priority or guarantees access to project participants, provides regular updates, engages in joint planning, etc.)
4. Contribute financially to the project
5. Provide in-kind contributions (*if not already covered in #2 above – e.g. provide space for program activities, provide tickets or transportation for recreational outings*)
6. Other – as described in the table

### **CONCLUSION**

As noted in the April and October 2013 performance monitoring reports, the LEAD project has been evolving well in relation to its logic model's objectives, processes and outcomes. All four projected sites were operational for the last two cycles, youth attendance at the continuing sites has improved and the drop-out rate has been lowered. A higher percentage of targeted youth (those with an African Nova Scotia heritage, 12 year olds, at-risk in regards to school performance, and social factors) has been recruited. The LEAD curriculum became more effective with the development of lesson plans by site coordinator collaboration and the site workers became more comfortable with it and held to its value. A strong collaborative base among both (a) Justice role players and experts and (b) cultural leaders and role models in the local Black communities has been established. Key problems have been identified, especially the unexpected shortfall in reports submitted in one area and the minimal parental / guardian involvement in the project. Strategies to deal with the problems over the project's life-span were advanced and generally were effectively implemented. The evaluation identified a few other areas of concern namely (a) there would be much advantage if the site coordinators could meet on regular basis during each cycle to discuss issues and adaptive strategies; (b) more integrative ties with other local service providers (e.g., Big Brothers, Big Sisters, BEA) would be

helpful not only to assist in the effective implementation of the project but also to ensure a legacy effect when the project comes to an end; (c) more engagement at each site of the required LEAD Advisory Committee would be helpful in securing appropriate collaboration, drawing on community resources and ensuring the objectives mentioned in the previous point. Overall, then, there have been issues and challenges but the LEAD project has been increasingly well implemented and represents a successful initiative.

Don Clairmont

Evaluator

May 28, 2014

**APPENDIX # 2**

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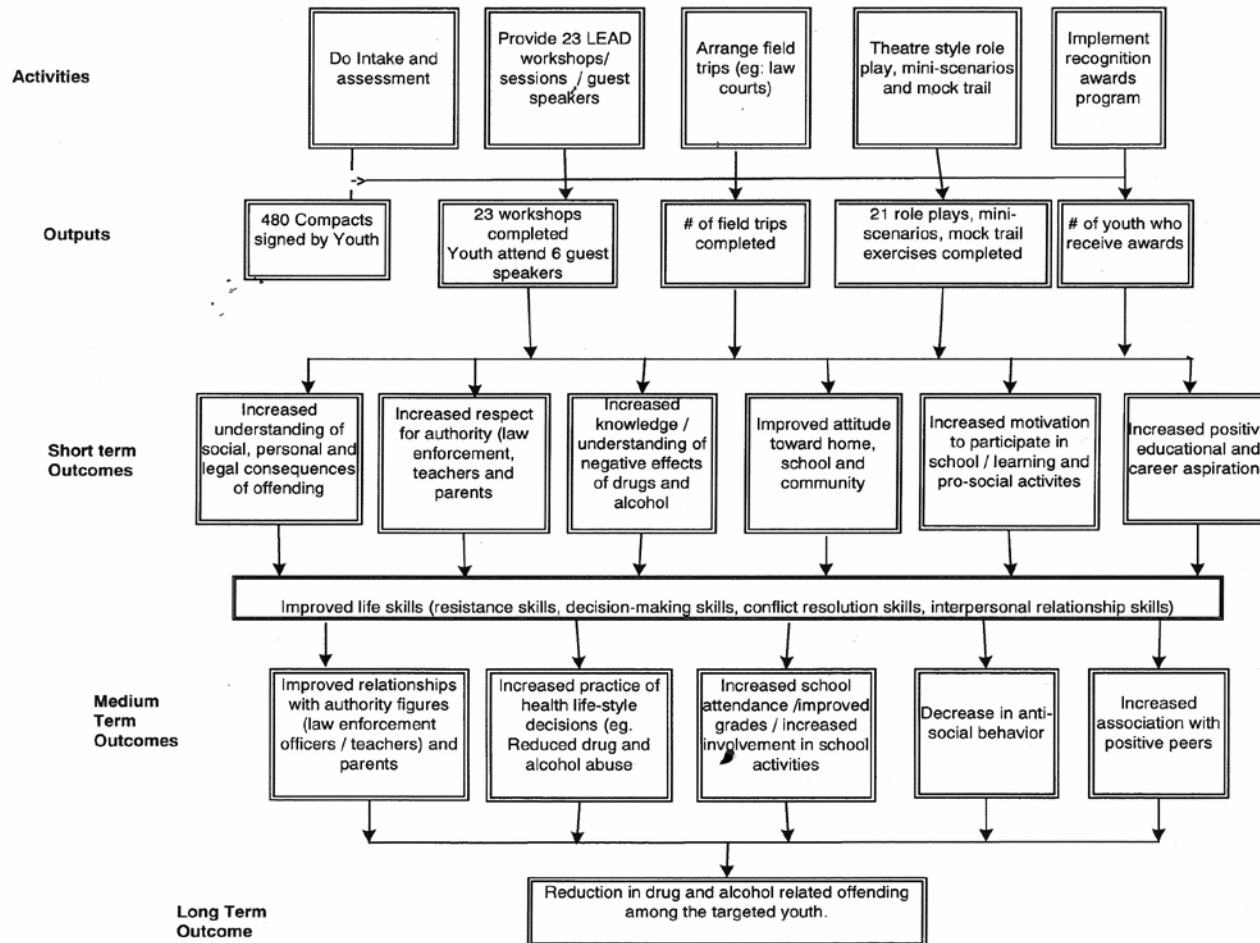
**Chart A**

**ANSA PROJECT LOGIC MODEL**

**ABOUT HERE**

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**Legal Education And Decision-making (LEAD)  
LOGIC MODEL**  
3 Year Project (6 month cycle)  
(A project for Youth-at-Risk ages 6-17)



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CHART B: PERFORMANCE MONITORING MATRIX  
ABOUT HERE

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CHART C: OUTCOMES MATRIX  
ABOUT HERE

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**CHART B**  
**ANSA L.E.A.D. PERFORMANCE MATRIX**

<b>Process Evaluation Questions and Outputs</b>	<b>Process Indicators</b>	<b>Source of Information</b>	<b>Tools / Instruments</b>	<b>Frequency of collection</b>
1. Did the project engage the targeted population of youth?	Number and characteristics of the youth participants including age, race/ethnicity, at-risk factors (mental issues, alcohol and drug use, offending etc) Initial Expectations met? Involvement in 'recognition awards' program	Project managers Intake information plus evaluator interviews	Intake data system + special evaluator interviews and data system	At specified phases in each cycle at each site
2. Attendance and drop-out issues?	Patterns of attendance, drop out rate	As above + staff logs	As above plus staff logs	As above plus continuous monitoring
3. What were the services /	The exercises engaged in with the participants. The	Project managers' records and reports, meeting minutes,	Activities tracking data system, exit data, interviews by the	As above



<p>interventions utilized? Were they in keeping with the LEAD format and if not why not? Were they effective?</p>	<p>presenters who participated, the field sites visited, the context and quality of the program</p>	<p>comments and assessments by all key parties</p>	<p>evaluation of staff, collaborators and participants</p>	
<p>4. (a) Was there effective mobilization of CJS role players, educational personnel and other salient community service people? (b) Was there adequate communication with them as to the strategy and implementation of the project? (c) Was the selection effective in terms of participation and impact?</p>	<p>- participation of the collaborators; adequacy of communication with collaborators; - level of interest and commitment shown by collaborators; -appropriateness of collaborators and their presentation given the LEAD design and expected outcomes; - effective linkages and supportive ties established</p>	<p>- description of activities and services provided; participation and interest by youth; staff logs re contacts with collaborators; characteristics of the collaborators and content of their contribution; evaluator's interviews with collaborators, staff and participants</p>	<p>- Activities tracking system; participants tracking system, evaluator's interviews and data system; staff logs</p>	<p>Continuously monitored through activities tracking system and evaluator's regular contact with staff at each site; whenever there is a need to address a particular issue for the project in the community.</p>



Process Evaluation Questions	Process Indicators	Source of information	Tools / Instruments	Frequency of collection
<p>5. Did the project work effectively with partner organizations?</p>	<ul style="list-style-type: none"> <li>- # of agencies expressing satisfaction with the program.</li> <li>- # of targeted agencies that provided benefit to the program.</li> <li>- # of MOU's or general agreements signed with key agencies (for continued engagement).</li> <li>- The number of relevant partners who are part of the Steering committee.</li> <li>- The number, frequency, and attendance at meetings</li> <li>-Participation with collaborators in crafting an action plan aimed at reducing delinquency and promoting healthy, pro-social life styles for at-risk youths .</li> </ul>	<p>.</p> <ul style="list-style-type: none"> <li>- Project manager and steering committee as per interviews carried out by the evaluator and staff logs</li> <li>- evaluator interviews and possible data access re from appropriate services/ agencies such as police, Family and Children Services, Lutherwood John Howard, and ROOF.</li> </ul>	<ul style="list-style-type: none"> <li>- Activities tracking system</li> <li>- interviews by evaluator</li> <li>-Staff logs</li> <li>- work completed or in progress on the action plan identified in "process indicators"</li> </ul>	<p>Continuous activity but especially at the end of each project cycle and at meetings of steering committee and overall project team meeting</p> <p>Evaluator in-depth interviews at end of each cycle</p>

<p>6. Were staff selection practices, training, and skills adequate for the intervention?</p>	<ul style="list-style-type: none"> <li>- responsibilities / mandate clear; training and debriefing sessions implemented.</li> <li>- characteristics of project staff and other salient features (e.g., background for this kind of work), Staff turnover issues Staff concerns # of qualified case</li> </ul>	<p>Evaluator interviews with project staff and regularly scheduled team meetings (all project staff)</p>	<ul style="list-style-type: none"> <li>- The action plan and consultation with the progress of each employee re their work plan.</li> <li>- evaluator interviews with project staff at each site including discussion of area issues pertinent to the project (e.g., possible collaborators, crime issues, diversity and socio-economic issues); 2 meetings per year of project staff to discuss and review these issues overall for the 4 project areas .</li> </ul>	<p>The small number of staff permits assessment of these issues at the end of each cycle so the main interviews and team meetings will be twice a year.</p>
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<b>Process Evaluation Questions</b>	<b>Process Indicators</b>	<b>Source of information</b>	<b>Tools / Instruments</b>	<b>Frequency of collection</b>
<p>7. Did the intervention meet the needs of the participants?  SEE OUTCOME</p>	<ul style="list-style-type: none"> <li>- # of youth expressing satisfaction with the program.</li> <li>- did it capture their interest</li> <li>- did it make them them aware of possible linkages</li> </ul>	<p>- The youths involved in this project as well as their parents and community members involved in meeting the needs of youth, and the Project staff</p>	<p>- Participants' tracking system, evaluator's interviews with participants, parents / guardians and project staff  SEE OUTCOME MATRIX</p>	<p>SEE OUTCOME MATRIX BELOW</p>

MATRIX BELOW	<p>that could enhance their protective factors and reduce salience of at-risk factors</p> <ul style="list-style-type: none"> <li>-project produced brochure</li> <li>- compacts signed by youth</li> </ul> <p>SEE OUTCOME MATRIX BELOW</p>	SEE OUTCOME MATRIX BELOW	BELOW	
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**CHART C**  
**ANSA L.E.A.D. OUTCOMES MATRIX**

<b>Short term Outcomes</b>	<b>Outcome Indicators</b>	<b>Source of Information</b>	<b>Tools / Instruments</b>	<b>Frequency of collection</b>
1. Increased appreciation of the consequences of offending	Comparison of intake and exit questionnaire, in-depth post-cycle interviews; activities –special talks, field trips and role playing, involvement in the recognition awards program	Project managers Intake and exit information, evaluator interviews with youths, parents and ANSA staff	Intake data system and evaluator's data system  Activities tracking system	At specific phases in each cycle at each site
2. Increased understanding and respect for authority	As Above	As above	As above	As above
3. Increased awareness of the negative effects of drugs and alcohol	As above plus staff experiences with youths as recorded in their logs	As above	As above plus team meetings discussions-	As above plus continuous monitoring by staff
4. Improved attitudes toward home, school and community	As above	As above	As above	As above
5. Increased motivation to	As above	As above	As above	As above

participate in school and pro-social activities				
6. Increased + educational and career aspirations	As above	As above	As above	As above

## APPENDIX # 3

### PARENTAL INTAKE FORM, LEAD PROJECT

#### INTRODUCING THE PROJECT TO POSSIBLE PARTICIPANTS

**SITE CO-ORDINATOR:** The site coordinators have already discussed how to introduce the LEAD project to the parents/guardians, youth and others but that there should be a number of key points made by each site coordinator in his or her own way. These key points would be

1. the project is an ANSA project
2. the project is funded by NCPC Canada
3. the project focuses on youth
4. the project will particularly inform youths about the law and the justice system
5. the objective of the project is to better equip youthful participants in making decisions about their future, improving their life skills, and avoiding risks that could jeopardize their future.
6. the project will be interesting and enjoyable for the youthful participants
7. there are no significant risks for the youths in participating in the project
8. all information will be held confidential and anonymous, the only exception being the legal requirement that, if in the course of the project, information becomes known that a youth is in danger, or another child or an adult is in danger, the project staff is obligated to report the matter to the authorities.



This program is entirely voluntary for you and your youth. There is no risk at all for either party but there should be some benefits for your youth in terms of knowledge and awareness especially in justice issues. Hopefully, too, there will be benefits for you associated with the benefits for the youth. All information gathered from the LEAD Program from applications, evaluations and conversations will be held strictly confidential. All your answers to the questions below, and in the project evaluation, dealing with attitudes and views or opinions will not be communicated to anyone outside the LEAD Project team. No youth or parent / guardian will ever be identified with any specific attitude or view in any report or public presentation. Please read over the following consent form and sign it if you are okay with it.

## **Project LEAD Evaluation Participation Parental Consent and Information Form**

The Department of African Nova Scotia Affairs in conjunction with PROJECT LEAD respectfully requests your permission to allow your child to participate in an evaluation designed to measure the LEAD programs effectiveness.

**ADMINISTRATION:** If you consent to allow your child to participate in the LEAD Program, a ten-fifteen minute survey will be given to your child on intake and exit from the program. These surveys will be done in person between your child and the local site coordinator.

**SURVEY CONTENT:** The surveys gather information about school behavior, self esteem, peer pressure, mental and emotional health, home and social life, knowledge of rules and laws. The surveys were developed by Dr. Donald Clairmont and are modeled after the usual guidelines for projects such as LEAD. You will not be permitted to obtain a copy of your child's responses, however, a blank copy of the survey's are available upon request from the local site coordinator.

**CONFIDENTIALITY:** "All information will be kept confidential under the Freedom of Information, Protection of Privacy Act of Nova Scotia unless required by law"

Data will be analyzed and reported only on groups of youth, not on individuals. There are no names or other identifying information connected to the surveys or the results. Program staff working with your child will be delivering the surveys to each child; however, individual program locations will only receive aggregate data reports on the youth enrolled in their location.

**POTENTIAL RISKS:** There are no known risks of physical harm to your child by participating in the LEAD program. The risks of physiological and social harm are very small. Some survey questions may cause some youth discomfort. Youth do not have to respond to questions that make them uncomfortable. Program staff will be able to provide personal support during and after the surveys.

\*\*\*\*\*

Please sign below to indicate that you understand the above information and consent to allow your child to participate in Project LEAD.

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

Date:

\_\_\_\_\_

For further information about the survey, please contact either Mr. Colin Campbell or Dr. Donald Clairmont, c/o, The Department of African Nova Scotia Affairs 902- 424-0389

**L.E.A.D**  
**Parent/Guardian Intake Application**

(Please Print)

**Parent/Guardian Personal Information:**

**Name: (Last)** \_\_\_\_\_ **(First)** \_\_\_\_\_

**Address:** \_\_\_\_\_ **Province:** \_\_\_\_ **Postal Code:** \_\_\_\_\_

**Phone: Home** \_\_\_\_\_ **Work:** \_\_\_\_\_ **Cellular:** \_\_\_\_\_

**E-mail Address:** \_\_\_\_\_

**Child's Name:** \_\_\_\_\_ **D.O.B.** \_\_\_\_\_

**Allergies/ Medication:** \_\_\_\_\_

**Contact Person Personal Information:**

**Person to contact in case of parent/guardian cannot be contacted and/or in case of an emergency.**

**Name: (Last)** \_\_\_\_\_ **(First)** \_\_\_\_\_

**Phone: Home:** \_\_\_\_\_ **Work:** \_\_\_\_\_ **Cellular:** \_\_\_\_\_

**E-mail Address:** \_\_\_\_\_

**Youth Referred By:** \_\_\_\_\_

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**Family Background:**

To which of the following groupings do you belong? (Mark or check the one that best describes you)

1. Aboriginal or Native (e.g., Innu, Inuit, Métis, Mi'kmaq) \_\_\_\_\_
2. Black (e.g., Nova Scotian, African, Caribbean) \_\_\_\_\_
3. Asian (e.g., Pakistani, Vietnamese, East Indian, Chinese) \_\_\_\_\_
4. White \_\_\_\_\_
5. Middle Eastern (e.g., Lebanese, Iranian) \_\_\_\_\_
6. Latin American \_\_\_\_\_
7. Mixed Race (please list the groups) \_\_\_\_\_

What is the household make-up for you and your youth?

1. Number of adults residing there \_\_\_\_\_
2. Number of adults employed \_\_\_\_\_
3. Number of youths aged 17 or under \_\_\_\_\_
4. Number of persons unrelated by marital or blood ties \_\_\_\_\_

How many years have you and your youth lived in this community?

\_\_\_\_\_

**Questions About the Program:**

1. Will you help ensure that your youth attends all 25 weeks of the program?  
Yes \_\_ No \_\_

\_\_\_\_\_  
\_\_\_\_\_

2. Will you help ensure that your youth arrives at the program activities on time and is picked up directly afterwards? Yes \_\_\_ No \_\_\_

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3. Would you make yourself available to the program coordinator should she/he need to meet with you regarding your youth's involvement with the Program (e.g., attendance, behaviour, participation)? Yes \_\_\_ No \_\_\_

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4. Would you agree to participate in the family information sessions / workshops and family night segment of the program? Yes \_\_\_ No \_\_\_

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5. Will you agree to participate in the evaluation which is required by government to support the program? Yes \_\_\_ No \_\_\_

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6. Have you ever received any formal volunteer training to work with children / youth? Yes \_\_\_ No \_\_\_

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7. Would you be available to volunteer with the program (e.g., for field trips, special outings)? Yes \_\_\_ No \_\_\_

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8. Would you agree to have a police check completed if you volunteered with the program? Yes \_\_\_ No \_\_\_

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9. Does your youth have any allergies or medical conditions that the program staff should be made aware of? Yes \_\_\_ No \_\_\_

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10. Does your youth have any learning disabilities that the program should be aware of? Yes \_\_\_ No \_\_\_

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11. Does your youth get along well with others of similar age?  
Yes \_\_\_ No \_\_\_

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12. Which would best describe your youth? i.e. Leader \_\_\_ Follower \_\_\_ Loner \_\_\_

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13. Have you ever been contacted by any school official regarding your youth attendance, behaviour, or homework?? Yes \_\_\_ No \_\_\_

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14. Has your youth ever had any negative contact with your local Police Service?  
Yes \_\_\_ No \_\_\_

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15. Does your youth have any close friends or relatives who have had negative contact with the local police service? Yes \_\_\_ No \_\_\_

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16. What would like your youth to gain / learn from this program?

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**THANK YOU**



## APPENDIX # 4

### BASIC YOUTH INTAKE FORM

#### INTRODUCING THE PROJECT TO POSSIBLE PARTICIPANTS

**SITE CO-ORDINATOR:** The site coordinators have already discussed how to introduce the LEAD project to the parents/guardians, youth and others but that there should be a number of key points made by each site coordinator in his or her own way. These key points would be

9. the project is an ANSA project
10. the project is funded by NCPC Canada
11. the project focuses on youth
12. the project will particularly inform youths about the law and the justice system
13. the objective of the project is to better equip youthful participants in making decisions about their future, improving their life skills, and avoiding risks that could jeopardize their future.
14. the project will be interesting and enjoyable for the youthful participants.
15. participation in this LEAD program is voluntary. There are no risks in your participation but hopefully there will be benefits for you in obtaining more knowledge about how the justice system works and other matters, and hopefully too you will find the program interesting and enjoy the participation. **All information gathered by the LEAD Program, such as through applications, evaluations and conversations, will be kept confidential under the Freedom of Information, Protection of Privacy Act of Nova Scotia unless required by law".** All answers to the questions above, and in the project evaluation, dealing with attitudes and views or opinions will not be communicated to anyone outside the LEAD Project team, not even to parents / guardians. No youth will ever be identified with any specific attitude or view in any report or public presentation.

**If you have any questions about the confidentiality, please let us know and sign the document below only when your questions have been answered to your satisfaction.**

Youth's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Site Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions: The basic intake form is to be filled out by the youth assisted by the site coordinator as necessary. While each question has a simple response (usually yes or no) elaborate or clarifying comments can be entered on the accompanying lines. The site coordinator should ensure that the youth understands the paragraph about participation being voluntary and any information being kept confidential and anonymous.**

## **L.E.A.D.**

### **Participant Intake Application**

(Please Print)

#### **Youth Personal Information:**

Name: (Last) \_\_\_\_\_ (First) \_\_\_\_\_ Male: \_\_ Female: \_\_

Address: \_\_\_\_\_ Province: \_\_\_\_ Postal Code: \_\_\_\_\_

D.O. B: \_\_\_\_\_ E-mail Address: \_\_\_\_\_

Parent/Guardian Name: (Last) \_\_\_\_\_ (First) \_\_\_\_\_

Telephone: Home \_\_\_\_\_ Work: \_\_\_\_\_ Cellular: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Allergies/Medication: \_\_\_\_\_

**Contact Person Personal Information:**

Person to be contacted in case the parent/guardian cannot be contacted and/or in case of an emergency.

Name: (Last) \_\_\_\_\_ (First) \_\_\_\_\_

Phone: Home \_\_\_\_\_ Work: \_\_\_\_\_ Cellular \_\_\_\_\_

E-Mail Address: \_\_\_\_\_

**School Information:**

School: \_\_\_\_\_

Home Room Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

Principal: \_\_\_\_\_

**Referred By:**

\_\_\_\_\_

-----

To which of the following groupings do you belong? (Mark or check the one that best describes you)

- 8. Aboriginal or Native (e.g., Innu, Inuit, Métis, Mi'kmaq) \_\_\_\_\_
- 9. Black (e.g., Nova Scotian, African, Caribbean) \_\_\_\_\_
- 10. Asian (e.g., Pakistani, Vietnamese, East Indian, Chinese) \_\_\_\_\_
- 11. White \_\_\_\_\_

- 12. Middle Eastern (e.g., Lebanese, Iranian) \_\_
- 13. Latin American \_\_\_\_\_
- 14. Mixed Race (please list the groups) \_\_\_\_\_

Who are you living with now? (Mark or check the one that best describes you)

- 5. Married parents / guardians \_\_\_\_\_
- 6. Parents / guardians living together but not married \_\_\_\_\_
- 7. A single parent / guardian \_\_\_\_\_
- 8. Foster parents \_\_\_\_\_
- 9. Staff or house parents in a group home \_\_\_\_\_
- 10. Other (please describe) \_\_\_\_\_

How many brothers and sisters do you have? \_\_\_\_\_

**Now just a few questions to help us get to know you better.**

- 1. Are you involved with any other after school program or activity at this time?  
Yes \_\_ No \_\_

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- 2. Do you feel that you could benefit from the L.E.A.D. Program? Yes \_\_ No\_\_  
Why?

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3. Do you make friends very easily? Yes \_\_\_ No \_\_\_

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4. Do you feel supported by your friends? Yes \_\_\_ No \_\_\_

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5. Have any of your closed friends or relative been in trouble sometimes with the police? Yes \_\_\_ No \_\_\_

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6. Have you ever drunk alcohol or used drugs? Yes \_\_\_ No \_\_\_

---

11. Do you participate in organized religious activities? Yes \_\_\_ No\_\_\_

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12. Do you like to read? Yes \_\_\_ No \_\_\_

---

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13. Have you ever wanted to act in a play or skit? Yes \_\_\_ No \_\_\_

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14. Who do you consider as your role model or person you would like to be and what is it that you like about that person?

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15. If you were asked to describe yourself what would you say?

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16. What are some of the things that you like about yourself?

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17. What are some things that you would like to change about yourself?

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18. Have you thought about what you would like to do after you complete school?

Yes \_\_\_ No \_\_\_

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19. What do like most about your school?

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20. What do you do with your spare time after school or on the weekend?

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21. Do you volunteer within your community? Yes \_\_\_ No \_\_\_

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22. Do you think you are treated fairly in your community? Yes \_\_\_ No\_\_\_

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23. Do you know much about your own heritage and culture? Yes\_\_\_ No\_\_\_

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24. If you had a problem to whom would you go to talk about it?

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**THANK YOU**

## APPENDIX # 5

### SUGGESTED YOUTH SUPPLEMENT TO BE USED BY SITE COORDINATORS      REVISED SEPTEMBER 2013

Generally the L.E.A.D. program, like the Y.I.P. and Y.A.P. intervention programs, aims at working with children and youth who are ‘at-risk’. There is a conceptualization of ‘at-risk’ factors to be mitigated and, on the other hand, protective factors to be strengthened. Multiple dimensions are typically considered and measured with the end-product often being a three-fold categorization of low risk, moderate risk and high risk”. The eight here are (a) school attitudes and behaviours; (b) parental /caregiver / family attitudes and relationships; (c) peer attitudes and relationships; (d) community involvement; (e) self-esteem and personal strengths or weaknesses; (f) individual behavioural predispositions; (g) mental health issues; and (h) differential association with criminal life styles. L.E.A.D. USA’s special thrust has focused on participants’ enhanced knowledge of law and justice system and the consequence of violations.

#### Behaviour and Orientation to School Items

A1: Which adjective best describe how you feel about school? (CHECK ONE )

Dislike it \_\_\_\_ It’s Boring \_\_\_\_ It’s okay \_\_\_\_

Like it \_\_\_\_ It’s Great \_\_\_\_

A2: Have you ever failed a grade or been held back a year? Yes\_\_\_ No \_\_\_



A3: Have you ever been suspended or expelled from school?

Yes \_\_\_\_\_ No \_\_\_\_\_

A4: How far do you want to go in school?

Senior High \_\_\_\_\_ Graduate from High School \_\_\_\_\_

Community College / Trade School \_\_\_\_\_

University \_\_\_\_\_ Graduate School /Professional School \_\_\_\_\_

Not Sure \_\_\_\_\_

A5: How far do you think you will go in school?

Senior High \_\_\_\_\_ Graduate from High School \_\_\_\_\_

Community College / Trade School \_\_\_\_\_

University \_\_\_\_\_ Graduate School /Professional School \_\_\_\_\_

Not Sure \_\_\_\_\_

B1: How interesting do you find most of your classes?

Not at all\_\_ A little\_\_ Fairly So \_\_ Quite a bit\_\_ Very Much\_\_

B2: How important do you think are the things you are learning in school going to be for your later life?

Not at all\_\_ A little\_\_ Fairly So \_\_ Quite a bit\_\_ Very Much \_\_

B3: How much do you care what your teachers think of you?

Not at all\_\_ A little\_\_ Fairly So \_\_ Quite a bit\_\_ Very Much \_\_

**Self Esteem** Items: statements with a 4 point response categorization: Strongly Disagree (SD), Disagree (D), Agree (A), Strongly Agree (SA)

	SD	D	A	SA
1. In general you are satisfied with yourself	___	___	___	___
2. You can do things as well as most other people	___	___	___	___
3. At times you think you are no good at all	___	___	___	___
4. You feel you have much to be proud of	___	___	___	___
5. You feel useless at times	___	___	___	___
6. You feel you are at least as good as other people	___	___	___	___
7. Sometimes you think you are a bad person	___	___	___	___

**Pro-Social and Peer Pressure** Items: the same four point response categorization as above, SD, D, A and SA

	SD	D	A	SA
1. I try to be nice to other people. I care about their feelings	___	___	___	___
2. I often offer help to others (parents, teachers, peers)	___	___	___	___
3. Other people my age generally like me	___	___	___	___
4. Other young people pick on me or bully me	___	___	___	___
5. I know how to avoid things that might get me	___	___	___	___

- into trouble
6. I think about the possible good and bad results before I make decisions    \_\_\_    \_\_\_    \_\_\_    \_\_\_
7. Getting along with my close friends is more important for me than almost anything else    \_\_\_    \_\_\_    \_\_\_    \_\_\_

**Behavioural Risk Tendencies** Items: 3 point response – Not True (NT), Somewhat True (ST), Certainly True (CT)

- |   | NT  | ST  | CT  |
|---|-----|-----|-----|
| 1. I fight a lot  | ___ | ___ | ___ |
| 2. Sometimes I will take a risk just for the fun of it  | ___ | ___ | ___ |
| 3. I think it is okay to cheat in school  | ___ | ___ | ___ |
| 4. I get very angry and often lose my temper  | ___ | ___ | ___ |
| 5. A few times in the past year I have done something dangerous because someone dared me to do it | ___ | ___ | ___ |
| 6. Excitement and adventure are more important to me than being safe                              | ___ | ___ | ___ |

**Mental Health Items:** 3 point scale from “Not True (NT), Somewhat True (ST), Certainly True (CT)

- |  | NT  | ST  | CT  |
|--|-----|-----|-----|
| 1. In the past six months, I often found my life very stressful      | ___ | ___ | ___ |
| 2. In the past six months I was sometimes very depressed             | ___ | ___ | ___ |
| 3. In the past six months, I have had thoughts of committing suicide | ___ | ___ | ___ |

**Family / Caregiver Support** Items: 3 point scale from “Not True (NT), Somewhat True (ST), Certainly True (CT)

- |   | NT  | ST  | CT  |
|---|-----|-----|-----|
| 1. My caregiver(s) watch me closely           | ___ | ___ | ___ |
| 2. I talk to my caregiver(s) about how I feel | ___ | ___ | ___ |

- |   |     |     |     |
|---|-----|-----|-----|
| 3. If I am hungry, there is enough food to eat        | ___ | ___ | ___ |
| 4. I feel safe when I am with my caregiver(s)         | ___ | ___ | ___ |
| 5. My caregiver(s) stand by me during difficult Times | ___ | ___ | ___ |

**Attitudes About Rules, Laws and Legal Authorities Items:**

Remember that the intervention strategy here is largely a cognitive one – getting youths to understand how the justice system operates and take consequences into account when deciding to “choose” a particular behaviour. This was the major dimension in the Lead Program in the USA which focused on participants’ attitudes toward and knowledge of the law and justice system and the consequence of violations. There are 4 dimensions of the LEAD approach and all are included below.

- |   |           |          |          |           |
|---|-----------|----------|----------|-----------|
| <b>a. attitudes / views re laws and rules</b>         | <b>SD</b> | <b>D</b> | <b>A</b> | <b>SA</b> |
| I think there are too many laws                       | ___       | ___      | ___      | ___       |
| Laws are there to protect us all                      | ___       | ___      | ___      | ___       |
| Laws are there to make sure people are treated fairly | ___       | ___      | ___      | ___       |

**b. attitudes / views re Can Justice System (CJS)**

**Officials**

- |   |     |     |     |     |
|---|-----|-----|-----|-----|
| Most judges try to be fair and honest   | ___ | ___ | ___ | ___ |
| Police have a hard job keeping order in society   | ___ | ___ | ___ | ___ |
| Police are too bossy and rough in dealing with youth  | ___ | ___ | ___ | ___ |
| Minorities such as African Nova Scotians and poor Whites are treated poorly in the Justice System | ___ | ___ | ___ | ___ |

- |  |            |           |                   |
|--|------------|-----------|-------------------|
| <b>c. knowledge of what is against the law</b> | <b>Yes</b> | <b>No</b> | <b>Don't Know</b> |
| Is smoking marijuana?                          | ___        | ___       | ___               |

Is truancy from school?	___	___	___
Is not doing your homework?	___	___	___
Helping a friend who has stolen something avoid arrest?	___	___	___

<b>d. consequences and decision-making</b>	<b>Yes</b>	<b>No</b>	<b>Don't Know</b>
a. for a minor crime, if a youth breaks the law, there is no permanent record if he / she is convicted	___	___	___
b. if arrested, a youth is always entitled to free legal help	___	___	___
c. youths, if arrested, cannot be forced to say anything to the police unless a lawyer or supportive adult is present	___	___	___

**Overview Questions**

1. Do you know much about your heritage and culture? Yes, a lot \_\_\_\_\_,  
 Yes, some \_\_\_\_\_ No \_\_\_\_\_ Unsure \_\_\_\_\_

2. How have you learned about your heritage and culture before you participated in the LEAD program? (PLEASE ASK YOUTH EACH OF THE FOLLOWING)

From your parents? Yes, a lot \_\_\_ Yes some \_\_\_\_\_ Not much \_\_\_\_\_

From school? Yes a lot \_\_\_\_\_ yes some \_\_\_\_\_ Not much \_\_\_\_\_

From television? Yes a lot \_\_\_\_\_ Yes some \_\_\_\_\_ Not Much \_\_\_\_\_

From local people? Yes a lot \_\_\_ Yes some \_\_\_\_\_ Not Much \_\_\_\_\_

4. Have your views about youth crime and its consequences for the youths changed over the past few months? Yes, a lot \_\_\_ Yes, some \_\_\_ No \_\_\_ Unsure \_\_\_
5. If you needed to know more about crime and its consequences for youth, how would you go about getting that information (PLEASE ASK ALL OPTIONS)?

From your parents? Yes, a lot \_\_\_ Yes some \_\_\_ Not Much \_\_\_

From school? Yes a lot \_\_\_ yes some \_\_\_ Not Much \_\_\_

From your friends? Yes a lot \_\_\_ Yes some \_\_\_ Not Much \_\_\_

From police officers? Yes a lot \_\_\_ Yes some \_\_\_ Not Much \_\_\_

From others (Who)? Yes a lot \_\_\_ Yes some \_\_\_ Not Much \_\_\_

**Participation in Activities or Programs After School or on the Weekend** Items (e.g., sports, music, Boys and Girls Club, Big Brothers/Sisters): If any, please list no more than three and indicate how frequently you participate in each

A few times a year / 1 to 3 times a month / 1 to 3 times a week / Almost daily

1. First Activity \_\_\_\_\_ Frequency \_\_\_\_\_

2. Second Activity \_\_\_\_\_ Frequency \_\_\_\_\_

3. Third Activity \_\_\_\_\_ Frequency \_\_\_\_\_

**APPENDIX # 6**

**THIS EXIT FORM IS DEVELOPED FOR USE WHEN EACH PROGRAM CYCLE ENDS. IT IS SUGGESTED THAT IT BE USED BY SITE COORDINATORS IN ONE-ON-ONE MEETING WITH THE YOUTH WITH THE COORDINATOR OR VOLUNTEER ASKING THE QUESTIONS AND WRITING DOWN THE ANSWER.** PLEASE REMIND THE YOUTH OF THE CONFIDENTIALITY AND ANONYMITY UNDERTAKING. MOST OF THESE QUESTIONS WERE USED AT INTAKE AND IN COMPARISON WITH THE LATTER WILL FACILITATE ASSESSMENT OF THE SIX SHORT-TERM EXPECTED OUTCOMES AS DEFINED IN THE PROJECT'S LOGIC MODEL. THEY WILL BE SUPPLEMENTED WITH MORE DEPTH IN INTERVIEWS BY THE EVALUATOR.

**NOW THAT THE PROGRAM CYCLE HAS ENDED I WOULD LIKE TO ASK YOU A FEW GENERAL QUESTIONS. OKAY?**

25. If you were asked to describe yourself, what would you say?

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26. Do you know much about your own heritage and culture? Yes\_\_ No\_\_

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**School / Career**

1. Have you thought about what you would like to do after you complete school?  
Yes \_\_ No \_\_

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2: How important do you think are the things you are learning in school going to be for your later life?

Not at all\_\_ A little\_\_ Fairly So \_\_ Quite a bit\_\_ Very Much \_\_

3. How far do you think you will go in school?

Grade 10\_\_ Graduate H.S.\_\_ Some Special Post-HS Training \_\_\_\_

College / University\_\_\_\_ Graduate / Professional \_\_ Not Sure\_\_

4. **Self and Friends:** statements with a 4 point response categorization: Strongly Disagree (SD), Disagree (D), Agree (A), Strongly Agree (SA)

	SD	D	A	SA
8. I can do things as well as most other people	___	___	___	___
9. I feel I have much to be proud of	___	___	___	___
10. I wish I could have more respect for myself	___	___	___	___
4. I know how to stay away from people who might get me in trouble	___	___	___	___
5. I know how to avoid things that might get me into trouble	___	___	___	___
6. I think about the possible good and bad results before I make decisions	___	___	___	___
7. Getting along with my close friends is more important for me than almost anything else	___	___	___	___

5. **Risk Tendencies** Items: 3 point response – Not True (NT), Somewhat True (ST), Certainly True (CT)



	NT	ST	CT
7. I get very angry and often lose my temper	___	___	___
8. Excitement and adventure are more important to me than being safe	___	___	___
3. In the past six months, I often found my life very stressful	___	___	___
4. I talk to my caregiver(s) about how I feel	___	___	___

**6. Attitudes About Rules, Laws and Legal Authorities** Items:

1. attitudes / views re laws and rules	SD	D	A	SA
I think there are too many laws	___	___	___	___
It's important to have rules at school	___	___	___	___
Laws make our neighbourhood safe	___	___	___	___
Laws are there to make sure people are treated fairly	___	___	___	___
Most judges try to be fair and honest	___	___	___	___
Police have a hard job keeping order in society	___	___	___	___
Minorities such as African Nova Scotians and poor Whites are treated poorly in the CJS	___	___	___	___

2. knowledge of the law	Yes	No	Don't Know
Is smoking marijuana illegal?	___	___	___
Is helping a friend who has stolen Something, avoid arrest illegal?	___	___	___

For a minor crime, if a youth breaks the law, there is no permanent record if he / she is convicted. True?      \_\_\_      \_\_\_      \_\_\_\_\_

If arrested, a youth is always entitled to free legal help. True?      \_\_\_      \_\_\_      \_\_\_\_\_

**The LEAD Program:**

6. Did you enjoy the L.E.A.D. Program? Yes \_\_\_      No\_\_\_      Not Sure \_\_\_  
Why?

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2. Which of the following LEAD activities did you like most?

the workshops \_\_\_      filed trips \_\_\_      mock trials \_\_\_      guest speakers \_\_\_      awards \_\_\_

3. Do you think that participating in the L.E.A.D. Program will help you in getting on in life?      Yes \_\_\_      No\_\_\_      Not Sure\_\_\_\_  
How?

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4. Have your opinions about your heritage and culture changed over the past few months?      Yes, a lot \_\_\_      Yes, some \_\_\_      No\_\_\_\_      Unsure\_\_\_

5. Have your views about youth crime and its consequences for the youths changed over the past few months? Yes, a lot \_\_\_ Yes, some\_\_\_ No \_\_ Unsure\_\_\_\_\_

6. The evaluator for the L.E.A.D. Program will be contacting you sometime over the next few months to talk with you briefly about your experiences in the program so could you confirm your address, telephone number and willingness to be interviewed?

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**APPENDIX # 7**

**LEAD PROJECT  
ACTIVITIES SUMMARY REPORTING FORM**

**REPORT # \_\_\_\_\_**

**SITE COORDINATOR \_\_\_\_\_**

**DATE (DAY, MONTH, YEAR) \_\_\_\_\_**

**ACTIVITY\* # 1 \_\_\_\_\_**

**LINK TO LEAD CURRICULUM \_\_\_\_\_**

**LOCATION OF THE ACTIVITY\* \_\_\_\_\_**

**CHIEF PRESENTER\* \_\_\_\_\_**

**ANY COMMUNITY COLLABORATION\* \_\_\_\_\_**

**ID OF COMMUNITY COLLABORATORS\* \_\_\_\_\_**

**DURATION OF THE ACTIVITY (minutes) \_\_\_\_\_**

**# YOUTH PARTICIPANTS \_\_\_\_\_**

**# YOUTH PRIMARY\* PARTICIPANTS \_\_\_\_\_**

**# FAMILY PARTICIPANTS\*** \_\_\_\_\_

**# LEAD STAFF (COORDINATOR PLUS VOLS)** \_\_\_\_\_

**# OTHERS PARTICIPATING OR PRESENT** \_\_\_\_\_

**ESTIMATED ACTIVITY EFFECTIVENESS (1-5, LOW TO HIGH)** \_\_\_\_\_

**ESTIMATED YOUTH PARTICIPANTS' INTEREST (AS ABOVE)** \_\_\_\_\_

**ESTIMATED NEED FOR ALTERING THE ACTIVITY IN THE FUTURE** \_\_\_\_\_

**SUGGESTION FOR CHANGE IN ACTIVITY FOR NEXT CYCLE**

\_\_\_\_\_

-

\_\_\_\_\_

**SECOND ACTIVITY IF APPLICABLE**

**ACTIVITY\* # 2** \_\_\_\_\_

**LINK TO LEAD CURRICULUM** \_\_\_\_\_

**LOCATION OF THE ACTIVITY\*** \_\_\_\_\_

**CHIEF PRESENTER\*** \_\_\_\_\_

**ANY COMMUNITY COLLABORATION\*** \_\_\_\_\_

**ID OF COMMUNITY COLLABORATORS\*** \_\_\_\_\_

**DURATION OF THE ACTIVITY (minutes)** \_\_\_\_\_

**# YOUTH PARTICIPANTS** \_\_\_\_\_

**# YOUTH PRIMARY\* PARTICIPANTS** \_\_\_\_\_

**# FAMILY PARTICIPANTS\*** \_\_\_\_\_

**# LEAD STAFF (COORDINATOR PLUS VOLS)** \_\_\_\_\_

**# OTHERS PARTICIPATING OR PRESENT** \_\_\_\_\_

**ESTIMATED ACTIVITY EFFECTIVENESS (1-5, LOW TO HIGH)** \_\_\_\_\_

**ESTIMATED YOUTH PARTICIPANTS' INTEREST (AS ABOVE)** \_\_\_\_\_

**ESTIMATED NEED FOR ALTERING THE ACTIVITY IN THE FUTURE \_\_\_\_\_**

**SUGGESTION FOR CHANGE IN ACTIVITY FOR NEXT CYCLE**

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## APPENDIX # 8

### Interview Guide:

1. **A little bit about yourself:** length of time lived in the area / current work / experience working with youths / knowledge of the criminal justice system etc
  
2. knowledge of the **African Nova Scotian community in the New Glasgow area:** how large is the Black population? Is the African Nova Scotia population growing? Does it have its own churches? Overall, is it as well off in economic terms as the rest of the area's population? Is there anything distinctive about the African Nova Scotian population in the area?
  
3. what is your **sense of the prevalence of crime and related activities** among the youth in the New Glasgow area? (e.g., is it significant? What kinds of offending happen? Is substance abuse a problem?)
  
4. What about the **prevalence of crime and substance abuse among African Nova Scotian youth** in the area: is it a serious problem? What kinds of offending happen among ANS youths? Are crime and substance abuse levels different from that for other youths in the New Glasgow area?



5. Do you have any idea of **school achievement among youths in New Glasgow**, whether they graduate from high school and go on to post-secondary schooling in high percentages? **What about African Nova Scotian youths in the area** – are they as successful as the other youth are in terms of school achievement?
  
6. how **familiar are you with the objectives of the LEAD project**, what its aims are, what activities it is engaged in and the target population? / were you well-informed? By whom, and how?
  
7. have you had **any direct involvement in the New Glasgow LEAD project** and if so what has it been (e.g., presenter, volunteer, facilitating access to sites etc)? If so, how did you find your involvement - satisfying(?), were the youths interested (?).
  
8. learning about **the justice system, and how it applies to youth** has been a key objective of LEAD; on the basis of what you have experience, do you think that the format of discussions based on a curriculum, presentations by Justice role players and exercises is realistic and effective? Any ideas as to how it might be improved?
  
9. **self-identification and cultural enhancement for African Nova Scotian youth** are other key objectives; are these objectives that you consider important for Black youths in the area? Is the LEAD format (including presentations by local

Black community persons) realistic and effective on these objectives? Any ideas as to how it might be improved?

10. in your view: Is there significant tension in **race relations** in the New Glasgow area? have race relations in the Yarmouth area improved much in the last decade? Have there been changes in the following areas: employment, housing, friendship patterns, and biracial marriage? Would you consider the New Glasgow area as a socially progressive milieu, nurturing to all ethnic/racial groups?

11. The LEAD program is **multiyear, repeating a 26 week format cycle** so we can continue to find ways of improving the format and activities and realize more effectiveness. Would you have any suggestions or comments you can offer as to how the LEAD program can be improved?

## **APPENDIX # 9**

### **QUESTIONS FOR THE SITE COORDINATORS**

**MARCH 2014**

This questionnaire focuses on a review of the highlights of the last cycle and what were the major benefits and challenges in implementing LEAD. Your comments subsequent to previous cycles were very helpful, so please take your time and consider each of the areas (and use more space if needed). Thanks for responding. Don

#### **SPACE**

- (1) The site – adequate space? Equipment available?, convenient locale for the youth? Availability for the diverse activities?
  
  
  
  
  
  
  
  
  
  
- (2) If the program were to continue, what space changes would be helpful in carrying out the basic activities?

#### **LEAD CURRICULUM**

- (3) The LEAD curriculum – any changes made for the last set of sessions? did the curriculum work well? Interesting for the youth? Appropriate for their age? Detailed enough?

- (4) Any thoughts about desirable changes in the content and / or implementation of the program? What is needed? What would be most effective?

### **SELECTING THE YOUNG PARTICIPANTS**

- (5) The selection process for youth – how were youths recruited? Was it difficult to get to youths and to their parents or guardians?
- (6) Were there other problems / issues that impacted the selection process such as the age and gender mix, transportation, too many competing activities and so on?
- (7) Were there any challenges in working with both male and female youths? Working with different ages and different ethnic/racial youth backgrounds? Did you have any strategy for doing so? Are there some suggestions you could recommend for the future cycles?
- (8) Please describe the youths who participated regularly during the last cycle as follows

# of youths signed up and usually attending \_\_\_\_\_  
Ethnicity / race: # African NS \_\_\_\_\_  
Gender - # male \_\_\_\_\_ # female \_\_\_\_\_  
School level - # Elementary \_\_\_\_\_ #Jr High \_\_\_\_\_ # Other \_\_\_\_\_  
Risk level – # with any arrest or criminal record \_\_\_\_\_  
# with any alcohol or drug issues \_\_\_\_\_  
# with any mental illness \_\_\_\_\_  
# having any problem family background \_\_\_\_\_  
# living in a high risk area \_\_\_\_\_  
# with limited awareness of Black history and culture \_\_\_\_\_

- (9) What were the starting and ending numbers for the last cycle? How many dropped out? Why? Did they differ in characteristics (e.g., age, gender, ethnicity-race) or problem factors (e.g., more at risk) from those who remained in the program?

Starting # \_\_\_\_\_ Ending # \_\_\_\_\_

If #s Different, Why?

- (10) In your view is there a certain type of youth that the LEAD program works best with – an age/gender/background mix? Why?

#### **COLLABORATORS**

- (11) Parental/guardian engagement? Were they involved with the program activities? Willing and able to volunteer? Would more parental / guardian involvement help in implementing the program? What proportion of the parents / guardians were single parents (a few, half, many, most)?

(12) What agencies or services or individuals collaborated in the last cycle of the LEAD program? Who were the justice officials, cultural people, and other local service providers involved (roles not names)?

(13) What kind of collaboration was the most effective in helping you achieve the LEAD objectives? Why?

(14) Were there any opportunities and challenges in collaborating with the schools and other youth-oriented community groups that require more involvement from LEAD management?

(15) Were there any volunteers associated with your program? # \_\_\_\_  
# Students \_\_\_\_  
# Parents \_\_\_\_  
# Advisory Board members \_\_\_\_

What have been the main challenges for your securing volunteers?

## **OVERALL ASSESSMENT**

- (16) In your view, what has been the chief benefit of LEAD for most of the youths participating?
- (17) What other benefits do you think the youths obtained from participating in the LEAD program?
- (18) The LEAD program is usually assessed as a program that works with at-risk youths. What do you think is the chief risk factor for youths participating in LEAD? (Crime? Success in school? Cultural identity? Other?).
- (19) On a scale from 1 (low) to 10 (high), how well do you think the LEAD program as implemented, responds to the following objectives
- Encouraging youth to succeed in school \_\_\_\_\_
  - Helping youth to avoid substance abuse \_\_\_\_\_
  - Facilitating the youth developing positive social ties \_\_\_\_
  - Providing youth with a positive sense of identity \_\_\_\_\_
  - Providing youth with significant awareness of African Nova Scotian culture \_\_\_\_
- (20) What did you find most gratifying about being working with the youths at your site?

**Any further thoughts or suggestions would be appreciated and will of course be treated as confidential.**



## APPENDIX # 10

### Fact Sheet: Black Offenders in the Criminal Justice System 2011

#### Youth

- HRM Metro Youth: drawing from court and restorative justice statistics Black youth accounted for 22% of all young offenders and 26% of all repeat offenders, **approximately 5 to 6 times their proportion in the HRM population** (Roundtable on Violence, 2008)
- There has been a sharp decline in youths being sentenced to custody in Nova Scotia especially since the YCJA was implemented in 2003. All race/ethnic groupings have seen declines in their custody numbers but the Black decline has not been as fast as others. Black youth as a percentage of all youths sentenced to custody has actually grown from 14% in 2000 to 24% in 2005 and 20% in 2010. That figure is **roughly 6 times their proportion in the provincial population.**
- Currently, in 2011, Black youth constitute 20% of all youths in the NSYF at Waterville whether by sentence or on remand. While that is a smaller percentage than the 27% recorded for 2006, it is **5 to 6 times their percentage in the provincial population.**
- During the years 2005 to 2009, with only modest yearly variation, the percentage of Black youth sentenced to custody in Nova Scotia was **regularly double the percentage of Aboriginal youths sentenced to custody. One NSYF official recently reported that “the pattern for the last few years has been 25% of the inmates are Black and 10% Aboriginal”.**
- Going back over 25 years, African Nova Scotian youths have regularly had high levels of probation compared to other youth groupings in the province. With the combination of the YCJA and Restorative Justice the number of young persons on probation, Black or Caucasian has declined but again the Black decline has been less rapid and, accordingly, the percentage Black of all youth on probation rose from 8% in 2001 to roughly 12% from 2005 on. **So the percentage of Black youths on probation has been 4 to 5 times as great as would be expected based on their share of the youth population in Nova Scotia.** The Tri-County area of Southwest Nova Scotia has been the only other area with significant overrepresentation of Black youths on probation.
- The Youth Attendance Centre in HRM takes, on a non-residential basis, clients referred under a Probation order. Over the past two years as many as 75% of the

clients were Black. The total client population has varied between 7 and 18; currently, in 2011, there are 8, six of whom are African Nova Scotian.

- Restorative Justice is an alternative path to court processing, probation or incarceration. Over the past decade, African Nova Scotians accounted for approximately 17% of all youth cases yearly referred to the Halifax Community Justice Society for restorative justice. **This was about 4 times the percentage of Black youths 12 to 17 years of age in HRM.** About 10% of all Black youths in HRM in that age group were referred to restorative justice in 2007-2008. There have been very few Black youths referred to restorative justice elsewhere in Nova Scotia. The next highest to HRM has been the Tri-County area in Southern Nova Scotia where, in 2007-2008, for example, 8.6% of the referred youths were Black.

## Adults

- As of 2009-10-21 according to CSC reports there were 1329 incarcerated persons in CSC regional custody (i.e., the 5 Atlantic area federal prisons). There were 111 Blacks (8.35%), 87 North American Indians (6.55%), 19 Inuit (1.43%), 11 Metis (0.83%) and 8 Asians / Arabs (0.61%) and 1051 Caucasians (82.2%). Since Blacks constitute 2.1% of the population in Atlantic Canada, **the overrepresentation of Black adults in regional federal prisons is roughly 4 times.** Current CSC data indicate no significant change from the 2009 figures. According to CSC reports, **Black inmates in Atlantic Canada have been the least likely to be granted day parole and have a high level of revocation.**
- According to CSC on 2009-10-21 there were 932 “community” offenders under CSC supervision, namely 47 North American Indians (5.04%), 2 Metis, 7 Inuit, 54 Blacks (5.79%) and 782 Caucasians (83.91%).
- In Nova Scotia provincial adult custody facilities, for the years 2005-2006, 2006-2007, 2007-2008 and 2008-2009, there was regularly 12% of the inmate population who were Black adults. There was but modest variation by year. **The 12% figure is slightly more than 4 times the percentage of Black adults in the provincial population. The % Black inmates has been usually double the percentage of Aboriginal inmates.**

## Canadian Social Policy

- In an assessment of the level of African Nova Scotian over-representation as offenders in the criminal justice system, using reasonable demographic assumptions, and drawing on data from probation, custody and restorative justice sources, it has been estimated that in 2005 possibly as many as 10% of all African-Nova Scotian males between the ages of 12 and 17 inclusive were

involved as offenders in the Nova Scotia criminal justice system. Comparable adult data indicated that there was much overrepresentation at the adult level too. While undoubtedly there is an association between custody and repeat offending and the seriousness of the offence, such overrepresentation can well be likened to the situation of Aboriginals throughout Canada, **a situation described by the Supreme Court of Canada as completely unacceptable and requiring new criminal justice system and societal responses.** (Violence and Public Safety, HRM Roundtable Report, p69, 2008).

- Victimization has also been higher among African Canadians whether in Nova Scotia or elsewhere. The Roundtable study on Violence and Public Safety in HRM (2008) reported that minority adults were one and half times more likely than other adults to indicate that they were worried about being victims of violence and **more than twice as likely to report that they have indeed been victims of violence.** The Statistics Canada Canada-wide General Social Survey in both 2004 and 2009 found that native-born visible minority Canadians – chiefly Blacks and Aboriginals – were three times more likely than foreign-born visible minorities to report themselves having been victims of violence and more than twice as likely as non-visible minority Canadians. .

#### **United States**

- Roughly 90% of Black males have been under court jurisdiction by time they reach 30 years of age. According to the PEW Center group in 2008 almost 1 in 100 American males were either in jail or in prison with horrendous costs to the public (\$50 billion spent in the 50 states in 2007). **Apparently, 1 in 30 men between the ages of 20 and 34 were behind bars and 1 in 9 of Black males in that age category.** The PEW Center emphasized, “We need to be smarter”.