

Student Leadership & Youth Empowerment (SLYE) Network

Evaluation Report 2019



Presented by The Students Commission of Canada, November 2019

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Program Description

The SLYE Network is a grassroots, cross-sector collaborative (inclusive of partners from sectors such as government, non-government, faith/cultural groups, private business, schools, and youth) that works towards increased community engagement and equitable access to services for Toronto youth.

Monthly network meetings are organized for the collaborative so that members have the opportunity to meet new people who are invested in youth, to share their resources, and to find innovative ways to collaborate. In addition to monthly network meetings, weekly network meetings are organized with the SLYE Youth Council that consists of 12 volunteer youth leaders facing social and economic barriers (low-income, racialized, LGBTQ2S+, newcomer, women, and differently abled).

The main activity of the SLYE Network is the Peer to Peer (P2P) Leadership program, which provides volunteer leadership opportunities to P2P Youth Leaders comprised of youth (ages 14-18) who are furthest away from opportunity in Toronto. Once the P2P Youth Leaders complete the trainings, they put their skills into practice by leading school youth outreach events, the Roadshow. The Roadshow is a youth outreach initiative that takes place in Toronto (Downtown, York, East York, North York, Etobicoke, and Scarborough) high schools during the spring and fall, and in community spaces (malls, community centres, etc.) throughout the year. The Roadshow consists of a series of outreach events that connect thousands of youth with essential programs and services (health, employment, volunteering, education, recreation, arts, scholarships) being offered in their community.

The P2P Leadership program is funded by Ontario Trillium Foundation for three year (2019-2021). This program gives 3,375 youth facing barriers an authentic opportunity to build essential leadership qualities (self-awareness, confidence, empathy, conflict management, problem solving, teamwork, communication, critical thinking, decision-making) and volunteer as leaders by taking ownership of their program so youth can take charge of their own lives and positively engage in their community. This program doesn't end with the P2P Youth Leaders; it helps 45,000-50,000 of their peers connect with and navigate essential resources in their community through the Roadshow.



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Executive Summary

The purpose of this report is to gain a greater understanding of how youth are engaged SLYE's Peer to Peer (P2P) Leadership program, an initiative funded by the Ontario Trillium Foundation. The P2P Leadership program provides volunteer leadership opportunities to P2P Youth Leaders comprised of youth (ages 14-18) who are furthest away from opportunity in Toronto. The SLYE Network supports P2P Leaders to build essential leadership qualities and then the youth put their skills into practice by organizing and implementing school outreach events (the Roadshow) that helps their peers connect to essential community resources.

In addition to collecting youth demographic information, SLYE chose two outcomes to measure for this evaluation: Resources in Community and Preparing to Lead. The program also conducted three focus groups to learn more about the participants' experiences in the program.

The quantitative results from youth in 2019 of the P2P Leadership program suggest that they provide programming that is giving youth the skills needed to find and access resources in their communities, and to increase their engagement in leading and learning. Furthermore, they appear to be performing comparatively to youth in other programs across Canada.

- **Resources in Community:** Post-program scores (3.77) were statistically significantly higher compared to their pre-program scores (2.94) ($p < 0.001$).
- **Preparing to lead:** Post-program scores (4.15) were statistically significantly higher compared to their pre-program scores (3.78) ($p = 0.002$).

The quantitative findings were echoed in the focus group discussions. The young people in the P2P Leadership Program spoke about how SLYE led them to become more knowledgeable about appropriate and accessible resources, programs, and opportunities in their communities. Participants also felt they had developed a variety of leadership skills through the program activities, including: confidence, critical thinking, teamwork, communication, management, and socializing.

The young people recommended that in the future SLYE considers inviting organizations that youth may be more familiar with, or encouraging organizations' communication techniques so that Roadshow youth participants can more easily find and access opportunities they are interested in. They also felt that the P2P Leadership program coordinators could improve on their communication, and that they would have liked more follow-ups/touchpoints between their trainings and the Roadshow events.

We would recommend that the program carries on their strong evaluation methods going forward by continuing to collect responses on the two outcomes they have selected. This will help tell SLYE's story over time and allow comparison between and over years. Similarly, continuing to collect some kind of qualitative data (e.g. focus groups, interviews) is important for providing deeper context for future participant's experiences with SLYE.

“Most importantly it's like you impact one person and they could tell that experience over and over again, I know I have been telling my experiences and it inspires other people and then once they get involved, they tell their friends and it's just like connections over connections. So I think what SLYE does is amazing ...”

Process and Tools to Date

The SLYE Network chose to collect demographics and two quantitative survey modules to identify trends and measure outcomes of their Peer 2 Peer (P2P) Leadership program. The program collected pre and post-program responses¹ retrospectively, which means all responses were collected at the same point in time at the end of the program. Across all neighbourhoods, a sample of 38 participants filled out the following modules to evaluate the program:

- The **Resources in the Community** survey module examines the extent to which youth know about and easily navigate resources in their communities.
- The **Preparing to Lead** survey module asks youth to examine their behaviors in terms of skills related to leadership, such as engagement and generativity.

Both of these surveys were used to assess the same youth pre and post program and are analysed using matched pairs analysis.² The results are also compared to the Sharing the Stories (StS) aggregate, which includes youth voices from other programs, providing a useful comparison to contextualize the results. All comparisons between the P2P Leadership program and the StS aggregate should consider: that the majority of programs in the StS aggregate collected *time 1* before the program and *time 2* at the end, as opposed to using a pre and post-program retrospective.

The two outcome survey modules selected consist of 11-25 questions. All of the questions within the two modules used three 5-point scales to determine how much participants agreed or disagreed with the statements: 1= Strongly disagree, 5= Strongly agree; 1 = Not at all , 5 = Completely; and 1=Never , 5= A lot.

The group also choose to do a more in-depth exploration of young people’s program experiences by doing focus groups interviews with youth who took part in the P2P Leadership program. Twenty (20) SLYE participants participated in the three focus groups. There were 10 participants on August 1st, 2019, 5 participants on August 15th, 2019, and 5 participants on August 20th, 2019. The focus groups were guided by a series of focus group questions developed by The Students Commission of Canada (SCC) in partnership with the SLYE Network

The focus group was facilitated by SCC staff and was recorded and transcribed to be analyzed for significant themes. Significant quotes were drawn from the analysis to support the themes with participants’ thoughts, feelings, and personal experiences. Names and other identifying information have been removed from the quotes and replaced with denotations such as “[name]” to ensure anonymity.

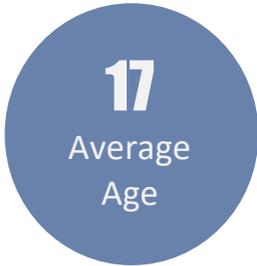
Program	Sharing the Stories Tools	Other Tools
SLYE Network – P2P Leadership Program	- Demographics (n=38)	- Focus Groups (n=20)
	- Resources in Community Module (n=18)	
	- Preparing to Lead Module (n=32)	

¹ It should be noted that retrospective pre-post designs have limitations as participants may not be able to accurately evaluate how they would have responded prior to receiving the program.

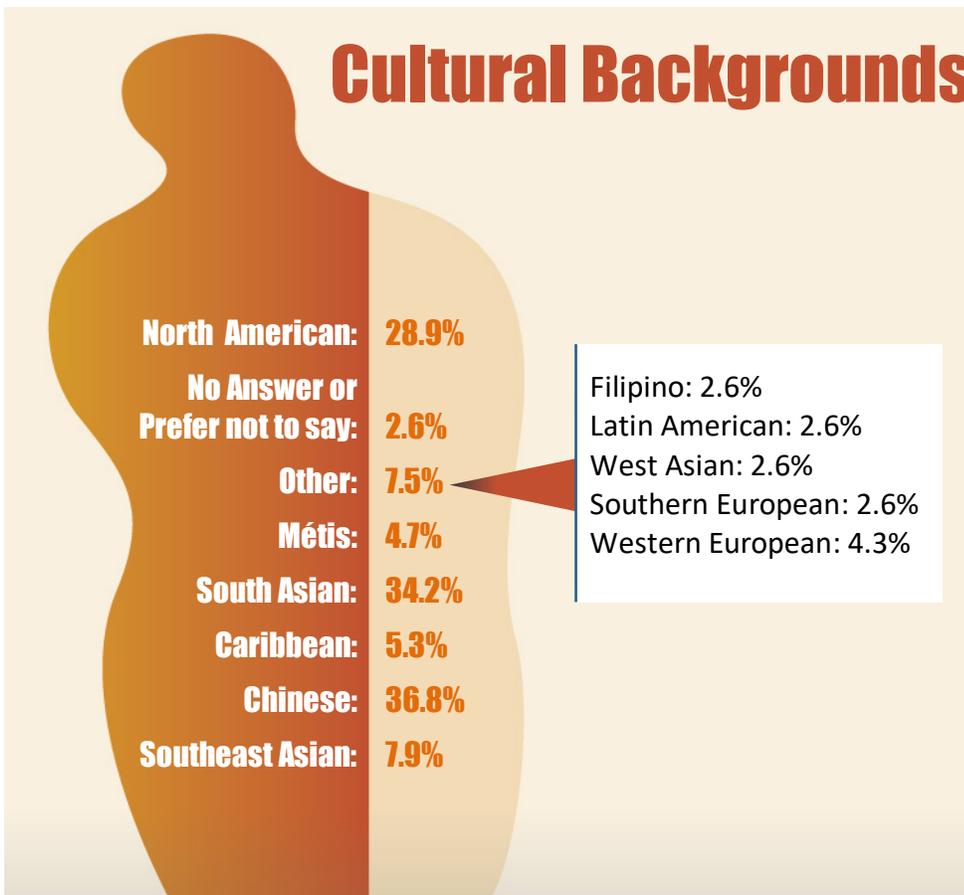
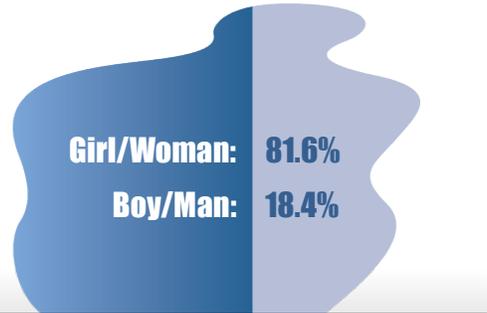
² Matched pairs analysis compares the responses of each young person who were measured at both time 1 and time 2 to assess if there are any differences between time points.

Demographics

This section outlines the demographic breakdown of the SLYE Network's P2P Leadership Program (n=38).

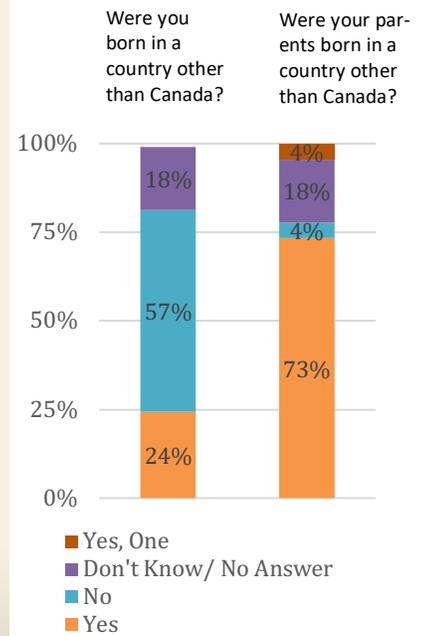


Gender

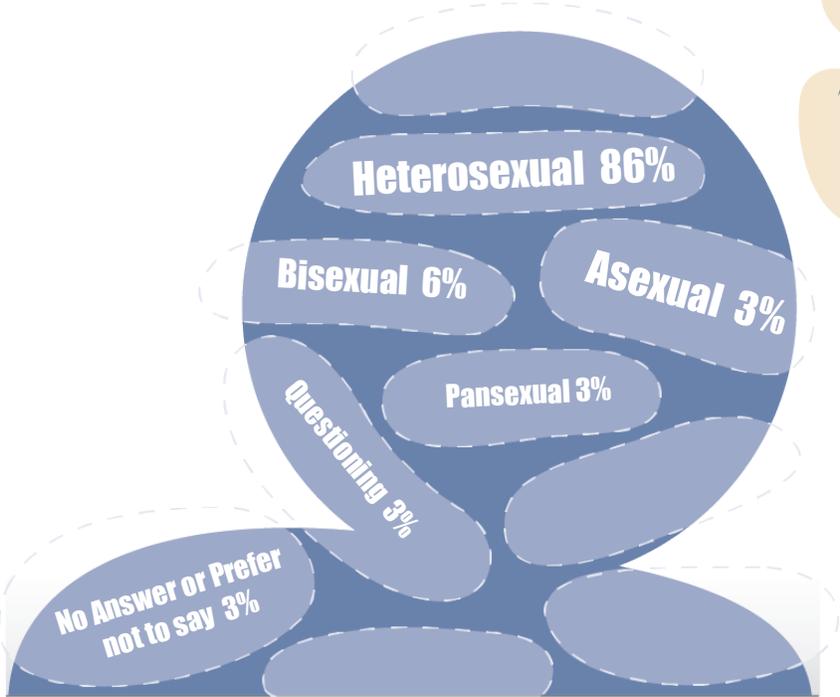


Country of Origin

Participants were asked two questions to determine their country of origin.



Sexual Orientation



86.8%
English

5.3%
French

65.8%
Speak another language

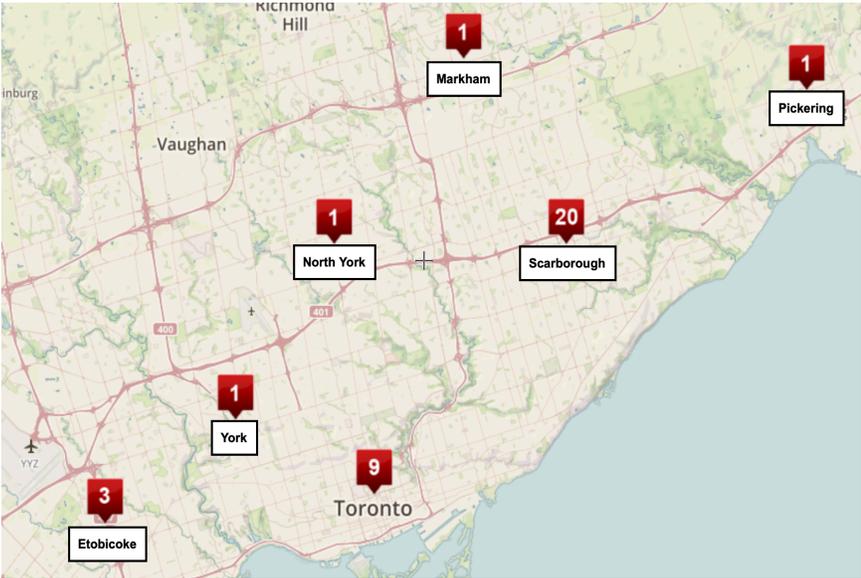
- Cantonese/ Mandarin 36.8%
- Arabic 2.6%
- Tamil 2.6%
- Bengali 2.6%
- Gujarati 7.9%
- Hindi 5.3%
- Punjabi 5.3%
- Spanish 2.6%
- Urdu 13.2%
- Vietnamese 2.9%

Languages spoken at home



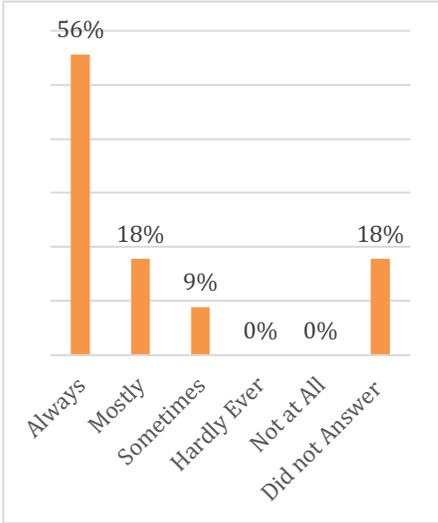
Location

Number of participants in each area within Toronto and the Greater Toronto Area based on self-reported postal codes.



Money for Basic Needs

Do you have enough money to meet your basic needs (food, housing, clothing, health care)?

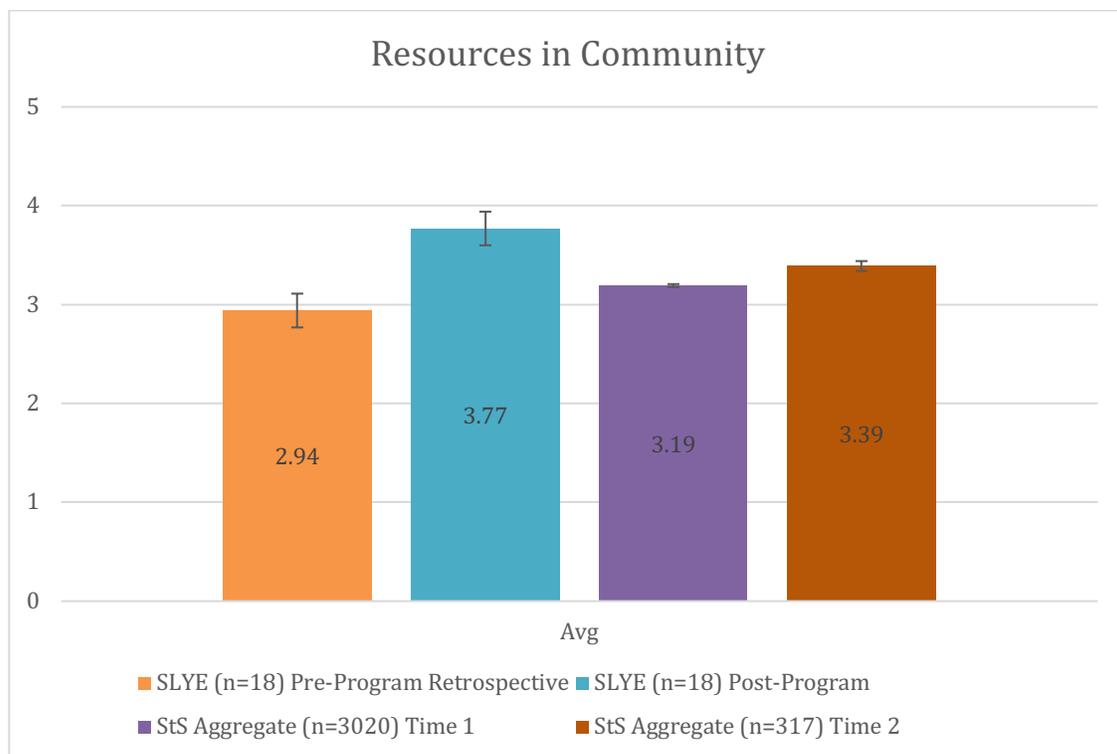


Evaluation Results

Quantitative Analysis: Resources in Community

The **Resources in the Community** survey module examines the extent to which youth know about and easily navigate resources in their communities. The module aims to measure young people’s **community involvement**, **community knowledge**, and **skills for accessing resources** (these are referred to as “Indicators”). For this survey, youth participants answered questions by rating from Not at all (1) to A lot (5), and Not at all like you (1) to Very much like you (5).

The first graph shown below illustrates the overall response for the Resources in Community module pre-program and post-program, while the second graph shows the results specific to the Indicators³ of the survey. Both are presented alongside the StS aggregate (data from youth in other programs).

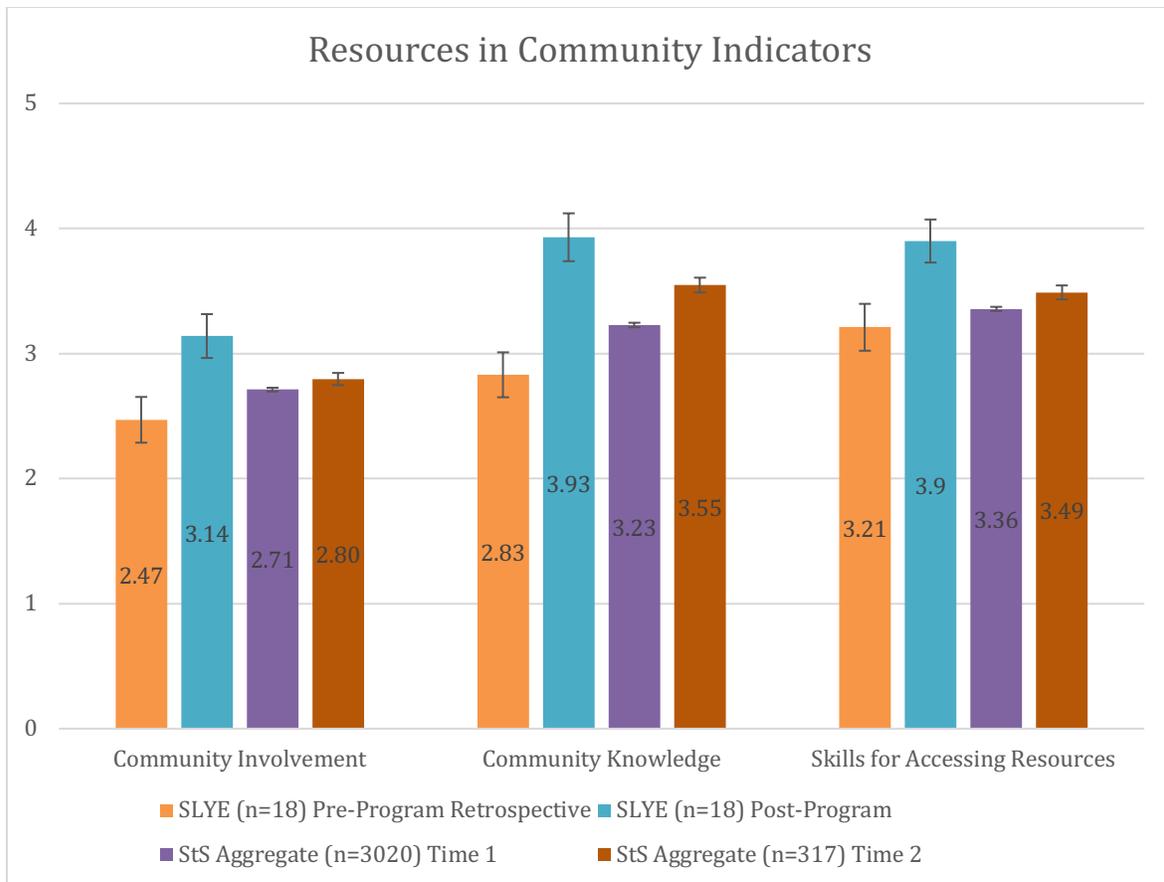


Takeaway: Youth in the SLYE’s P2P Leadership program post-program scores (3.77) were statistically significantly higher compared to their pre-program scores (2.94) ($p < 0.001$)⁴. Their post-program score (3.77) was not statistically significantly higher than the average of the youth in the StS aggregate at time 2 (3.39) ($p = 0.06$)⁵.

³ Indicator scores are calculated from the average of a participant’s responses to a set of questions designed to measure a specific quality .

⁴ In order for a statistical analysis to be considered significant, the p value must be equal to or lower than 0.05.

⁵ When comparing means between a small sample size and a much larger one, the statistical analysis may be inaccurate.



Takeaway: Echoing the results from the overall scores, participants responded to each indicator with higher scores post-program that were statistically significant:

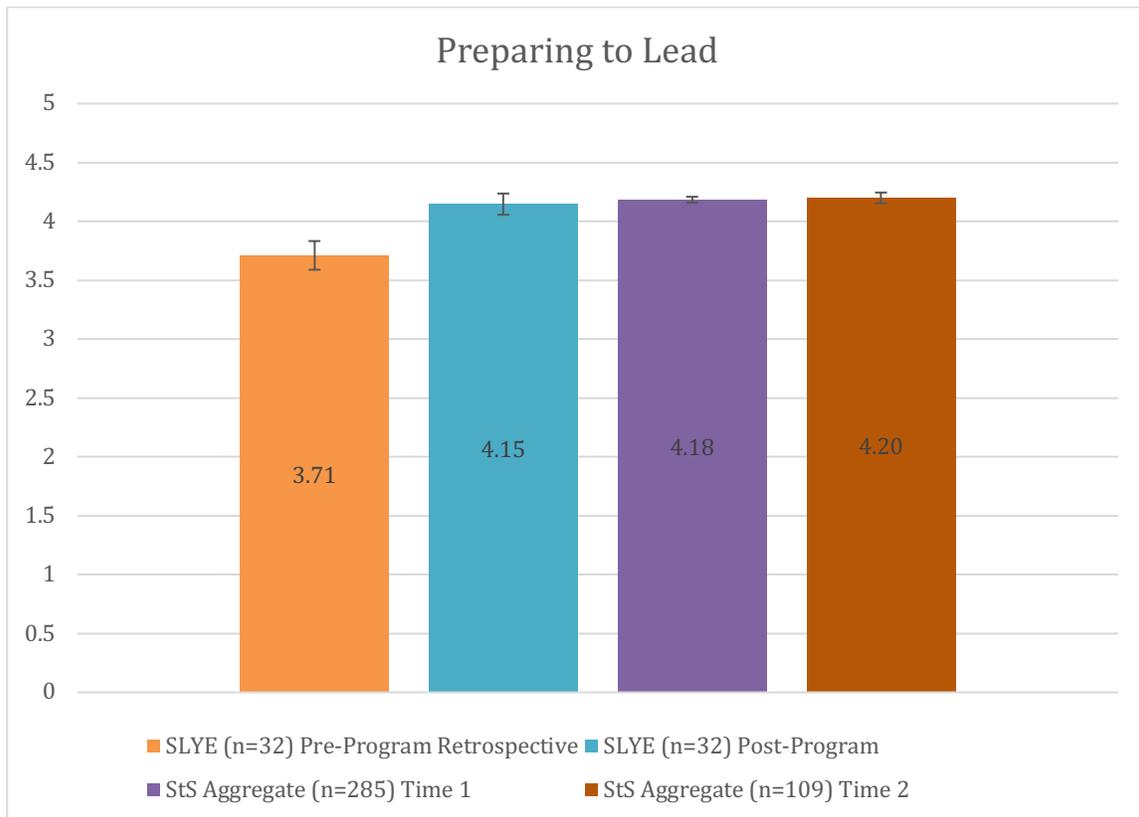
- **Community Involvement** score went from 2.47 to 3.14 ($p=0.001$)
- **Community Knowledge** score went from 2.83 to 3.93 ($p<0.001$)
- **Skills for Accessing Resources** score went from 3.21 to 3.90 ($p<0.001$)

When compared to the StS aggregate’s time 2, the Skills for Accessing Resources indicator was statistically significantly higher for SLYE youth post-program (3.90 vs. 3.49, $t(330)=-1.753$, $p=.008$), while Community Involvement and Community Knowledge were similar.

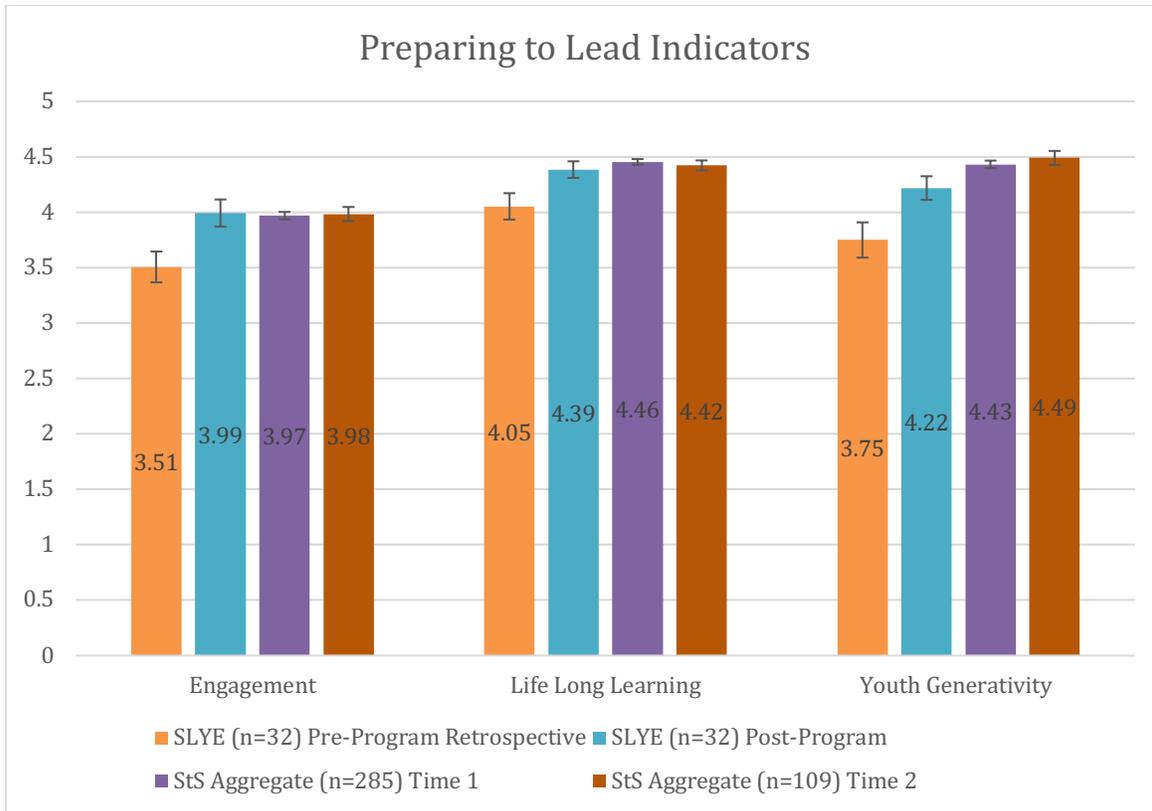
The three graphs in **Appendix A** show the average responses to the individual questions that make up the three Resources in Community indicators for the young people in SLYE’s P2P Leadership program.

Quantitative Analysis: Preparing to Lead

The **Preparing to Lead** survey module is designed to examine how youth are developing important features of being a leader, such as engagement, interest in learning, and generativity (giving back to the next generation). For this survey, youth participants answered questions by rating from Never (1) to A lot (5), Strongly Disagree (1) to Strongly Agree (5), and Not at all (1) to Completely (5). The first graph shown below illustrates the overall response for the Preparing to Lead module pre-program and post-program, while the second shows the results specific to the indicators of the survey (**Engagement, Life Long Learning, and Youth Generativity**). Both are presented alongside the StS aggregate (data from youth in other programs).



Takeaway: Youth in the SLYE’s P2P Leadership Program, reported statistically significantly higher overall scores post program (4.15) compared to pre-program (3.78) ($p=0.002$). While youth in the P2P leadership program had statistically significant ($p=0.001$) lower scores (3.17) pre-program than youth in the StS aggregate at time 1(4.18), by the end of the program there was no statistically significant difference (4.15 vs. 4.20) ($p=0.6$).



Takeaway: In line with the results from the overall scores, participants responded to each indicator with scores post-program that were statistically significantly higher:

- **Engagement** score went from 3.51 to 3.99 ($p=0.001$)
- **Life Long Learning** score went from 4.05 to 4.39 ($p=0.014$)
- **Youth Generativity** score went from 3.75 to 4.22 ($p=0.002$)

When compared to the StS aggregate at time 1, all three indicators were statistically significantly lower for SLYE youth pre-program. Post-program, P2P Leadership youth were felt similarly about Engagement and Life Long Learning, but still had statistically significantly lower scores for Youth Generativity than the young people in the StS aggregate.

The three graphs in **Appendix B** show the average responses to the individual questions that make up the three Preparing to Lead indicators for the young people in SLYE’s P2P Leadership program.

Qualitative Analysis: Focus Groups

The youth focus group participants provided feedback regarding their experience with SLYE. The participants' feedback was segmented into four (4) sections:

1. **Youth Engagement:** Awareness, interest, involvement, and engagement with SLYE programs and initiatives.
2. **Skill Development:** Internal assets that participants developed through their participation in SLYE.
3. **Access to Services & Resources:** Participants learned about community resources, organizations, and opportunities that they can access themselves and share with others.
4. **Challenges & Recommendations:** Gaps and recommendations that can be built upon to further improve SLYE programming.

Each section highlights the **key themes** found in the data. The sections include a short description of the significance of the theme with respect to the focus group contributions and various supporting quotes that illustrate the themes that emerged.

Youth Engagement

Caught Youth Attention

Before youth feel comfortable to get involved with something, they need to be aware of programs and opportunities. SLYE P2P Leaders and network partners were able to gain student attention and encourage them to become involved.

"They were able to get the attention of the students."

"I'm just happy that we were able to grab as many as many of the student's attention and make it easier for them to find volunteer opportunities and other opportunities for life."

"I'm happy to have um helped people find something that they're interested in and would like to join. And kind of bring the community closer together."

Increased Youth Interest

Focus group participants reported that while some students came in uninterested, they would leave SLYE programs interested and engaged.

"[Name's] trying to bring them [youth] in but some people just don't care but some people went in and actually when you see them leaving, they actually have pamphlets and they are actually reading them, so they are actually getting the initial connections."

Strong Youth Involvement

Participants identified that current involvement is enjoyable, helpful, and essential and it is also important to think about how individuals can become involved in the future and/or inspire others to get involved.

“Not only did I get involved myself with the group that was working towards it, but I believe that it encouraged more students to get more involved with the agencies that are available because it made it much easier to contact them than you would think because instead of just looking online you would were in person given pamphlets and were just talking about it.”

“I think these network agencies not only encourage me to get more involved in my community but encourage others as well. It was a great way for the entire school to get involved.”

“It was a program that I was really happy to be involved with, I am happy to see the emails and stuff and I am looking forward to doing it next year if it's offered still and yeah I would encourage people to participate too because it was very helpful to me.”

“I feel by getting youth involved it would be really important to let them see, like, just how they can support the community and how important it is for them to do more.”

“Well I have a little sister, she's 1 year younger than me and I was telling her how I helped out with this organization, how we had so much fun. I was just telling her all the things we did and she's like, she really wants to do it next year because it wasn't available to her this year ... I am just happy that she's going to check it out next year.”

Successful Engagement

Engagement is an important factor of success and can help meet the students' individual and group needs.

“I think I was like nice to see people that we know would be engaged and interested in stuff that matters or stuff that is important.”

“I also liked how it was engaging in a way cause they did like this passport thing and I felt like 'oh that would bring more people in' which it did.”

“[The] roadshow, it was designed towards mostly engaging or engaging the students and focusing on their needs.”

“I think at the very end with the Kahoot and like the incentives like the candy and the prizes, a lot of students were able to find opportunities and were able to get engaged.”

Skill Development

Increased Leadership Skills

Through the focus group, the majority of SLYE participants indicated that they developed leadership skills through their involvement in the program. While the particular leadership opportunities varied with each participant, it was evident that they felt empowered to harness their leadership. Some of the participants identified that they wanted to continue to develop their leadership skills while others identified how they showed their leadership.

“I just went out and recruited some more people who are trusted, who wanted some leadership opportunities, who I thought stood out to me and then it was really successful because we got a lot of people helping out.”

“We planning everything, we chose what was good for us. We came together to decide what needed to be done then we kind of assigned it to ourselves.”

“The training was good ... I have never done that and we had a lot of freedom of what we wanted the event to be like at our school, it was nice.”

“I liked the way we put it together cause, the training specifically, we made sure that everyone kinda had a say in in what was going in it and each person, like we had little groups where a person was kinda in charge of a specific thing and then people would give their opinion on that.”

“The coordinator, she wanted us to develop our own ideas and see what would work good for us.”

“It’s really good for like decision making and build your skills for like critical thinking like thinking on your feet and being a leader.”

“I’m in the girls group at my school and soon after the meeting with [name] we actually started hosting this mother’s day lunch at my school and I think having like helped with the Roadshow and doing the training, it gave us more experience with leading and planning events and stuff because after that the mother’s day lunch went really nicely ... it just came together way more smoothly because we had the experience.”

Increased Interpersonal Skills

Focus group participants identified that they were able to strengthen their interpersonal skills, which involved communicating with others, meeting new people, gaining others’ attention, and learning about others.

“There’s a lot of people and my job was to watch the table and stuff and a lot of people were coming in, I was inviting them and I got better in communication skills.”

"I learned to be a more outgoing person and I developed better communication skills because I have to go around the entire school, handing out stuff and explaining to everyone what the event was and why they should come."

"So for me, it was mainly the fact that it was a lot easier to talk to other people or to get their attention, since, uh, we did need to talk to a lot of students in other grades or people we hadn't seen around the school before in order to catch their interest."

"You had to learn how to invite people, get them engaged with the space."

"I spoke to [name] personally and was like 'I don't feel like I belong here' and she still encouraged me and she was very helpful. I then started taking actions at my high school for my final year because I finally felt that I can reach out to a lot of people, which is what SLYE taught me how to do, and it's all about networking and talking to new people, making those connections cause it will help you in the future."

"I don't know if this makes sense but I learned more about the people in our school, cause prior to this I've never talked to them. But during the training and stuff I've met new people and learned more about them."

"I would probably say that I would just get to talk with a lot more students that I typically wouldn't be talking to."

Personal Development and Growth

Focus group participants identified that they were able to become self-aware through their involvement with SLYE and develop their strengths. Participants have been able to develop their confidence and personal skills, and grow as a person.

"From grade 9 to now, [SLYE] really shaped who I am now. The Roadshow helped me get connected initially so it was good that that was there but then after I got connected and started to participate in the program I got to learn more about myself."

"And like for me personally, it was like something, like I am not part of any extracurricular or anything like that, so it was building confidence."

"I learned how to, like, I built a lot of confidence."

"But then after I got connected, I got to learn more about myself and how to be a leader and SLYE made me so confident and grow as a person."

"I am just forever grateful for SLYE because it's how we have grown and I have seen it help other people grow too, so it's really nice to have that service there in the community."

Access to Services & Resources

Increased Knowledge

Most focus group participants identified that they are now knowledgeable around resources they otherwise would not have known about and explained that SLYE provided them with opportunities that they would have otherwise not had. Participants made many references to the opportunities and resources that would benefit them in some way.

“If I ever wanted to find out more about like volunteering, I could always get in touch and I am pretty sure like my school felt the same way about connecting with like all the other organizations available in our community, especially like the mental health ones, like people knew where to reach out and they felt comfortable doing so.”

“We had an assembly right before it and they announced it saying it was a fair, we had a lot of organizations and the employees that are here to help us shared a lot of good stuff with us.”

“I learned that there was a lot of organizations in the community that help out youth. I didn’t know we had the mental health clinic. I didn’t know about the youth hub at the Toronto Public Library. And it’s just really interesting to actual hear about these things from them directly.”

“There was this specific thing that I thought was really cool was that they had, it was like drop-in therapy sessions”

“Like, the mental health thing, the therapy thing, there was just a lot of drop-in programs, like even sports and stuff like that!”

“Even in my own community for example, there were there was this building I would always pass by but I never knew that it was an agency that could benefit us in a way. But the agencies like mental health, and um jobs, and volunteer hours or even soup kitchens or like senior homes, I was never aware of.”

“I have learned the amount of opportunities and agencies willing to help students even in my own community.”

“I think the main thing I learned was the amount of opportunities and things that are offered for youth that a lot of youth don't even know about. I didn't even know that there was that many aside from the volunteer opportunities, just like a lot of services that are available to us that we don't like think we might need or anything like that.”

“I didn't even know that there was that many aside from the job opportunities and the volunteer opportunities, just like a lot of services that are available to us that we don't think we might need or anything like that.”

“It was just like the fact that there was so many different opportunities and different things that you could do and I never knew about any of them.”

“I felt like the people who, were there to represent, different organizations in the community, they were really knowledgeable about what they were talking, um, about and it helped us learn more.”

“I think at my school, a lot of people, not only did they find out more resources, they also found out it was safe and they felt comfortable reaching out. I know for me personally, I was also able to connect with like [name] and go to them if I ever needed any help.”

Peer to Peer Knowledge Exchange

The SLYE focus group participants reported that by learning about resources and opportunities in the community, they were able to reach other youth and other community members. This created a ripple effect as more youth were positively impacted by SLYE.

“Most importantly it's like you impact one person and they could tell that experience over and over again, I know I have been telling my experiences and it inspires other people and then once they get involved, they tell their friends and it's just like connections over connections. So I think what SLYE does is amazing cause even if it seems minor, it's not really.”

“If somebody in my community needs it, then I know where to tell them to go. Before I didn't.”

“I was talking to a friend, he was telling me about how he had a lot of issues with anxiety and he couldn't really talk to anyone about it. He goes to a different school, so I don't think he know about the Roadshow and I was telling him about the mental youth service, how it's a free mental health clinic and I remember that because I got the flyer from them during the Roadshow. So I think that really helps the community because I am remembering it and telling other people about it and they will tell others.”

Challenges & Recommendations

Continued Youth Appeal

The focus group participants identified that SLYE outreach events are more successful when they are meeting the needs of their intended audience. This involves age-appropriate, familiar, and relevant resources.

Challenges

“More people wanted to see like organization that they were interested in, not that there weren’t organizations they were interested in, but they wanted to see organization that they have already worked with before too.”

“I think how [name] said before, it was more like organizations that we are more familiar with would be helpful like personally for me. It was kinda like people that are more captivating would keep us there to listen.”

“Like if the name isn’t familiar [youth] wouldn’t really go to it so they have to make their table much more interesting for youth.”

“I remember just getting a lot of flyers but I don’t even remember the name. They have a lot to offer, but they just don’t appeal to people our age, they need to make things more easy to digest. It was too much information all at once. Unless if something is already familiar it’s hard to take it all in.”

Recommendations

“I think a lot of people like learning about their fields of interest or what they wanna pursue like academically. Like I know at my school, a lot of people wanna go into like medicine, so volunteering in the medical field would be helpful, or like the same with business, with any other field, or like even art. So maybe surveying the schools in advance so we can bring relevant services would be good.”

“Having like more specific sections in the space, one specifically like for a homeless shelter or something like that. We have like a lot of different opportunities but then the students might not want to have to look through all those opportunities to find something that fits them.”

“The passports helped to get people there but then maybe some of the agencies need to do a better job at keeping them there instead of just signing the passports without giving them more information. They should all have more stuff that keep us interested instead of just flyers.”

Increased Staff-Participant Communication

Focus group participants drew attention to the importance of increased communication. While some participants noted that communication was effective, there were others who noticed some gaps in communication. Participants described that when there was a lack of communication that might have been due to having to communicate with the program staff and the school staff.

Challenges

“For example, if there were deadlines, we wouldn't know about it, we would have to ask our counsellor then the counsellor would proceed to tell us that we had to email the coordinator. So I guess I found communication to be limited.”

“The problem that we had was that our school didn't communicate with [the Project Coordinator] as well as she wanted them to because there was this teacher who wanted to do the training but then didn't get back to [the Project Coordinator].”

“I guess um we wanted um or I would've like to have more um communication and just um to be more updated or to be more involved with the actual coordinator.”

More Leadership Trainings

A few participants reported that they did not feel as prepared as they were hoping to prior to implementing their outreach events. Participants attributed this to not receiving enough training time. Participants recommended more meetings leading up to outreach events would make them feel more confident.

Challenges

“I felt like there was such a big jump between the trainings and the actual Roadshow. It went really well but I didn't feel prepared.”

Recommendations

“I feel like we needed a follow up to see how much people have done and what there needs to be cause I feel like some people just did things and then they should've been like updated on it, if that makes sense. And given advice or like is this good or is this bad.”

“What I wish was that we had more trainings before we had to do the Roadshow.”

Discussion & Conclusion: Making meaning of the findings

Demographics

The demographics of the youth who took part in the first year of SLYE's P2P Leadership program appear to be diverse, especially in terms of their cultural backgrounds and economic status. From a gender perspective, they had a lot more participants who identified as girls/women (81.6%) than boys/men (18.4%) or any other gender (0%). One of SLYE's goals is to grow their engagement with youth outside of Scarborough. According to the postal codes reported by participants, 46% were from locations other than Scarborough, which suggests they are successfully reaching this goal. It is important to keep in mind that only a sample of participants (38 out of 700 who participated in the P2P Leadership program in 2019) filled out the demographic survey.

Youth Voice

Resources in Community

The young people's pre-program Resources in Community score (2.94) became statistically significantly higher (3.77) post-program, and was similar to StS aggregate youth at time 2 (3.39). Among the Resources in Community indicators the largest change was reported in the Community Knowledge indicator (2.83 to 3.93). Demonstrating that the program is positively impacting young people's knowledge about their communities' resources. When it came to the Skills for Accessing Resources indicator there also appears to be a large change, and the young people post P2P Leadership program had statistically significantly higher scores than youth in other programs. Interestingly, there were still two individual questions within these module that didn't see a statistically significant change. One question referred to someone's comfort with community with other individuals in the community, and the other with someone's ability to know how to join a program. Since the pre-program scores were quite high to begin with and the post-program score for both of these questions was still high, it could also mean that young people feel they already have good skills in these areas.

The Resources in Community quantitative findings were echoed in the qualitative data, which also revealed that young people had become knowledgeable about resources, programs, and opportunities that they wouldn't have known about without their participation with SLYE. It was clear that these resources were ones that the youth found to be appropriate and accessible: *"I feel like the main thing it does is that it connects youth with agencies or organizations that could actually help them and benefit them in the way that they want to."* Participants also spoke about how SLYE created ripple effects in the community, feeling that they had seen the importance of seemingly small actions (like telling someone about a good time you had volunteering or connecting someone to a service that you found out about).

Preparing to Lead

From the results, it appears that SLYE's program helped young people feel engaged in learning, leading, and passing on knowledge to others. This is illustrated by the statistically significant change between their pre and post program scores (3.71 to 4.15). Compared to youth in the StS aggregate (4.18) pre-program, P2P Leaders scored the Preparing to Lead module on average at

3.71, which has statistically significantly lower. However, post-program, SLYE's youth (4.15) had similar scores to young people from other programs (4.20).

Focus group participants spoke quite a bit about the leadership skills they had developed because of the P2P Leadership program. This experience gave some of the young people opportunities grow their confidence and build their skills in critical thinking, teamwork, communication, management, and socializing. A few participants also mentioned that they made new connections with their peers through their SLYE involvement, and others spoke with pride about the impact they felt that SLYE had on their peers and the wider community, qualities that contribute to leadership preparation.

Future Opportunities

The participants shared feedback for the P2P Leadership trainings. The main challenge was that there were gaps in communication with the coordinator, which they felt might have been due to the way that the program is structured (program staff going through school staff to connect with students). Secondly, participants felt that there was a big jump between trainings and the Roadshow outreach events, and would have appreciated more trainings.

The P2P Leadership participants also offered some general Roadshow feedback. They felt that their peers struggled with being overwhelmed by information and with finding the organizations that they were familiar with. They recommended inviting more familiar organizations, encouraging organizations to improve their engagement techniques, and having more organizations organized into certain disciplines.

In the future, SLYE should continue to survey P2P Leadership participants on their demographics and by using the Resources in Community and Preparing to Lead module. This will help tell SLYE's story over time and allow comparison between and over years. Similarly, continuing to collect some kind of qualitative data (e.g. focus groups, interviews) is important for providing deeper context for future participant's experiences with SLYE. SLYE may also want to consider, using network mapping to explore the intricacies of young people's networks and how they are impacted by their time in the program. It is an evaluation method that could also be used as a program activity. It would also be interesting to gain insight from staff and network members to gain a full picture of the impact that the SLYE Network is having on young people.

Overall Conclusion

The purpose of the SLYE Network's Peer to Peer Leadership program is to support diverse young people in building their leadership qualities, in connecting to essential services, and in engaging with their communities. Based on the results of this report, the organization appears to be working towards this purpose successfully.

"At my school, a lot of people, not only did they find out more resources, they also found out it was safe and they felt comfortable reaching out."

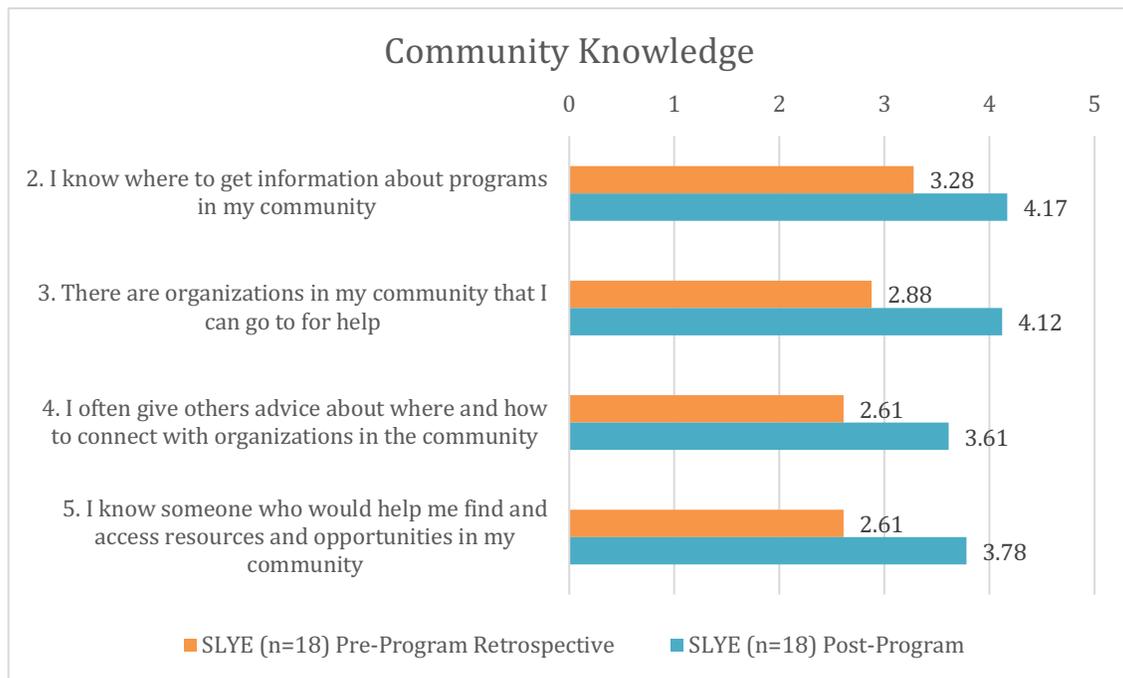
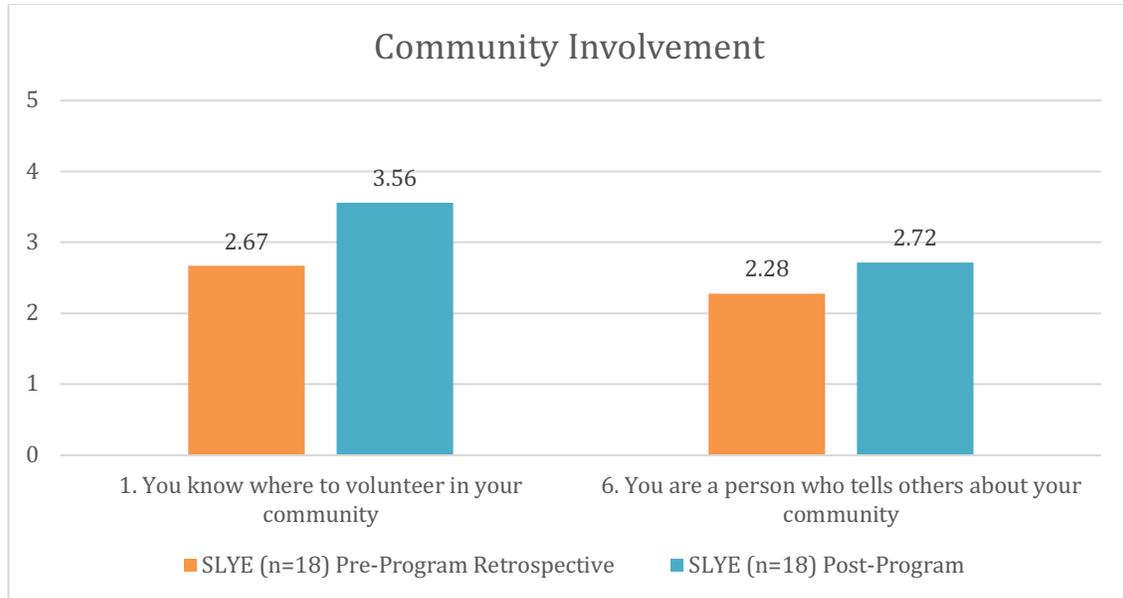
"From grade 9 to now, [SLYE] really shaped who I am now ... after I got connected and started to participate in the program, I got to learn more about myself."

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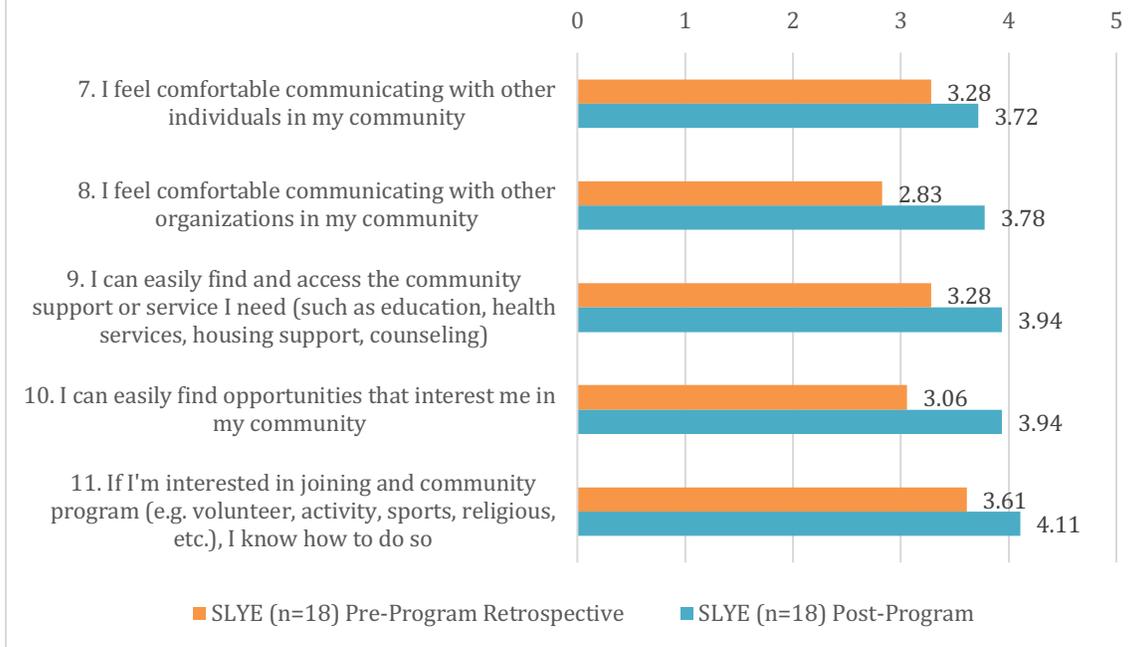
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Appendix A

Detailed breakdown of the questions that make up each indicator within the **Resources in Community** survey module.

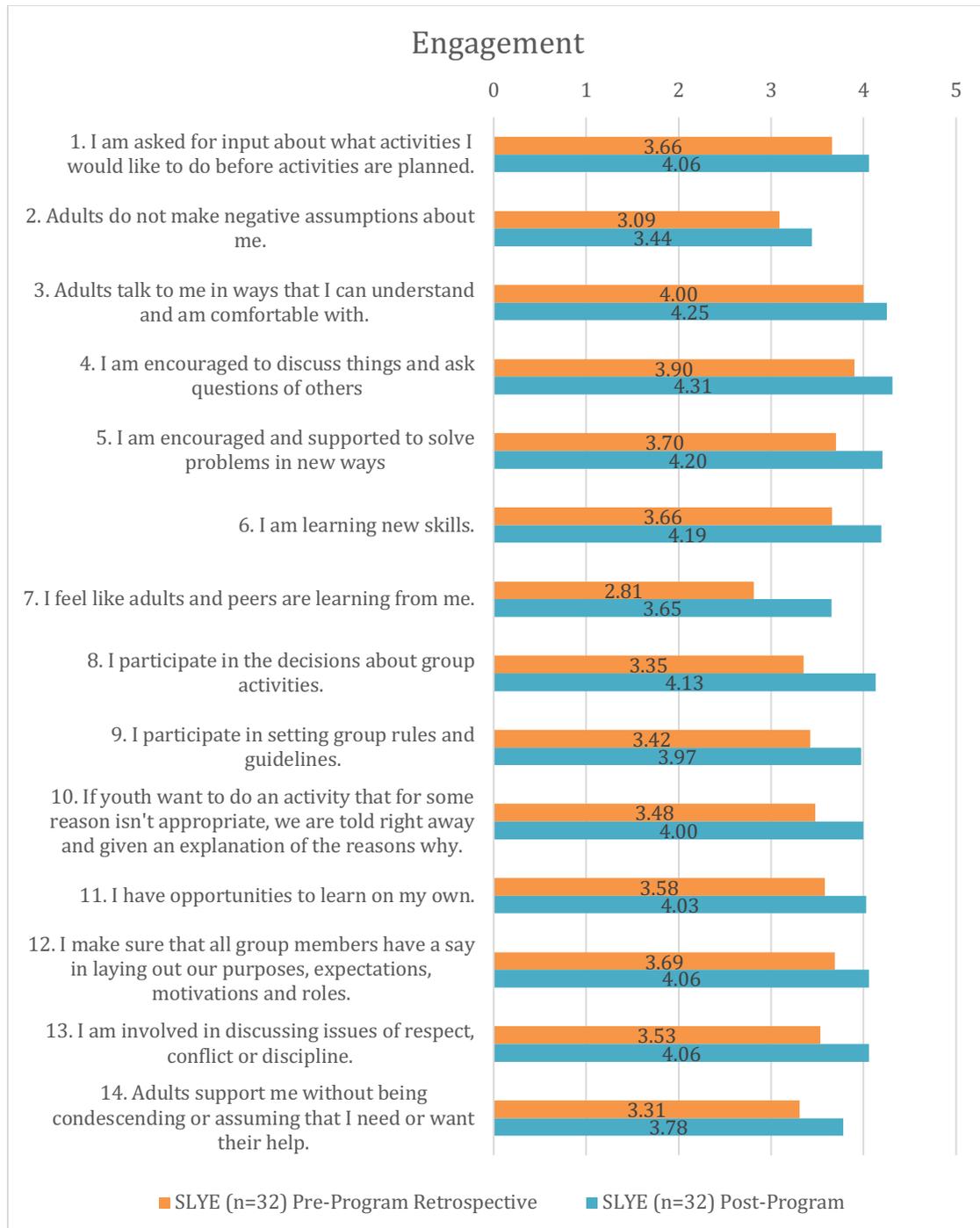


Skills for Accessing Resources

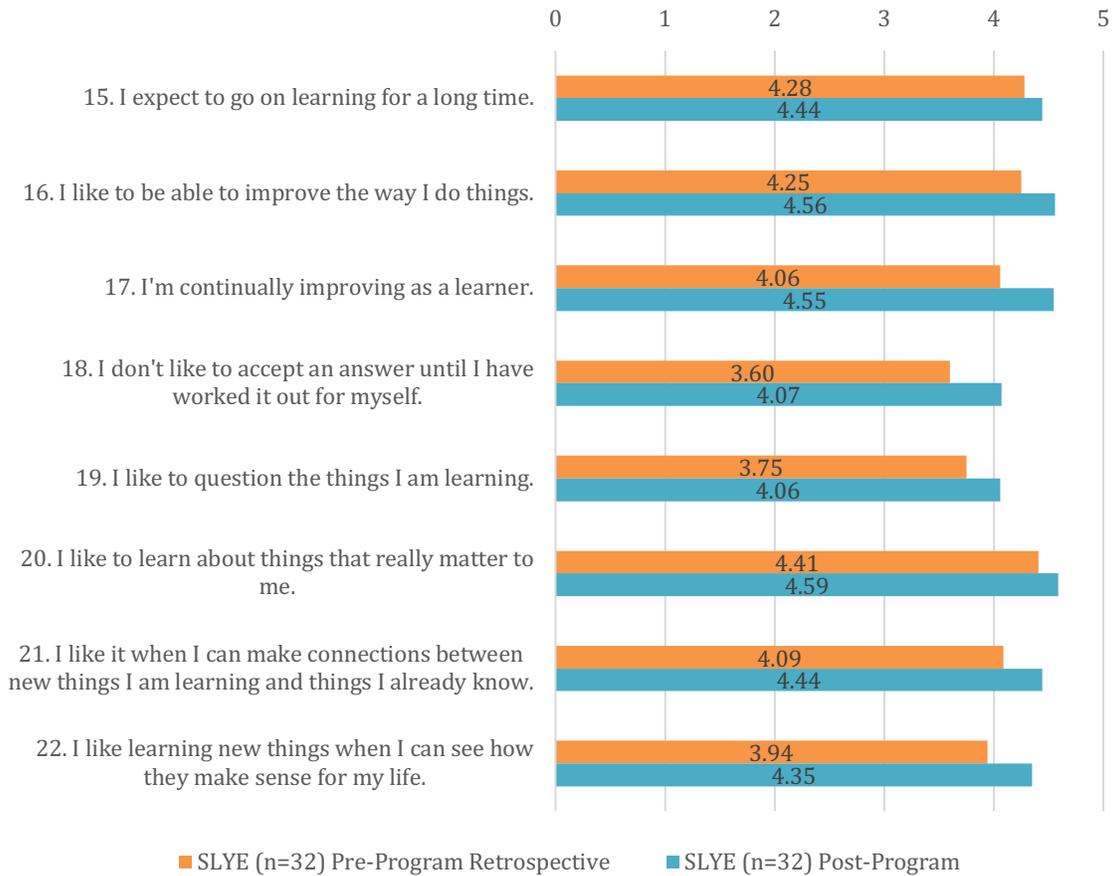


Appendix B

Detailed breakdown of the questions that make up each indicator within the **Preparing to Lead** survey module.



Life Long Learning



Youth Generativity

