



Capacity Building as Crime Prevention: Outcomes Evaluation of the Kids in the Hall Bistro Program

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1.0 Executive Summary

The Capacity Building as Crime Prevention: Outcomes Evaluation of the Kids in the Hall Bistro Program was conducted by the Capacity Building as Crime Prevention project (CBCP) in partnership with Edmonton City Centre Church Corporation (now E4C) and the Community-University Partnership for the Study of Children, Youth, and Families (CUP) in spring 2002. The project consisted of two studies designed to examine the effects a social development program, the Kids in the Hall Bistro (KITH) employment-training program, on personal outcomes and crime prevention for youth (ages 15-24) who are at high risk for unemployment and poverty.

The first study was designed to examine personal characteristics that may influence program completion over time. Most of the participants were female, between the ages of 15-17, and Aboriginal. The average highest grade of school completed was 9.72, and 60.7% of the youth reported having a criminal charge. 63.3% of the participants reported instances of binge drinking, 10% had used drugs such as LSD or cocaine in the 2 months prior to beginning the program, and 18.1 % reported having ingested mushrooms. All youth who entered the program were equally likely to complete it, regardless of differences in preexisting personal characteristics such as age, race, and lifestyle. Youths tended to undergo both positive and negative emotional and behavioral changes. For example, while eating habits improved over time, the youth became less confident of their ability to rely on social supports. Data was collected from a sample of 390 youth attending the KITH program via surveys administered at four points during the program.

In the second study, the criminal behavior of the participants was examined before and after their involvement in the KITH program. Overall, males tended to be more involved in criminal activity than females. Individuals who had higher rates of criminal activity before enrolling in the program also engaged in higher rates of criminal activity after the program. Regardless of age and gender, time spent in the KITH program reduced the rate of criminal activity, but this effect was limited to approximately the first 12 months after program completion. The sample consisted of 335 youth involved in the KITH program; data was collected using the KITH program files and EPS criminal records.

Due to issues such as varying definitions of success for participants and staff members, complexity of program delivery, and a small sample size for youth who completed 8 weeks in the Bistro, it is difficult to draw definitive conclusions about the effectiveness of the program. Further research that follows-up with participants in the program or examines the measures used in the evaluation may be informative. Other areas that may merit further research include examining the measures used, in-depth analysis of youth stories, and a study on the practices of Workshop and Bistro staff.

Other challenges included being unable to determine if KITH youths were representative of typical youths participating in intervention programs, as a suitable comparison group was absent. Furthermore, the first study is reliant on self-report data; while most of the data is likely to be reliable and valid, there is some danger of underreporting.

2.0 Introduction

The *Capacity Building as Crime Prevention* (CBCP) project focused on the need for evidence about the effectiveness of social development approaches to crime prevention. Through a partnership with the Edmonton City Centre Church Corporation (now E4C) and Kids in the Hall (KITH) Bistro, the Community-University Partnership for the Study of Children, Youth, and Families (CUP) undertook two studies designed to assess whether participation in the KITH program is associated with positive outcomes for youth, particularly the reduction of criminal behavior. KITH is an employment-training program designed to help youth (ages 15 to 24) who are at risk for

unemployment and poverty because they may (a) come from abusive and low-income backgrounds, (b) have substance abuse problems, (c) have previously been involved in criminal activity, and/or (d) have minimal marketable skills, education, and work experience. Information gained from the two studies is intended to be helpful to personnel at KITH as they continue to improve the program, to funders who seek to understand the operations and challenges of this and other intervention programs, and to policymakers and others who wish to create similar programs that focus on evidence-based practices and outcomes for at-risk youth.

3.0 Overview

3.1 Outcomes Research Overview and Research Questions

The KITH program provides services to youth ages 15 to 24 years who are deemed at-risk for unemployment and poverty. It has been in operation since June 1996, and is supported by partnerships with provincial government and private organizations (see Section 4.0 for a complete program description). The mandate of KITH is to provide youth with support and skill enhancement to aid in the transition from homelessness or risk of homelessness to self-sufficiency and employability, thereby preventing or reducing involvement in the criminal justice system. Youth participate in four to five weeks of classroom Workshop sessions focusing on life management, career planning, and job search skills. Following the Workshop sessions, they obtain crucial training and hands-on experience by working in an operational public restaurant located in Edmonton's City Hall. KITH is designed to address some of the root causes of crime by providing counseling in life management and career planning and by helping youth gain the work experience necessary for finding useful employment.

Youth crime is one of our most significant social and economic issues and has tremendous costs to adolescents and to the community (Hoge, 2001; Picture of Crime in Canada, 2002). Youth most at risk for criminal behaviour and dropping out of school must overcome many obstacles, including poverty, family violence, and drug addictions (Hoge, 2001). Crime prevention through social development consists of intervention programs carefully targeted at individuals most at risk with the goal of changing the social factors and conditions, such as poverty and inadequate work skills that breed crime.

Intervention programs for youth deemed at risk

can be effective, but their impacts vary considerably depending on the method of implementation (Altschuler, 1998; Hoge, 2001; Krisberg & Howell, 1998). For example, treatment programs delivered outside of correctional facilities tend to be more effective than those delivered inside; treatments focused on improving specific behaviours and skills tend to be more successful than less focused approaches; and programs that provide a variety of support services tend to be more effective than those that do not (Lipsey, 1992, 1995). In intervention research, a wide range of methods and measures has been used to evaluate these programs (Hoge, 2001; Lipsey, 1992). Defining "success" for job-training programs has usually involved counting the number of youth who were employed at a certain point after completing the program. Such a limited definition of success obscures the many important changes that happen in the lives of youth as they make the transition from street life to self-sustainability and employability.

The CBCP project consists of two studies: *Self-Reported Outcomes of Intermediate Success* (Study 1) and *Criminal Patterns Using Archival Criminal Data* (Study 2). In Study 1, the project team collected self-report information on participants' sleeping and eating habits, housing stability, drug and alcohol use, illegal activities, involvement in the legal system, income sources, leisure activities, and their communication skills, social skills, and attitudes. The youths' self-efficacy regarding job-related issues, and their perceptions of the social supports in their lives was also assessed. By measuring these factors multiple times as the youth progressed through the program, the following research questions could be addressed in Study 1:

- *What are the characteristics of a “typical” youth who enters the Kids in the Hall Bistro program?*
- *Which factors distinguish between youths who will complete the program, those who will drop out after the Workshop, and those who drop out immediately?*
- *Among the youth who complete the program, which characteristics display changes over time in the program?*
- *What are the characteristics of a typical youth who successfully completes the program?*

In Study 2, based on aggregate archival data of past KITH participants, criminal histories of official charges of youth were obtained from Edmonton Police Services (EPS). Following are the research questions that were assessed in Study 2:

- *How are previous criminal activity, gender, and age related to criminal activity after entering the KITH program?*
- *What is the relation between the amount of time youth spent in KITH and reductions in subsequent criminal involvement, after controlling for gender, age, and amount of criminal behaviour prior to joining KITH?*

3.2 Project History

In spring 2002, E4C (formerly Edmonton City Centre Church Corporation), parent organization of the KITH program, joined forces with CUP at the University of Alberta to submit a funding proposal to the Strategic Fund of the National Crime Prevention Strategy (NCPS) for a two-year project. The original grant for the CBCP project was provided for the development of measures and a research model that could be applied to a program like KITH to effectively explore the impact of the program on youth who participate.

The first two years of the CBCP project were spent (a) forming a collaborative team of researchers with relevant expertise, (b) developing and piloting a research framework and survey instruments to measure aspects of youths’ lives that were signposts of progression along the path to becoming stable, productive members of society, and (c) completing a process evaluation of the program’s effectiveness. [See Mackey, Schnirer, Barker, Bisanz, Galambos, Hartnagel, and Salter (2004) for reports on the evaluation framework and process evaluation at www.cup.ualberta.ca.] Beyond the scope

of the initial work, a partnership was also developed with the EPS to analyze the criminal histories of KITH participants in comparison with those youth who had enrolled but not participated in the KITH program. By the end of the two years, data collection had begun but, because of the length of the program, we only had a few youth that had completed work at the Bistro.

In fall 2004, we secured additional funds from the NCPC Community Mobilization Program to (a) build on the strong relationships between the program planners, the EPS, and researchers, (b) take advantage of the existing study framework by collecting and analyzing data on youth, and (c) increase our sample size and increase statistical power. The additional year enabled us to explore the process of change and intermediate effects for youth deemed at risk, and the longer-term outcomes for youth. This type of information was sorely lacking in the available literature on social development programs for crime prevention.

4.0 Literature Review

Navigating the transitions of adolescence and entry into young adulthood poses unique challenges for positive growth and development. Among youth placed at risk by societal barriers to success, however, these challenges often lead to serious social, emotional, and behavioural consequences. Barriers to success include, among others, such conditions as familial substance abuse, violence, and poverty. Youth facing such barriers often make choices and confront situations that impede success and lead to school dropout, teenage pregnancy, poor health, unemployment, and criminality (Lerner & Galambos, 1998).

One of the most significant transitions navigated by youth is entry into the workforce (Caspi, Moffitt, Wright, & Silva, 1998). The ability to acquire and maintain employment contributes to an individual's sense of identity as a member of society and promotes psychological, social, and emotional well-being. However, barriers such as poor literacy skills, school failure, unstable family conditions, mental illness, poor health, and delinquency decrease the likelihood that youth will make a successful transition into the workforce (Caspi et al., 1998). Street youth in particular ---those who have left school and "hang out" on the street on a regular and permanent basis---face many of these barriers such as poverty, hunger, lack of a permanent residence, and other conditions of extreme deprivation (McCarthy & Hagan, 1992). This population is heavily involved in criminal activity (Rothman, 1991; Smart, Adlaf, Porterfield, & Canale, 1990), with unemployment during homeless episodes an important contributor (Inciardi, Horowitz, & Pottieger, 1993; McCarthy & Hagan, 1992).

Researchers of street youth in Edmonton (Baron & Hartnagel, 1997) have determined

that minimal legal income leads street youth to become involved in property and violent offences. The absence of legal sources of survival for extended periods of time can reduce commitments to conformity, alienate these youth from conventional society, and break down the moral barriers that inhibit criminal behaviour. The utilitarian nature of some of these crimes makes them attractive alternatives, while the stresses of poverty sometimes stimulate violence. Employment experiences can also lead to crime as many street youth have moved through a series of unpleasant, menial, low-wage jobs that lead to withdrawal from the labour market. At the same time, there may be recognition that drug dealing and other criminal activities provide more financially rewarding forms of employment than those offered in the legitimate world. Street youths' perceptions of and emotional reactions to their labour market conditions help to explain a range of offences. Blaming external sources, such as government, private industry, and the economy for their condition, in combination with extensive joblessness, results in an increase in youths' participation in crime. (Baron & Hartnagel, 1997) These labour market experiences and perceptions also lead youth to strike out violently in a display of resentment, bitterness, and frustration.

The relation between crime and employment was investigated in more detail in a recent study conducted by Baron and Hartnagel (2002). They were interested in determining the extent to which *strain* (high unemployment paired with discrepant beliefs that despite hard work, employment success is not attainable) was associated with engagement in violent and property crimes. In a sample of 200 male street youth aged 12-24, they found that strain was a significant predictor of higher rates of violent and

property crimes. In addition, this relation was even stronger for youth who were not morally opposed to crime. In terms of engagement in property crime only, the extent to which strain predicted these crimes was also stronger among youth who tended to blame their unemployed status on external sources such as the government and private industry.

Several researchers have highlighted the importance of promoting employment and employability as a tool for crime prevention. For example, Farrington, Gallagher, Morley, St. Ledger, and West (1986) tracked 411 boys from ages 8 through 18, and found that respondents were significantly more likely to commit crimes during periods of unemployment than employment, with crimes most likely to be committed for the purpose of financial gain. In another early study, Good, Pirog-Good, and Sickles (1986) examined 300 adolescents aged 13-18 from primarily low-income families who were enrolled in a crime prevention program. Having a police record or an extensive history of criminal involvement was related to a lower likelihood of becoming employable. However, the authors determined that increases in employability skills were associated with a 71% reduction in crime. They suggested that improving employability among youth placed at risk will immediately decrease crime among these youth. In a more recent study by Fergusson, Horwood, and Woodward (2001), experiences of unemployment between ages 16-17 and ages 20-21 were also related to substance use, suicidal ideation, and crime. The authors noted that these relations were part of a cluster of characteristics that may contribute to unemployment, such as social disadvantages and family dysfunction.

Other researchers have evaluated the impact of employment quality on criminality. In an early review of twenty-one educational and vocational programs for delinquency

prevention and treatment, Dixon and Wright (1975) concluded that the evidence for job training was mixed: In some cases no positive results were found, and in other cases there were indications of beneficial effects for some delinquents. Lipton, Martinson, and Wilks (1975) discussed the effects on recidivism of vocational and educational training for various categories of offenders. They pointed to some evidence that vocational training for young males over 16 years of age, both in institutions and in the community, was associated with lower rates of recidivism than standard institutional care or standard parole. These job training programs appeared to be most successful when they provided readily marketable skills. Lipton et al. (1975) argued that attention must be paid to the relation between skills in demand in the marketplace and skills taught in job training programs. Negative effects may result if training raises expectations that cannot be met after the program.

Crutchfield and Pitchford (1997) distinguished stable employment from unstable, marginalized, intermittent, and low-income employment as a method for determining the relationship between criminality and employment status. In a sample of 8,127 youth aged 18 and older, youth who perceived their jobs to be stable and of longer duration were less likely to be involved in crime. Among unemployed youth, those who had been out of the workforce for longer periods of time were more likely to be involved in crime. In a recent study, Krivo and Peterson (2004) examined employment-related predictors of violent crime among adolescents and young adults. They found that the factors most strongly related to adolescents' violent criminality were poverty and residential instability (i.e., frequent moving), but that unemployment and employment quality did not impact violent crime. However, among young adults, being unemployed or having a

poorer quality job (low-wage employment) contributed to an increased likelihood of involvement in violent crime. Clearly, minimization of unemployment, reinforcement of employment skills, and promoting successful entry into the workforce among youth at risk must be an integral part of any crime prevention model.

There is some evidence that employment-training programs achieve success toward these goals. However, few research groups have published the results of empirical program evaluations. Lenz-Rashid (2006) evaluated an employment training intervention based in San Francisco, targeted at homeless youth aged 18-24. Participants learned job search skills and how to construct resumes, visited local businesses, and engaged in mock interviews. Small stipends were provided for each week the participants attended the program. Eighty-three percent of participants who attended the program between 1999 and 2003 successfully completed the Workshop sessions. Almost 60% of graduates found employment within three months of completing the program, and the author found no differences in employment status or wages between participating youth who had formerly been in foster care versus youth who had not. In contrast, in an earlier study of a related sample (Rashid, 2004), former foster care participants who completed an employment-training program had significantly higher wages compared to a similar foster care group who chose not to participate.

As part of a state-of-the-science report to the U.S. Congress on what is known about the effectiveness of local crime prevention programs (Sherman, Gottfredson, MacKenzie, Eck, Reuter, & Bushway, 1997), Bushway and Reuter examined programs aimed at increasing employment of individuals or populations at risk of serious criminal involvement. Numerous programs have been

developed to provide basic education, vocational training and work experience for youth, particularly adolescents, in high crime and high unemployment communities in the U.S. on the reasonable assumption that early interventions have higher payoff if successful. The authors pointed out that very few evaluations of these programs include measures of change in criminal behavior because crime prevention is not generally a primary objective and requires substantial and complex additional data collection. Rather, crime control is a secondary effect that may happen as a consequence of increased employment, the primary objective. Bushway and Reuter reported that none of the rigorous evaluations of short-term (typically no more than 6 months) skill training programs have shown any lasting impact on employment outcomes of at-risk youth, although some of the programs show a short-term gain in earnings, probably due to general educational gains from these programs. The one evaluation reviewed by Bushway and Reuter that was focused specifically on changes in criminal behavior showed no lasting impact. The authors suggested several possible explanations for the failure of these programs to increase employment/reduce crime. For example, short-term programs might not offer enough skills training to counterbalance the failed academic careers of 15- and 16-year-olds who are often reading at fifth grade levels. The authors also suggested that employment itself may not be enough to prevent crime; in fact, employment for youth may facilitate criminal involvement if the low-paying, low-skill jobs normally taken by youth do not improve their marketable skills, but instead take time away from school activities that could improve those skills.

A significant problem not addressed in the research on employment training programs as tools for crime prevention is the possibility that *deviancy training* may occur in the

context of intervention programs where high-risk and delinquent youth are placed together. According to this theory (e.g., Dishion, McCord, & Poulin, 1999), a process of positive reinforcement occurs among delinquent youth who discuss deviant activities and promote deviant behaviour. Indeed, such youth often form friendships on the basis of reinforcement of antisocial talk and action. Dodge, Dishion, and Lansford (2006) reviewed the literature on deviancy training within interventions and proposed alternatives for intervention programs to prevent the harmful effects that often result from aggregating delinquent youth in groups designed to promote positive outcomes. Problems tend to arise when youth are allowed to spend unstructured time with deviant peers, when youth do not have the opportunity to mix with non-deviant peers, and when interventions promote group cohesiveness among deviant youth. Alternatives that are less likely to lead to deviancy training include structured community programs that do not isolate deviant youth from their prosocial peers, treatments that are administered on a one-on-one basis, treatments that involve other family members, and programs in which deviant youth are actively matched with non-deviant peers. Dodge et al. (2006) noted that 42% of group interventions designed to prevent crime actually had negative effects. Clearly, the potential for deviancy training to occur must be a consideration of any intervention targeted at high-risk, delinquent, or antisocial youth.

A review by Corsica (1993) identified several existing programs based on supposed ideal models for intervention. Employment training interventions that are most likely to succeed are those that take a person-centred approach by employing a flexible structure, take on a limited number of participants at a time, are limited in the scope of their goals, and involve youth in program delivery decisions. For

example, the *YouthBuild* program based in East Harlem, New York provides low-income youth aged 16-23 with employment and education training. Participants alternate weeks spent in education and development activities and work at a construction site. Job placement services are offered indefinitely following successful completion of the program. The mandate of the program is to provide youth with leadership skills and a self-perception of being a stakeholder in the community and the economy in general.

Another program operated by Stanford University's Youth Opportunity Program is the *Bay Area Youth Employment Project Consortium*, initiated in 1988. Targeted youth belong to disabled, ethnic minority, and low-income groups. Individuals meeting these criteria and aged 14-21 are assisted with on-campus job placement, based on their career interests and skills. Participants work 10 hours per week during the academic year and are supervised by a mentor. Workshop sessions that focus on academic and career goals are held every other week. One success of this program has been its low attrition rate. That is, the majority of participants who have enrolled in the program actually completed the program. Indeed, another success of the program is that 14 of 16 participants who were enrolled in their final year of high school in 1990 were able to graduate and gain acceptance to college programs (Corsica, 1993).

Leukefeld and colleagues (Leukefeld, McDonald, Staton, Mateyoke-Scriver, Webster, Logan, et al., 2003) evaluated an employment training intervention designed to assist individuals who have been involved with crime and drug abuse to learn social skills and establish job readiness. This Kentucky-based program is structured in three phases, focused on obtaining, maintaining, and upgrading employment, respectively.

Each phase consists of weekly group discussion sessions and individual sessions with trained clinicians. Preliminary results of the program evaluation, based on participants' self-reports, indicate that benefits of the program include increased self-confidence, prosocial self-perception as a member of the workforce, and optimism about potential employment opportunities. No data were available on post-program employment rates.

There is clear evidence to suggest that employment training programs are promising methods for increasing employability skills and reducing crime, but the variety of methods employed by existing interventions suggests that further research is necessary to understand the factors that contribute to successful entry into the workforce following an employment training intervention.

Bushway and Reuter (1997) concluded that the real, long-term answer for the vast majority of at-risk youth lies not with after-

the-fact job training but rather with efforts to make education more meaningful to students before they drop out of school. It is clear that individuals need to become focused on obtaining meaningful and productive employment before they can take advantage of job training or education. The high attrition rates of many employment training programs may be symptomatic of many participants' lack of motivation and their perception of weak employment opportunities in early adult life. The authors argued that any successful program aimed at increasing labour market participation in order to decrease crime must connect individuals to the world of legitimate work so that they will have the proper incentives to acquire the necessary human capital needed for success in that world.

In the current report, preliminary findings are presented of an exhaustive research evaluation of the KITH program and its success in promoting positive outcomes for youth placed at risk for unemployability and crime.

5.0 Program Description

The following section is an overview of the KITH program.

PLEASE NOTE. As with most community programs, change happens swiftly and often in response to funding, leadership, and reflective

practice. Over the past four years of CUP's research relationship with KITH, much has changed in the program. We have tried, with the assistance of KITH staff, to describe the program as of spring 2006.

5.1 Program Funding

The KITH program is a project of E4C, a registered charitable organization. The core operations of the program cost about \$700,000 per year. Funding is secured on a yearly basis, and has come from various sources over the past eight years. Human Resource Development Canada (federal) and Human Resources and Employment (provincial) previously provided core funding, but the changing demands of these funders have made it difficult for the KITH program to meet the requirements of the grants without significantly changing the nature of the program. KITH has operated without any federal funding since September of 2003, and without provincial funding for three years. In June 2004, KITH lost a major funding source, Levi Strauss & Co., when the company left Edmonton. This created a funding crisis and the program was at risk of closing. It was not until December 2004 that the program declared that the funding crisis was over, when they secured an annual commitment of \$150,000 from Alberta Children's Services.

Currently, KITH's other major sponsors are as follows: the Muttart Foundation, Metis Nation of Alberta, Edmonton Housing Trust Fund, Edmonton Community Foundation, United Way of Edmonton – Capital Region, Waste Management Charitable Foundation, the City of Edmonton, the Diane and Irving Kipress Foundation, the Binette Family, Junior Chamber, the Kinette Club of Edmonton, Capital City Savings, the People Bridge

Charitable Foundation and Oteenow Employment & Training Society.

Funding from governmental and non-governmental agencies goes into an E4C project account and is used to pay staff and youth wages for KITH. Funds for the Workshop space, office supplies, equipment leases, and participant resources come from the fundraising project account at E4C. The Bistro (the actual restaurant) has a separate operating account that is used for all restaurant expenses, including rent. At the end of the year, any profit the Bistro makes is transferred to E4C, and is used for core project operations. The Bistro is classified as a training program, not a business. However, because the Bistro is a public restaurant and charges goods and services taxes (GST), it has a GST number and must pay GST. The Bistro operating account is used to help bolster the project funding account when possible. If supplies are needed to help run the project or help youth participants, money available in the Bistro operating account may be spent; a reduced amount goes back to E4C at the end of the year.

In May 2005, KITH decided to join in a partnership/sponsorship with Starbucks Coffee. The Bistro purchased a cappuccino machine and Starbucks supplied drip machines, to-go cups, and signage. Starbucks also agreed to provide staff as volunteers for events and Workshops throughout the 2006

year. For every hour worked by these volunteers, Starbucks agreed to donate \$10 to KITH. Over time working with Starbucks,

KITH will be eligible to apply for operating grants up to \$25,000 U.S.

5.2 Referral Sources

Youth are referred to the program from various sources including probation officers, social workers, group homes, other social programs, and word-of-mouth through friends and family. Over the years, KITH has used various means of recruiting youth, such as going to the Edmonton Young Offender's Centre (EYOC) to interview youth interested in attending after they are released. However, only a few youth who expressed interest in

KITH while in EYOC actually started the program. KITH staff decided it was better for the youth to be released and then to take the initiative to apply to the program. One very effective recruitment strategy used by KITH has been local newspaper advertisements. These advertisements usually result in large numbers of youth applying for the program and, as a result, waiting lists are often started.

5.3 Intake Procedures

Youth who are interested in attending KITH usually contact the program by phone, at which time the staff inform them of key components and expectations of the program. If the youth is interested, he or she is asked to come to the Workshop at 9:00 a.m. the next morning and fill out an Application Form. This intake process is used to assess the youths' commitment to being in the program, and their ability to get to the office on time. The Application Form is used to collect information on various aspects of the youths' lives, including living situations, drug and alcohol use, criminal history, health issues, and sleeping and eating habits. The youth are required to complete the Application Form on their own so that staff can assess their literacy skills. Once the Form is completed, one member of the KITH staff goes over the Form with the applicant in a one-to-one setting to assess whether the youth is a suitable candidate for the program. The staff judge the youth's suitability according to the following questions:

Is the youth between 15 and 24 years of age?

Is the youth not currently involved in street life?

At the time of intake, staff inform the participants that they are expected not to be involved in street life during the program, including drug and alcohol abuse, criminal activity, gang involvement, and prostitution. This constraint is based on the assumption that if applicants are serious about making changes in their lives, they should be eliminating their involvement in these activities. As well, involvement in street life hinders participants' ability to be on time and participate fully in the program. Many of the youth who apply have criminal histories. Generally, recent charges for violent offences are warning flags for staff. If violent charges have not been laid against the youth in the past year and the youth states that she or he is working on anger issues and has not been violent towards people recently, the youth is usually given a chance to participate.

Is the youth dealing with addictions and/or dysfunctional issues appropriately?

Again, these issues do not have to be solved completely as long as appropriate steps are being taken and the participant is making a reasonable effort. Moderate marijuana use is not considered a major problem. However, if the youth has had an issue with crystal methamphetamine (meth) in the past, they need to have been drug-free for at least a few months before they are considered ready to enter the program.

Does the youth have a “stable” living environment?

This requirement means that the participant has a home, food, and a safe living environment. If these are not in place, the applicant is referred elsewhere or supported in sorting these issues out before starting the program.

Does the youth have serious health issues?

When mental health issues are a concern, KITH staff members contact the youth’s social worker or other references to ascertain the extent of the problem. If a youth is taking antipsychotic drugs, or drugs to control anger issues, he or she would be considered unstable and likely would not be accepted into the program. KITH is not set up to provide support for people with severe mental health issues, and these students sometimes disrupt the Workshop or are mistreated by other students. Therefore, if mental health issues are flagged on intake, the applicant is usually referred to an appropriate agency for support. Sometimes a participant’s mental health issues do not become apparent until after she or he has been in the program for some time. If this occurs, staff members work with the individual to find the best solution.

Does the youth have a reasonable level of maturity?

Staff evaluate whether the applicant appears to have appropriate hygiene habits, social skills, and independence. There have been times when staff members have anticipated that an applicant would be harassed, taken advantage of, or bullied by the other participants, and that applicant has been referred elsewhere.

Does the youth have adequate reading and writing skills?

Due to the low educational attainment of many of the youth who come to KITH, learning disabilities and literacy issues are common. Reading skills of about a Grade 5 level are deemed necessary for successful completion of the Workshop and for reading orders at the Bistro. As a policy, if someone is unable to complete the intake form, they will not be admitted to the program. However, there have been exceptions; youth who are functionally illiterate have been admitted to the program. Staff members have worked intensely with these youth one-on-one and helped them enroll in literacy courses. In general, extra support is given to poor readers during the Workshop.

Are there no conflicting interests between the youth and other participants?

Staff members also consider the applicants’ connections with current participants. For example, romantic couples are not allowed to begin the Workshop together. Friends and siblings are usually allowed to start the program together, unless staff have reason to believe this will be detrimental to their progress. If staff members are aware that an applicant has a conflict or negative history with a current participant, the applicant’s start date will be delayed until the current participant has completed the Workshop and moved to the Bistro. If the youth is judged to be appropriate for the program, the youth’s references are checked and she or he is given a

start date for the Workshop.

As of spring 2006, youth begin as a group every four weeks. This intake process has changed several times over the years. Originally, youth started in large groups a few times a year. This meant there were

sometimes months between a youth's application and his or her start date. To address this problem, the program began starting smaller groups every six weeks, and now, every four weeks.

5.4 Workshop

The KITH Workshop sessions are held at the Alex Taylor School, four blocks from the Bistro (restaurant) in City Hall. In terms of transportation, 78% of the youth indicated that transportation was not a barrier to participation. Over half of the youth (54.6%) indicated that they took public transportation to get to the Workshop every day. Other modes of transportation included: walking (11%), receiving rides from somebody (7.3%), and other means such as riding a bike (2.8%). None of the youth indicated that they drove themselves to the Workshop. The Workshop has changed over the years, and currently involves four weeks of classroom instruction on life skills, job skills, and career planning. Workshop sessions start at 9:00 a.m. and end between 2:00 p.m. and 3:00 p.m., Tuesday through Friday. On Mondays the Workshop starts at 10:00 am for youth who are already enrolled, and at 9:00am for new participants. This schedule is to provide the new participants with one hour of orientation, where they learn about the program, the rules, their role, and they receive a tour of the building. In the early years of the program, youth were not paid during Workshop weeks, but received a lump sum payment once they worked their first day at the Bistro (approximately \$400 minus \$18 for any Workshop day missed). The pay for the last Workshop week is added to their first Bistro cheque. Timing of payments for the last week

spent in the Workshop depends on when participants enter the Bistro, and where that date falls on the two-week Bistro pay cycle. During the Workshop, participants must:

- Attend every day
- Be on time in the morning, after breaks, and after lunch
- Call in if they will be late or absent
- Provide doctor's notes if they are sick
- Participate in class
- Have a reasonably positive attitude and be respectful
- Complete all assignments
- Abide by building rules (no smoking on school grounds, etc.)
- Not show signs of alcohol or drug use, or involvement in street life

If a youth has trouble following any of these requirements, her or she may be asked to leave or restart the Workshop either the following week or after he or she has taken some time to stabilize. Many participants take more than five weeks to complete the Workshop, and some never complete it. Some youth leave for significant periods of time and then return. Even when a participant is asked to leave, he or she is almost always encouraged to return if any support is needed or when she or he has dealt with the issues and is ready to begin again.

The Workshop schedule is divided into four sections, one per week.

Week 1: Communication Skills	Week 2: Self-Esteem	Week 3: Career Planning	Week 4: Employment
<ul style="list-style-type: none"> • Orientation • Anger Management • Communication Skills • Personal Visioning 	<ul style="list-style-type: none"> • School work (CALM, Food Studies, Job Prep, academic studies) • Stress and Time Management • Decision Making and Goal Setting • Employment Standards • Job Search/Interview Skills 	<ul style="list-style-type: none"> • School work (CALM, Food Studies, Job Prep, academic studies) • Career Research at Library • Career Interviews • Presentations and Action Planning • Start of integration into Bistro 	<ul style="list-style-type: none"> • Bistro Integration

A guest speaker attends the Workshop almost every week. Topics covered by regular speakers (and their affiliated organizations) include:

- Landlord and Tenant’s Act (Advisory Board)
- Alberta Food and Sanitation (Capital Health)
- Workplace Hazardous Materials Information System Inservice (Diversify Lever)
- Money Management (Servus)
- Lifestyles and Healthy Relationships (Birth Control Centre)

The Workshop period is regarded as an important time for staff to develop a relationship with the youth and help them work on punctuality, attendance, and social skills needed for work at the Bistro. The relationships formed with youth in the Workshop allow staff to support the youth in dealing with personal issues that become apparent after intake, such as abusive relationships, addictions, housing problems, and lifestyle changes, so that the youth are

stable when they begin working at the Bistro. At the end of the Workshop period, a Workshop Survey is given to youth and they are asked to pick the top five Workshop topics that were the most interesting or helpful to them. A total of 109 youth responded, and the top five Workshop topics were:

- Communication Skills (44%)
- Anger Management (41.3%)
- Career Planning (36.7%)
- Self-Esteem (36.7%)
- Recreation (36.1%)

When asked what they found the most challenging about being in the Workshop, 27.5% chose “being on time,” 19.3% chose “paying attention,” another 15.6% chose “conflicts with other youth,” 15.6% chose “showing up everyday,” 10.1% chose “having a good attitude,” 11.9% chose “reading and writing,” and 7.3% chose “conflicts with staff.” Another 14.7% chose “other” and listed challenges such as other youth being distracting, disliking the other youth, public speaking, and the stairs (the

Workshop is on the third floor of the building and there are no elevators).

When asked if they felt that Workshop staff members were available to talk about personal problems during the workshop, 96

youth (88.1%) answered yes. Further, approximately half (53.4%) of the youth had spoken to staff about personal issues during their Workshop period.

5.5 Bistro

The KITH Bistro is a public restaurant in Edmonton City Hall. It is open for breakfast, lunch, and coffee, five days a week and includes catering of events offsite. Since working at the Bistro, 63.8% of youth thought they had learned new cooking skills they could use at home, while 46.8% indicated that they were cooking for themselves at home more often, and 55.3% thought they were eating more nutritious foods. The majority of youth (83%) ate a staff meal at the Bistro everyday.

When youth enter the Bistro, they are assigned to either the “Front End” Dining Room or the “Back End” Kitchen, depending on the current youth-staff ratio. The Front End Dining Room Manager and Front End Dining Room Trainer supervise the youth and train them in hosting, clearing tables, and serving as well as operating the till.

The Chef and Sous-Chef supervise the youth in the Back End Kitchen and train them in dishwashing, food preparation, and cooking. Officially, youth should move through the set of stations at either the Back End Kitchen or Front End Dining Room in six weeks and then switch to the other section of the restaurant. The supervisors’ relationships with the youth are similar to the boss-employee relationship in a regular restaurant, although more support, patience, and room for error is provided. Bistro staff members are more lenient about late arrivals and absences when a youth first starts than a regular restaurant would be, but they become stricter over the youth’s time at the Bistro.

Workshop staff members now prepare information sheets on all of the youth that are set to start at the Bistro, and these are given to Bistro staff in advance. Information on the youths’ current living situation, family situation, addiction issues, and personal problems is provided. Once per week there is a case conference meeting set for the Bistro supervisors and a Workshop staff member. Often, however, due to the busy nature of the restaurant, both Front End staff do not stay for the entire meeting and only one Back End staff member attends, usually the Head Chef along with a Workshop staff member. At this meeting, each youth involved with the Bistro is reviewed, any issues she or he is having are raised, and the best plan of action is discussed. Issues mainly involve attitude, lateness, absents, wasting time, personal problems, and lack of comprehension of directions. Bistro staff members debrief the Workshop staff on how situations were handled and sometimes suggest that a youth may need some one-on-one support from the Workshop staff. As much as possible, Workshop staff members manage all of the personal issues that arise, and Bistro staff maintain a professional relationship with the youth.

In March 2005, the Bistro shifted its focus to developing catering services. The rationale behind this change was to increase the level of self-sufficiency and also to some degree lessen KITH’s reliance on community and governmental supports and therefore prevent any major funding crises in the future. In June 2005, KITH hired a Catering Manager to help

ensure a balance between youth training as a program and running KITH as a business.

Every three weeks the Bistro supervisors (Chef, Sous Chef, and/or Front-End Managers) complete an evaluation of youths' job performance and have each youth evaluate their own performance. Then the supervisor discusses with the youth, one-on-one, perceptions of the youth's strengths and weaknesses, skill and attitude improvement, and issues that need further improvement.

Youth can work at the Bistro for up to eight months. After that time, the KITH staff help the youth find the most suitable next step to follow up their experience at KITH. Many youth feel they are ready to leave the Bistro before they complete the program. Once they show consistently good performance on the job and adequate maturity and stability, they can either spend time at the Workshop getting assistance searching for a job on their own, or they can do a Work Experience Placement arranged by KITH staff.

5.6 Work Experience

When youth are performing consistently and well at the Bistro, they are encouraged to move on to a Work Experience Placement in the community. KITH has developed relationships with a number of restaurants and businesses in Edmonton that have agreed to Work Experience Placements with KITH youth. KITH pays the youths' salaries for three-week probationary periods. The hope is that if the youth perform well they will be hired permanently. KITH staff members help the youth apply for the Work Experience Placement, prepare them for the interview process, and attend the interview with the youth to lend support. The potential employer is given a full briefing on the youth's strengths and weaknesses so that the employer knows what to expect.

There were only nine Work Experience Placements between June 2003 and August 2005. Research staff noticed a few cases in which youth were ready to leave the Bistro and interested in doing a Work Experience Placement, but the time it took to set up the placement and interview was too lengthy and the youth left in the interim. Currently, youth waiting for placements are still paid their Bistro wage and allowed to pursue schooling options at the Workshop.

It is important to note, however, that youth who do not continue on to work experience necessarily drop out of the program. Of the youth who participated in the Study 1, 17 went on to do a paid Job Search, 4 left because they found other employment, and 4 left the program to continue with school.

6.0 Study 1: Self-Report Outcomes of Intermediate Success

In Study 1, the project team collected self-report information on participants' sleeping and eating habits, housing stability, drug and alcohol use, illegal activities, involvement in the legal system, income sources, leisure activities, and their communication skills, social skills, and attitudes. Also assessed were the youths' self-efficacy regarding job-related issues and their perceptions of the social supports in their lives. By measuring these factors multiple times as the youth progressed through the program, the following research questions could be addressed in Study 1:

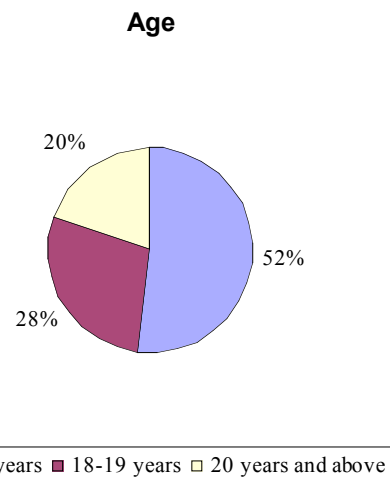
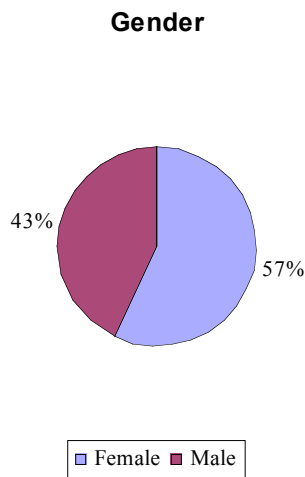
- What are the characteristics of a “typical” youth who enters the KITH program?
- Which factors distinguish between youth who complete the program, those who drop out after the Workshop, and those who drop out immediately?
- Among the youth who complete the program, which characteristics display changes over time in the program?
- What are the characteristics of a typical youth who successfully completes the program?

6.1 Methods

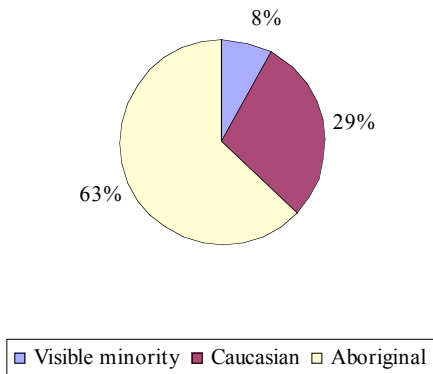
6.1.1 Sample

The sample consists of **390 youth** who entered KITH between June 2003 to July 2005. Most participants were female (57%) and ranged in age from 15 to 24 years, with a **mean age of 17 years 10 months**. The majority of participants were Aboriginal (37% Status,

21% Metis, and 4% Non-Status), followed by Caucasian, and visible minority. Fifteen percent of the youth reported having children, and 10.8% were living with their children at the time of intake into KITH.



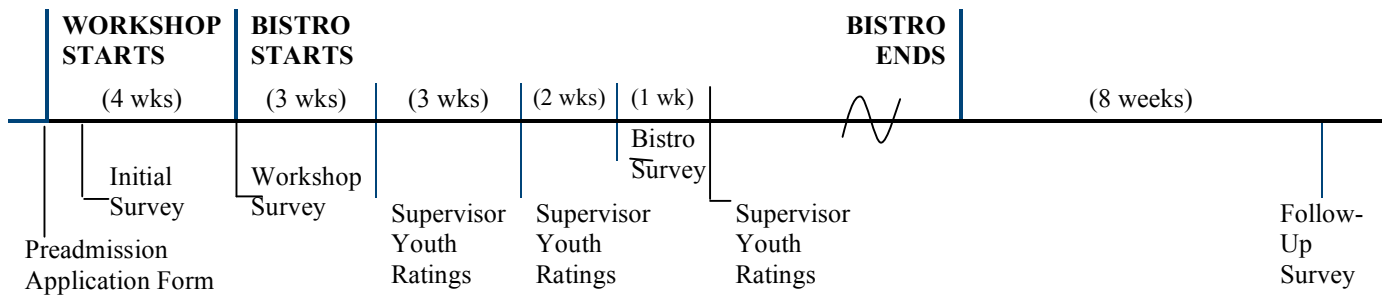
Ethnicity



6.1.2 Data Collection

Figure 1 provides an overview of the program timelines and the data collection process.

Figure 1: Data Collection Schedule



form.

Participants were informed that the researchers were not part of KITH, and that participation in the study was voluntary. It was explained that the information from all of the youth who entered KITH over the year would be put in a final report that would describe the population in general, but nothing about specific individuals would be reported. All research procedures, protocols, and measures were approved by the University of Alberta ethics review process.

6.1.3 Measures¹

All of the surveys were administered in a one-on-one setting. The Research Coordinator or Research Assistant asked the youth each question verbally, provided clarification if

¹ All the surveys and forms described in this section can be found in Mackey, L.; Schnirer, L.; Barker, E.; Bisanz, J.; Galambos, N.; Hartnagel, T., & Salter, J. (2004). *Capacity Building as Crime Prevention: Developing and Piloting an Evaluation Framework for Employment-Training Programs for Youth At Risk*. Community-University Partnership for the Study of Children, Youth, and Families: Edmonton, AB at www.cup.ualberta.ca.

necessary, and recorded the youth's answer on the survey form along with comments. This procedure was used for two reasons: (a) literacy and comprehension issues were common in this population, and (b) the interpersonal communication helped to build rapport and trust so that the youth felt comfortable talking about personal issues and felt that his or her contribution to the research was valued, increasing the likelihood of participating at later data collection stages.

Along with the Application Form that youth fill out before entrance into the program, the Initial Survey provided data on the youth's life history prior to entering KITH, and baseline data on a number of the risk factors measured later. It was administered during the lunch hour within the youth's first few days in the Workshop. A \$5 Subway gift certificate was offered since the interview took place outside of program time.

The Workshop Survey was administered during the youth's last days in the Workshop before going to the Bistro, and the Bistro Survey was administered after the youth had worked for eight weeks at the Bistro. Both of these surveys took place during program time and lasted approximately 20 minutes.

These later two surveys reassessed the same risk factors as the Initial Survey, along with the youth's impressions of a number of factors related to the KITH program, and his or her perception of personal changes during the program. Efforts were made to contact a selection of youth two months after leaving the program to do a Follow-up Survey by phone. Very few youth were reached, and even fewer were willing to do the phone interview. Included in each survey were two scales: the *Job-Related Self-Efficacy Scale*, created by the CBCP team, which assessed youths' perceptions and confidence related to the work world; and the *Social Provisions Scale* (Cutrona & Russel, 1987), which

measured youths' perceptions of the social supports in their lives. Additional data were also collected during the Bistro but are not included in this report². In addition, several questions were repeated in each of the three surveys, which permitted change over time to be assessed.

Over 250 variables were available from the Application Form and surveys to compare participants in each of the three groups: Those who completed the Initial Survey but withdrew from the program during the Workshop sessions (*Initial Survey Completion Group*), those who completed the Workshop Survey but withdrew from the program during the Bistro (*Workshop Survey Completion Group*), and those who completed the Bistro Survey after spending at least two months working in the Bistro (*Bistro Survey Completion Group*). Information from many variables were useful for KITH program

² Every second week during the Workshop, the Workshop trainer conducted one-to-one sessions with the youth and completed a rating scale assessing the youths' social skills, communication skills, self-esteem, and other characteristics. The youth also rated themselves on these items, and then the ratings were compared and used to set attitudinal and behavior goals. Once the youth began work at the Bistro, the supervisors conducted one-on-one evaluations of each youth's job performance every three weeks. The supervisors filled out the Work Personality Profile (WPP; Bolton & Roessler, 1986), a scale developed to evaluate general employability skills and isolate the skills central to meeting the demands of the work role or maintaining one's job. One use of the WPP is to identify deficiencies that, if not remediated, may prevent an individual from achieving or maintaining employment. Youth also rated their own performance on a shortened version of the same scale. The supervisor discussed any differences between their perceptions of the youths' strengths and weaknesses and where improvements needed to be made. At the time of the data analyses for this report, there were many inconsistencies, mostly around completeness of the data on youth and the time between assessments. As is not uncommon with data from community-based research, it will take much time to reassess what kinds of analyses that can be done with the data set.

administrators but were not appropriate for this research evaluation. Other questions on the surveys were asked for strictly descriptive purposes, and were not interpretable in the context of the present research. Participants' scores on several variables were also combined to form composite variables or scales that measured various attributes such as criminal behaviour and difficulties at school. These restrictions reduced the number of variables available for the present research to 30 (See Appendix A for questions):

- Gender
- Age
- Ethnicity
- Number of recent residential moves
- Highest grade completed in school
- Number of self-reported medical diagnoses
- Number of sources of social support available
- Mother's highest level of education
- Father's highest level of education
- Reported difficulties in school
- Lifetime number of experiences of victimization
- Recent experiences of victimization
- Lifetime number of types of crimes committed
- Recent criminal behaviour
- Friendships with deviant peers
- Frequency of recent tobacco use
- Frequency of recent alcohol use
- Frequency of recent marijuana use
- Number of "hard" drugs recently used (e.g., cocaine, crystal meth)
- Personal views of self-reliance
- Personal views of work ethic
- Personal views of ability to regulate impulses
- Personal views of ability to cooperate with others
- Personal views of mood and emotions
- "Reliable Alliance," or ability to rely on social supports (from the social provisions scale)
- Attachment to others (from the social provisions scale)
- Guidance (from the social provisions scale)
- Social integration (from the social provisions scale)
- "Reassurance of worth," or sense of one's own worth as an individual (from the social provisions scale)
- Job-related self efficacy

6.2 Results

6.2.1 *What are the characteristics of a typical youth at the beginning of the Kids in the Hall Bistro program?*

Following is some basic information about the youth at the time they entered the program. It is organized using similar headings that KITH staff use to assess whether youth are appropriate for the program (see Section 4.3). Youth interviews were also used to provide more detailed case studies of participant's backgrounds and are presented throughout the analyses sections under aliases to protect their

anonymity. They are used to illustrate the complexity of some of the youth's lives before they arrived at the KITH program.

PLEASE NOTE. Also included throughout this section are "comparison" data from various sources. Ideally, we need data on at-risk Canadian youth between ages 15 to 24 on similar measures which are exceedingly difficult to find (if they exist at all). Thus, some of the comparisons are from data on "average" Canadian youth.

Does the youth have a stable living environment?

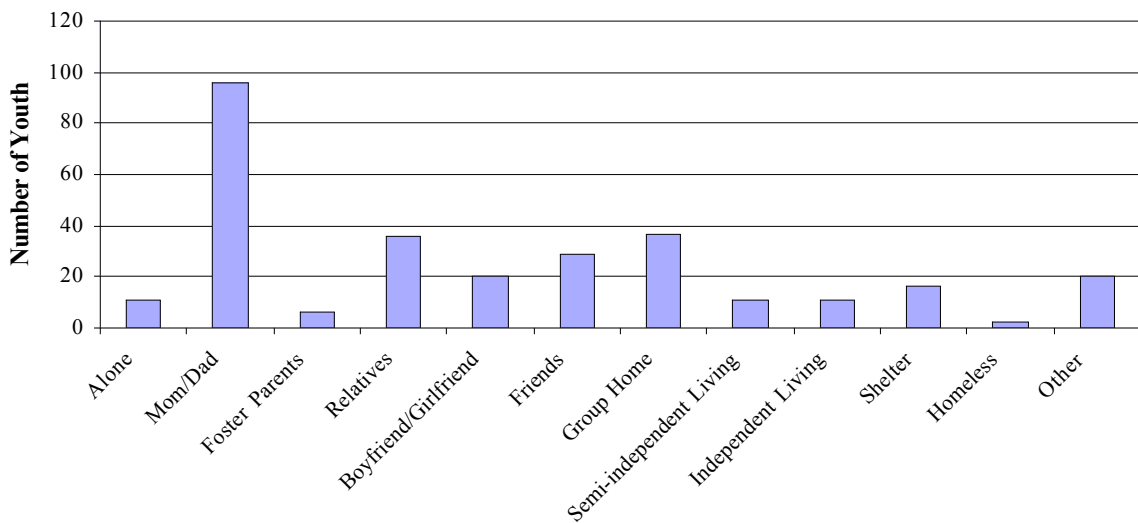
In the year prior to entering the program, 31.6% of the youth reported having moved three or more times. Another 9.9% moved once or twice in the previous year. Forty-two youth (N=378) or approximately 11% reported moving 5 times or more over their lifetimes. See Figure 2 for a description of the youths' living situations upon entry into KITH. Some

youth (under age 18) were involved in the child welfare system, which may have impacted their living arrangements. Nearly a third of the youth (32.5%) reported having a social worker, and 14.3% of the youth had either Permanent or Temporary Guardianship Orders, meaning they were classified as wards of the province. An additional 9.5% of participants had either a Custody Agreement or a Support Agreement in place.

“Valerie”

For the first two years of her life, Valerie lived with her parents and siblings in Edmonton, moving frequently. At age two, her father left the family. Her mother remarried when she was 4 and the marriage lasted approximately 6 years. Both mother and stepfather were drug addicts at this time and the stepfather lost his job because of drugs. At age 12, Valerie moved into a group home without her siblings as her stepfather’s parents received full custody of the youngest children. At ages 13 to 14, Valerie was placed in foster care. Meanwhile, her mother and stepfather reunited. The stepfather worked to support her mother’s drug habit and was abusive. He left the family permanently at the end of Valerie’s Grade 9. At age 15, Valerie moved into a one-bedroom apartment with her mother and her oldest brother where drug addicts frequently “hung out.” They started to move constantly as the mother could not pay rent. Valerie then spent the years before entering Kids in the Hall Bistro running away and staying with friends and family. In total, Valerie attended 10 different elementary schools, 5 junior high schools, and 1 high school. (125)

Figure 2. Living Situation at Intake



Does the youth have adequate reading and writing skills?

Only 5.4% of youth had completed high school before entering KITH. In comparison, Statistics Canada (2001) reports that 57.1 % of the Edmonton population ages 15 to 24 have graduated from high school. However, the majority of youth had completed Grade 9 or Grade 10 (see Figure 3). The average highest grade completed was 9.72. Approximately one-third of youth reported having reading

and writing problems in school although 64.6% did not feel they understood their schoolwork and only 23.4% always did their homework. The average time youth had been out of school before entering KITH was 15.2 months (see Figure 4). After completing the Workshop, 92% of the youth expressed interest in doing schoolwork while they attended the Bistro. Of the 60 students who were asked how many schools they attended, the average was 7.8 schools.

Figure 3. Highest Grade Completed Prior to Attending KITH

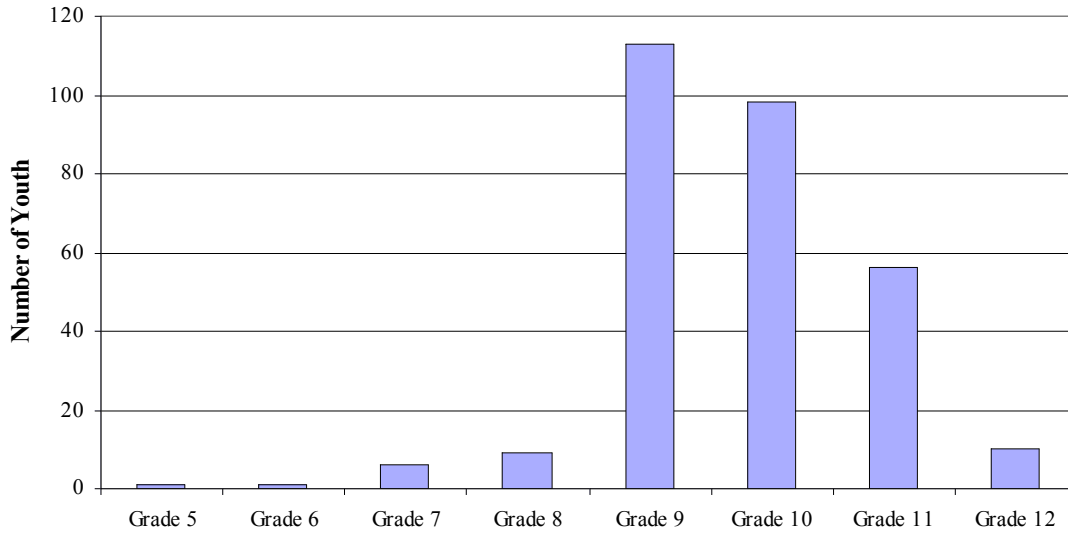
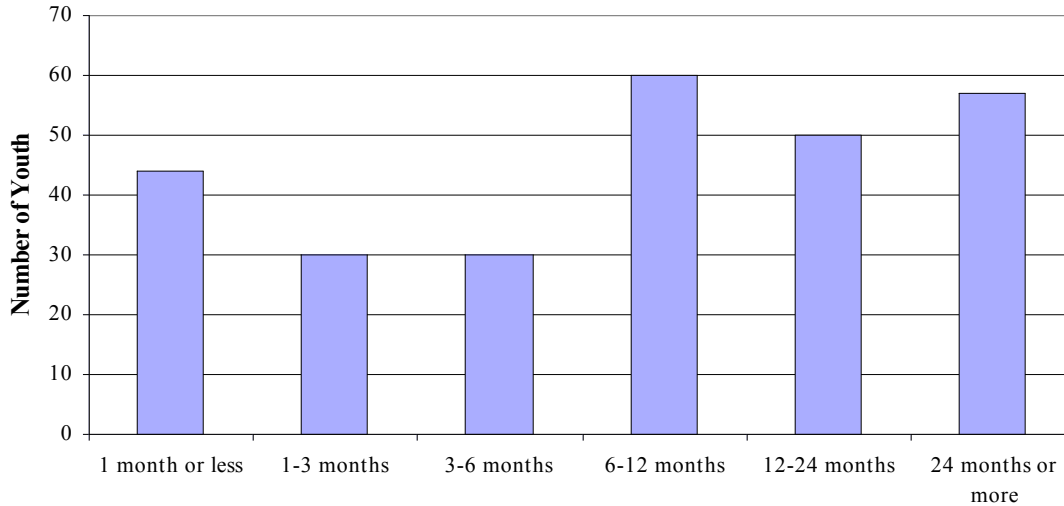


Figure 4. Months Out of School Prior to Attending KITH



“Justin”

Justin lived with his mom and 3 brothers in British Columbia. Justin’s mom was a prostitute and had addiction issues. At age 4, he and his siblings were taken into custody by family services, separated, and Justin went to live with relatives. Over two years, he lived in seven different houses. At age 6, Justin moved to Edmonton to live with his father and stepmother. Justin’s father was an alcoholic and abusive. His stepmother took him to the hospital because of the beatings, and he stayed on the ward for many weeks. Between ages 8 and 12, Justin lived in a foster home and attended one school, but began to experiment with drugs. He was removed from the home because of anti-social behaviour. From ages 12 to 16 he lived in another foster home. He regularly attended school but continued to use drugs and had conflicts with his foster dad. During ages 16 and 17, Justin bounced among friends, apartments, and Youth Emergency Shelter options, became seriously addicted to crystal meth, and tried to complete some courses through the Fresh Start program. By age 18, his father had died so he tried to return to live with his stepmother and help her with rent. She kicked him out shortly afterwards because of his addiction problems. He then moved in with his drug “partner” (by this time, Justin was selling drugs to support his habit), who robbed him and his friends. Justin then found and beat the partner and faced numerous assault charges. Despite living on the streets and in shelters, Justin finally found some non-criminal work and attended school enough to get his GED. Still using and occasionally selling drugs, Justin finally trusted a community worker enough to go into a treatment centre. After three weeks, he left the treatment centre and began looking for options. The Kids in the Hall Bistro program is one of four community programs in which Justin has enrolled. (165)

Is the youth currently involved in street life?

60.7% of the youth reported having a criminal charge, 41.4% reported having been convicted of a crime, and 43.2% reported spending time in a young offender centre or jail. At the time

of applying to KITH, 8.5% of participants indicated they had been involved in a gang in the past and 3 youth (0.8%) indicated that they were currently involved in a gang³. In Table 1

³ Forty-eight youth did not answer this question because it was added late in the data collection period.

are the percentages of youth that reported engaging in various criminal activities. Of the 114 youth who reported having spent some time in jail, 57% spent one month or more. In comparison, Baron (1994) studied 200 street youth (all males) in Edmonton ages 12 to 24 and found, in the year previous to their interview, 51.5% admitted to injuring someone with a weapon or fist so badly they needed medical attention, 7% had engaged in sexual behaviour for money, 84.5% had committed some type of property crime.

Is the youth dealing with addictions and/or dysfunctional issues appropriately?

It is not surprising that a lot of these youth have struggled, and continue to struggle with problems that impede their success. Details of drug usage of youth who enter the KITH program are provided in Table 3. Drinking heavily (or “binging”) is common as 63.3% of youth reported consuming an average of 5 or more drinks during one sitting. Ten percent of the youth reported using crystal meth, LSD, heroin, ecstasy, or cocaine in the 2 months prior to beginning the program, and 18.1% reported ingesting mushrooms. Of the 60 youth asked about addiction,⁴ over 50% believed they had major addiction issues.

Have you ever...?	%
Stolen or tried to steal a car?	40.8
Broken into a home or business?	36.5
Purposely damaged property that is not yours?	58.8
Sold illegal drugs (e.g., marijuana, cocaine)?	50.0
Stolen something worth less than \$50?	69.2
Stolen something worth more than \$50?	51.5
Used or tried to use credit or bank cards without owner’s permission?	22.7
Been paid to have sex with someone?	5.8
Started a physical fight with someone?	74.6
Gotten into a fight with one group against another?	47.3
Gotten into fights where weapons were involved?	51.2
Carried a hidden weapon (e.g. gun, knife) in public?	49.2
Hit a boyfriend or girlfriend?	35.4
Made money by doing something illegal?	56.9

Total N=260

⁴ This question was added later in the data collection process.

	Never	Once or twice	3-7 times	Once a week	Several times a week	Almost every day	Total %
Tobacco	19.6	2.3	1.5	0.8	6.9	68.8	80.3
Alcohol	20.8	26.9	28.8	12.3	10.4	0.8	79.2
Marijuana	36.9	13.1	9.2	10.4	9.6	20.8	63.1

N=260

Similarly, Baron (1999) found that 90% of 200 homeless youth (average age 19) in Edmonton drank alcohol and 85% used marijuana in the month previous to participating in his research. As a comparison, the Alberta Alcohol and Drug Abuse Commission (2007) surveyed Alberta secondary students about their alcohol and illicit drug use. On average, 63.4% of Alberta youth (grades 7 to 12) consumed alcohol (excluding sips) in the past year and 33.4% (grades 10 to 12) reported binge drinking at least once in the past month (AADAC, 2007a). Further, 34.5% of youth in Grades 10 to 12 reported using marijuana in the past year (AADAC, 2007b). There are likely many differences between the AADAC and KITH

youth samples, such as age spans and presumably lifestyles, which may account for the differences in the prevalence of addictions.

Given their risky lifestyles, these youth have often been victimized or traumatized, which may contribute to other psychological and physical challenges that they need to overcome (see Table 3). By comparison, 1.6% of Canadian youth between ages 15 to 24 have experienced victimization (defined as any crime against a person) (Statistics Canada, 2004). In contrast, Baron's (1997) study of Edmonton street youth found that 84% of youth reported victimization and one-half reported 3 or more incidents in the past year.

Have you ever...?	%
Had money or property stolen from you?	78.8
Been assaulted by someone without a weapon?	71.9
Been assaulted with a weapon?	48.1
Been hit by a boyfriend or girlfriend?	45.2
Been forced into sexual activity that you didn't want?	24.7
Been hit by a parent or step-parent?	65.0
Been psychologically or emotionally abused?	61.5

Total N= 259 to 260

Does the youth have serious health issues?

It is not surprising that some youth suffer from chronic health problems (Table 4). Statistics Canada (2000-2001; 2005) reports diabetes rates for youth (ages 15 to 24) across Canada similar to KITH youth, but national asthma rates are lower (11.4% for ages 15 to 19; 10.2% for ages 20 to 24). Generally,

prevalence rates of Attention Deficit/Hyperactivity Disorder in children are estimated between 3 to 7% and 2 to 5% of the adult population (Barkley, no date). The relatively high rate of depression is in line with national data on depression in Canadians ages 15 to 24 (Galambos, Leadbeater, &

Barker, 2004). There are no national Canadian statistics on Fetal Alcohol Spectrum (FAS) Disorder but in some studies, it has been estimated that the prevalence rate is between 5% to 19% (Chudley, Conry, Cook, Loock, Rosales, & LeBlanc, 2005). Health

Canada (2001) states in the *It Takes a Community* report that “the prevalence of FAS/FAE in high-risk populations, including First Nations and Inuit communities, may be as high as 1 in 5.”

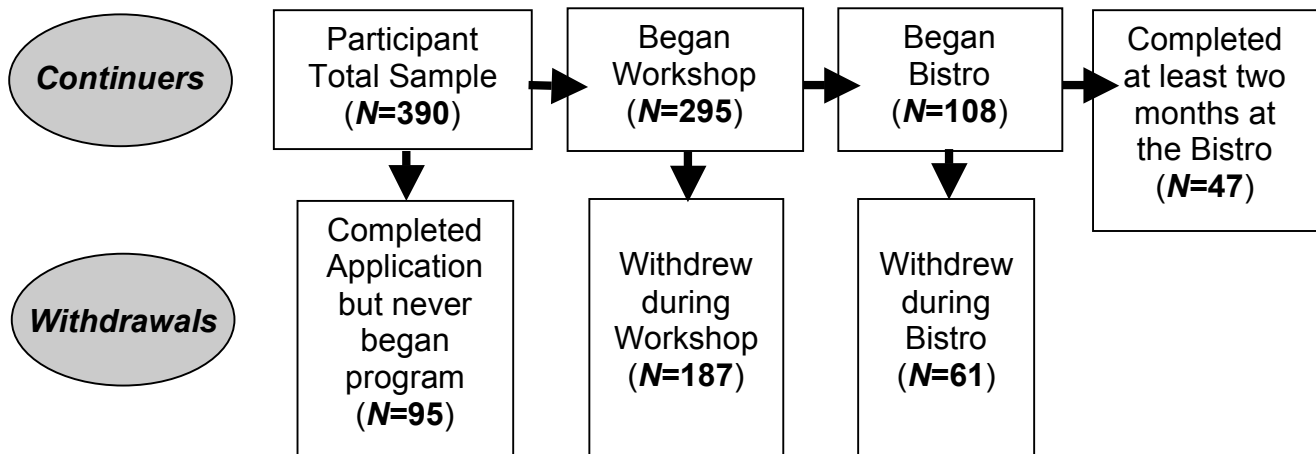
Table 4: Percentage of Youth Reporting Serious Medical Diagnoses

	%	N		%	N
Asthma	15.5	291	Attention deficit/ hyperactivity disorder	18.3	291
Hepatitis	0.3	291	Fetal alcohol spectrum disorder	4.1	291
-Diabetes	0.3	291	Oppositional defiant or conduct disorder	2.4	290
Tuberculosis	0.7	291	Schizophrenia	0.3	291
Epilepsy	1.0	291	HIV/AIDS	0.3	290
Allergies	16.5	291	Depression	23.0	256

The health of youth is also impacted by lifestyle choices. Fourteen percent of youth report eating junk food every day and approximately 50% frequently go without eating for a full day (at time of intake). Sleep deprivation does not seem to be a problem as

the youth reported on average 8 hours of sleep per night during the week and 9 hours of sleep per night on the weekend. Extra sleep seems to be a positive byproduct of not being in school or having a job.

Figure 5. The Numbers of Youth Who Continued or Withdrew from Phases of the Program.



6.2.2 *What percentage of youth complete the various stages of the program?*

Participation of youth through distinct phases of the program is described in Figure 5. Over the two-year period of data collection, 16.4%⁵ of participants who began the Workshop sessions completed at least two months of training in the Bistro.

6.2.3 *Which factors distinguish between youths who complete the program, those who drop out after the Workshop, and those who drop out immediately?*

To determine whether pre-existing characteristics contributed to participants' success at completing each phase of the program depicted in Figure 1, we examined scores on various measures from the Application and Initial Surveys as a function of the last phase reached in the program. Program completion was defined as having three different levels or groups. Participants were classified as part of the *Initial Survey Completion Group* ($n = 153$)⁶ if they only completed the Initial Survey and withdrew from the program during the Workshop sessions. Participants were classified as part of the *Workshop Survey Completion Group* ($n = 61$) if they completed the Workshop sessions but withdrew during their Bistro training. Participants were classified as part of the *Bistro Survey Completion Group* ($n = 47$) if they completed two or more months of Bistro training and filled out a Bistro Survey. Because several measures of interest were first administered in the Initial Survey, only

participants who completed at least the Initial Survey were eligible for inclusion in these analyses ($n = 261$).

Three variables were excluded from analyses due to substantial missing data.⁷ Of the 31 items and scales remaining, **only nine showed any notable correlation with progress through the program**⁸. Mean frequencies or scores for these nine variables are provided in Table 5 and separate analyses were conducted. Gender did not differ reliably among the three groups of program completion.⁹ A multivariate analysis of variance with program completion as the independent variable and the remaining 8 variables as dependent measures confirmed an overall effect of program completion¹⁰. That is, there were differences among the three program completion groups on one or more of the eight variables. Univariate analyses of variance (ANOVAs) were performed to determine which of the eight variables were primarily responsible for differentiating among program-completion groups. Only two analyses produced significant results. First, participants' reports of school difficulties varied as a function of program completion.¹¹ As evident in Table 1, youth in the Bistro Survey Completion Group reported the fewest difficulties in school, youth in the Workshop Survey Completion Group reported the most, while youth in the Initial Survey Completion Group fell somewhere between these two groups.

⁵ Eight students are not included in the analyses because they were still in the midst of program when data collection ended.

⁶ Thirty-four youth completed the application and began the program but did not stay past the first few days (and did not complete the initial survey).

⁷ Self-reported number of medical diagnoses received (32 missing); mother's education (57 missing); father's education (110 missing).

⁸ ($r_s > .10$, $p_s < .103$)

⁹ $\chi^2(2) = 5.22$, $p = .07$

¹⁰ $F(16, 476) = 2.59$, $p < .05$, Wilks' $\lambda = .85$, partial $\eta^2 = .08$

¹¹ $F(2, 245) = 9.22$, $p < .05$

Table 5: Gender Composition in Each Program Completion Group and Mean Scores (Standard Deviations) on Eight Variables for Each Program Completion Group

Variable	Program completion group		
	Initial	Workshop	Bistro
Gender (% female)	54	59	72
Sources of social support ^a	2.67 (2.07)	3.11 (1.75)	3.28 (2.0)
Difficulties in school ^b	19.36 (2.58)	20.22 (2.43)	18.02 (2.77)
Recent criminal behaviour ^c	16.63 (30.54)	8.69 (20.25)	8.38 (21.69)
Lifetime criminal behaviour ^c	6.99 (3.69)	6.91 (2.97)	5.89 (3.59)
Recent marijuana use ^e	3.41 (2.06)	2.54 (1.89)	2.68 (1.66)
Recent hard drug use ^f	0.56 (1.0)	0.37 (0.88)	0.32 (0.78)
Regulation of impulses ^g	2.08 (0.41)	2.11 (0.43)	1.95 (0.37)
Reliance on social supports ^h	4.12 (0.58)	4.13 (0.59)	4.34 (0.40)

Note: ^ahigher numbers indicate more sources of support. ^bhigher numbers indicate more difficulties in school. ^chigher numbers indicate more criminal activities. ^escores based on a scale ranging from 1 (*never used*) to 6 (*used almost every day*). ^fhigher numbers indicate more types of drugs used. ^ghigher scores indicate more difficulties regulating impulses. ^hscores based on a scale ranging from 1 (strongly disagree) to 5 (strongly agree). Higher scores indicate greater reliance on social supports.

Tests of simple effects showed that each mean differed from the others,¹² although it must be noted that mean differences and effect sizes were small. Second, participants' self-reported use of marijuana also varied with program completion¹³. Participants in the Initial Survey Completion Group reported more frequent use of marijuana than participants in either of the other two groups.¹⁴

In summary, even though youth who continued through more phases of the program generally reported more positively on the eight measures in Table 5, differences among groups were reliable in only two cases: youth who completed the Bistro Survey reported fewer difficulties in school than the other two survey groups, and youth who completed the Bistro and Workshop Surveys reported less use of marijuana than those who only completed the Initial Survey. Thus, it can be tentatively concluded that youth who have fewer difficulties in school and less marijuana usage prior to the start of the KITH program are more likely to successfully complete the program. However, the conclusions that can

be drawn from these results must be considered tentative given the small effect sizes and the fact that only two of the nine measures were related at all to program completion. **That is, it is likely that in general pre-existing differences among youth are not reliably related to program completion.**

6.2.4 Among the youth who complete the program, which characteristics display changes over time in the program?

To determine whether youth showed changes in their reported behavioural patterns and psychological functioning while in the program, potential changes over time were examined for 21 items and scales for which data were collected at least twice on the Initial, Workshop, and Bistro surveys. The analyses were limited to the participants who completed the third (Bistro) phase ($n = 47$). Results are shown in Table 6. Separate repeated-measures ANOVAs were performed on each variable and several significant results emerged. Participants' **eating habits improved over time**,¹⁵ reflecting less

¹² $ps < .05$

¹³ $F(2, 245) = 5.21, p < .05$

¹⁴ $ps < .05$

¹⁵ $F(2, 74.58) = 15.06, p < .05, \text{partial } \eta^2 = .25,$

consumption of junk food and fewer skipped meals. Between the Initial and Bistro surveys, participants became **less involved with playing individual sports,¹⁶ and video games,¹⁷ but spent more of their leisure time shopping.¹⁸** Although participants' use of drugs, alcohol, and tobacco generally did not change over time in the program, **participants' use of marijuana became more frequent between the Initial and Bistro surveys.¹⁹**

Participants' scores also changed on two subscales of the social provisions measure. Changes over time were observed for participants' reliance on social supports (reliable alliance).²⁰ Tests of simple effects were computed to determine where the significant differences existed between the three survey collection periods. Participants' scores remained essentially the same between the Initial and Workshop surveys, but decreased in the Bistro Survey,²¹ suggesting that during the Bistro phase youth became **less confident in their ability to rely on social supports.** Scores on the subscale measuring participants' sense of being valued by others (reassurance of worth) also changed over time.²² This change took place between the Initial and Workshop surveys.²³ That is, **participants' sense of their own value improved from the time they began the Workshop sessions to the time they completed them.** Participants' reassurance of worth scores did not change between the Workshop and Bistro surveys.

Finally, **participants' views of their ability to acquire and maintain employment**

changed over time in the program²⁴. Interestingly, participants' scores **improved from the Initial to the Workshop Survey²⁵ but declined back to the Initial Survey levels** by the time participants completed the Bistro Survey.²⁶ Thus, participants' confidence in their **employment capacity peaked after completing the Workshop sessions,** but declined to initial levels after spending two months working in the Bistro.

¹⁶ $F(1, 46) = 9.67, p < .05, \text{partial } \eta^2 = .17$

¹⁷ $F(1, 46) = 4.60, p < .05, \text{partial } \eta^2 = .09$

¹⁸ $F(1, 46) = 30.92, p < .05, \text{partial } \eta^2 = .40$

¹⁹ $F(1, 46) = 5.24, p < .05, \text{partial } \eta^2 = .10$

²⁰ $F(1.69, 74.36) = 4.78, p < .05, \text{partial } \eta^2 = .10$

²¹ $F(1, 45) = 6.49, p < .05$

²² $F(2, 88) = 3.15, p < .05, \text{partial } \eta^2 = .07$

²³ $F(1, 45) = 6.50, p < .05$

²⁴ $F(1.70, 74.72) = 19.52, p < .05, \text{partial } \eta^2 = .31$

²⁵ $F(1, 45) = 34.43, p < .05$

²⁶ $F(1, 45) = 18.29, p < .05$

Table 6: Mean Scores (Standard Deviations) on Twenty-one Items and Scales Measuring Change Over Time

Variable	Stage of program		
	Initial	Workshop	Bistro
Eating habits^a	2.83 (0.67)	2.22 (0.74)	1.99 (0.72)
Leisure activities^b			
Played team sports	2.02 (1.67)	-	1.66 (0.98)
Individual sports	3.74 (2.02)	-	2.85 (1.92)
Art	2.68 (1.91)	-	2.36 (1.71)
Watched tv/movies	5.30 (1.21)	-	5.19 (1.04)
Reading or writing	4.68 (1.62)	-	4.40 (1.62)
Played video games	3.17 (1.96)	-	2.55 (1.90)
Musical instrument	1.62 (1.38)	-	1.60 (1.54)
Partied with friends	2.70 (1.33)	-	3.09 (1.40)
Gone shopping	2.38 (1.03)	-	3.36 (1.13)
Substance use habits			
Tobacco use ^c	5.21 (1.69)	-	5.21 (1.69)
Alcohol use ^c	2.64 (1.13)	-	2.79 (1.35)
Marijuana use ^c	2.68 (1.67)	-	3.30 (2.06)
Hard drug use ^d	0.32 (0.78)	-	0.15 (0.62)
Alcoholic drinks per sitting ^e	2.80 (0.41)	2.86 (0.58)	2.84 (0.37)
Social provisions scales^f			
Reliable alliance	4.36 (0.40)	4.35 (0.44)	4.18 (0.56)
Attachment	4.01 (0.61)	4.08 (0.63)	4.01 (0.70)
Guidance	4.28 (0.42)	4.23 (0.52)	4.16 (0.57)
Social integration	3.97 (0.52)	4.05 (0.42)	4.09 (0.51)
Reassurance of worth	3.87 (0.43)	4.02 (0.46)	3.97 (0.48)
Employment-related self efficacy^g	68.02 (4.59)	73.11 (7.06)	69.40 (4.71)

Note. ^alower scores indicate healthier eating habits. ^bscores based on a scale ranging from 1(*never*) to 6(*almost every day*). ^cscores based on a scale ranging from 1 (*never used*) to 6 (*used almost every day*). ^dhigher numbers indicate more types of drugs used. ^escores based on a scale ranging from 1 (*0 drinks*) to 3 (*5 or more drinks*). ^fscores based on a scale ranging from 1(*strongly disagree*) to 5 (*strongly agree*). Higher scores indicate greater use of social provisions. ^grange = 19 – 95. Higher scores indicate greater self-efficacy.

7.0 Study 2: Criminal Patterns Using Archival Criminal Data

Study 1 provides insights into the characteristics and immediate outcomes of participants in KITH from the period of June 2003 to July 2005, but the data do not allow for a longer-term assessment of the relation between participation in KITH and subsequent behavior. One important category of subsequent behavior is criminal activity. To assess possible relations between participation in KITH and subsequent criminal activity, we were able to obtain archival data from the Edmonton Police Services (EPS) and analyze retrospectively the criminal history of individuals who participated in the KITH program between June 1996 and September 2002. Interpretation of these data must be

qualified because of limitations on the information available and because the KITH program has evolved over time, but the availability of these data afforded the exceptional opportunity to explore some important questions. In particular, the following were examined: (a) the extent to which previous criminal activity, gender, and age were related to criminal activity after entering the KITH program, and (b) whether the amount of time youth spent in KITH was related to reductions in subsequent criminal involvement after controlling for gender, age, and amount of criminal behaviour prior to joining KITH.

7.1 Method

7.1.1 Participants

Between June 1996 and September 2002, 387 individuals applied to and were accepted into the KITH program. Fifty-two participants were excluded from the analyses because of missing data (e.g., start or end dates), and so the final sample consisted of 335 individuals. Sixty of these individuals never attended the program but their data were included for comparison with those who did attend. Individuals ranged in age from 13 to 25 years at program entry; 76% were between 16 and 19 years of age. Demographic characteristics are described in Table 7.

7.1.2 Criminal Records

Data were obtained from KITH program files and EPS records. The KITH program files included age at program entry, age at program departure, and number of weeks in the program. The EPS records contained all

available incident files for each participant through April 2004, including type of citation (charged, alternative measures, suspected, or received warning), description of the offence, and date of occurrence. In addition, the EPS file included the date of birth and gender of each individual.

The crime data were coded using the Uniform Crime Reporting Survey (UCR) (Statistics Canada) as a template for assigning offence codes (see Appendix B for details of coding). Only those offenses for which a youth was charged were included in the analyses. Charges spanned the three main offence categories from the UCR: Violent Crimes, Property Crimes, and Other Criminal Code Offences. Because the number of charges within each category was small, the dependent variable in all reported analyses was the sum of charges across categories. Information on convictions was not available.

Table 7: Demographic Characteristics of Applicants			
	Total sample	Program	Comparison
Sample size	335	275	60
% Female	58.8	58.5	60
% Male	41.2	41.5	40
Mean age	18.32	18.34	18.23
Median age	18.00	18.00	17.00
Youngest	13	13	16
Oldest	25	25	25
Weeks in Program			
Mean		14.79	
Median		12.86	
Minimum		.00	
Maximum		68.29	

A total of 930 charges were recorded for the 335 cases in the sample. A single file for an individual in the EPS data may have included a number of offences relating to a particular incident. The number of charges per case ranged from 0 to 32. Following UCR procedures, if a file contained more than one offence per incident, only the most serious offence for which the individual was charged was included in the analysis. (See Appendix C for a description of the terms and definitions used in UCR survey reporting.)

7.1.3 Measures

Charges after program entry. Criminal charges during the 24 months following KITH program entry was used as a criterion variable in analyses. If increased participation in KITH had a beneficial impact on criminal activity, then the number of charges following program entry should have decreased as the length of time in the program increased. Only charges for offences committed up to two years after the individual's program start date were included in the analyses. This constraint was imposed because two years was the longest interval for which offence data were

available for most of the cases. Thirty-eight cases were removed from the analyses because they had fewer than two years of data.

Length of time in the program. This predictor variable was defined as the number of weeks spent in the KITH program, and it ranged from 0 to 68. Individuals with 0 weeks were those who were accepted into the KITH program but never attended.

Charges prior to program entry. The number of criminal charges in the 24 months prior to the individual's program start date was included to control for the effect of previous involvement in criminal activity. This time constraint was imposed because the wide age range among individuals at program entry could influence differences in the number of prior criminal charges. Moreover, the 24-month limit matches the two-year time limit on charges made after program entry.

Gender and age at program entry. These two variables were also included as predictors in the analyses. Age at program entry was a continuous variable measured in years.

7.2 Results

	Total sample N=297¹	Attended KITH N= 237	Did not attend KITH N=60
	Mean (SD)	Mean (SD)	Mean (SD)
Charges after program entry	.82 (1.57)	.77 (1.58)	1.00 (1.51)
Charges before program entry	.95 (1.78)	0.92 (1.84)	1.05 (1.51)
Age	18.35 (2.05)	18.38 (2.02)	18.23 (2.20)
Length of time in program	12.82 (11.31)	16.07 (10.40)	N/A
% Male	40	40	40

	Charges after KITH	Charges before KITH	Gender	Age
Charges before KITH	.53 ^{***}			
Gender	.29 ^{***}	.18 ^{***}		
Age	-.08	-.11 [*]	-.11 [*]	
Time in program	-.13 ^{**}	-.03	-.05	.11 [*]

Note. For all correlations, $df=295$. * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$, one-tailed tests.

7.2.1 Descriptive statistics

Descriptive statistics for the variables in the analysis are summarized in Table 8. The mean number of charges for those who did not attend KITH is slightly higher than it is for those who did, but this difference is small and statistically negligible.

7.2.2 Relations Among Variables

Correlations among the variables in the analysis are presented in Table 9. **Individuals charged with more crimes before program entry also tended to be charged with more crimes after program entry.** Males²⁷ were charged with crimes after the program more often than females²⁸. Most importantly, **the longer individuals stayed in the program, the less likely they were to have charges following program entry.**

²⁷ $M = 1.38, SD = 2.03$

²⁸ $M = .45, SD = 1.01$

7.2.3 Predicting the Number of Charges After the Program

A regression analysis was conducted to determine whether time in the program was related to the number of post-program charges after controlling for the influence of other variables. The criterion variable was number of charges during the 24-month period after entering the program. Results are summarized in Table 10. Three findings were particularly notable. First, the four predictor variables together accounted for a sizeable proportion of the variability in the number of charges after the program.²⁹ Second, the strongest predictors were (a) the **number of charges before program entry** and (b) **gender**, both in expected directions as mentioned above. Third, even after controlling for the contributions of the other three variables, time in the program was related to the criterion measure.³⁰ That is, **individuals who spent**

²⁹ $R^2 = .33, p < .001$

³⁰ $p < .023$

Table 10: Relations Among Predictor Variables and Charges After Entry Into the Program (24 Months)

Predictor	Charges after entry into the KITH program (24 months)		
	<i>B</i>	<i>SE</i>	β
Charges before program entry	.43	.04	.49***
Gender	.69	.16	.20***
Age (age)	.01	.04	-.01
Time in program (weeks)	-.02	.01	-.11*

* $p \leq .05$, *** $p \leq .001$.

Table 11: Relations Among Predictor Variables and Charges After Entry Into the Program (0-12 Months versus 12-24 Months)

Predictor	0 to 12 months			12 to 24 months		
	<i>B</i>	<i>SE</i>	β	<i>B</i>	<i>SE</i>	β
Charges before program entry	.19	.03	.36***	.25	.03	.44***
Gender	.30	.10	.16***	.34	.10	.17***
Age	-.01	.02	-.03	.02	.03	.04
Time in program	-.01	.00	-.15**	-.00	.00	-.04

* $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$.

more time in the KITH program tended to be charged less often after program entry.

Additional analyses were conducted to explore this important relation between time in the program and number of charges after program entry. Some interventions tend to show an effect that declines over time; that is, the effect of the intervention is notable during or immediately after the intervention but fades over time. To test for this possibility, two separate regression analyses were conducted: the first was designed to assess the relations between the predictor variables and the number of charges 0-12 months after program entry; the second was similar but focused on charges 12-24 months after program entry.

The results of the both analyses are presented in Table 11. The four predictors combined accounted for considerable variability in both

analyses,³¹ although slightly less than the regression described in Table 10. The first two predictors, number of charges before program entry and gender, were strongly related to the number of charges after program entry. Time in program was also a notable predictor of criminal charges from 0 to 12 months after program entry, but not for charges that took place 12 to 24 months after program entry.

In relation to this point, two findings were particularly salient. First, **the number of charges before program entry was the strongest predictor of charges after program entry, even after the influence of gender, age, and time in the program were controlled.** Second, **time in the program was related to charges after program entry, primarily for the first 12 months after entry.** The possibility exists that the

³¹ $R^2 = .20$, for 0-12 months, $R^2 = .25$ for 12-24 months, $ps < .01$

effectiveness of time in the program might vary depending on the level of criminal activity prior to entering the program. That is, the amount of time spent in the program might have a different effect on individuals with lower than higher levels of pre-program criminal activity. To explore this possibility, terms were added to the models above to reflect the interaction of time in the program with the number of charges before program entry. This interaction did not contribute significantly when accounting for variability in charges 0 to 12 or 0 to 24 months after program entry, but it played a role when the analysis was focused on 12-24 months.³²

The difference between youth who had many charges prior to program entry and those who had few charges is small for those who stay in the program for a relatively short period of time but larger for those who stay for a longer period of time. **Thus, increased time in the program appears to have beneficial effects from 12 to 24 months after program entry for the subset of individuals who had relatively low rates of criminal activity prior to program entry.**

³² $p = .044$

8.0 Summary

The effectiveness of the KITH program as a tool for crime prevention was investigated in two studies. First, participants' success within the program was examined for all youth who participated between June 2003 and June 2005. Participants' responses to surveys administered at various stages of the program were used to determine whether their pre-existing characteristics could predict the length of time participants remained in the program. Participants' responses were also

examined to determine whether they experienced positive or negative changes during their time in the program. Second, criminal records were examined for all participants who were accepted into the program between June 1996 and September 2002. Analyses of these data were used to determine whether participants' criminal involvement declined after participating in KITH.

8.1 Characteristics of Typical KITH Participants

Most of the participants who began the KITH program were between the ages 15 to 17, female, and Aboriginal. Over 50% of participants had lived in the same location for at least one year prior to starting the program, although almost one-third of the youth had moved three times or more. On average, participants had Grade 9 or 10 levels of education. However, an accurate school dropout rate could not be calculated because many participants were young enough to continue participating in the school system. Most participants had been charged with at least one criminal offence in their lives, and almost 80% of participants had been the

victims of crime (e.g., theft, abuse) at least once in their lives. Alcohol and marijuana usage were common among KITH participants, although only 10% reported engaging in more serious drug use (e.g., cocaine, crystal meth) within two months prior to the start of the KITH program. Finally, the majority of participants had at least some health and wellness concerns. Many reported having chronic conditions such as asthma, attention deficit/hyperactivity disorder, and depression. Participants' daily eating habits were poor, and almost half reported frequently going without food for a whole day.

8.2 Factors Determining Program Completion

Interestingly, very few **demographic, behavioural, and lifestyle characteristics of participants did not influence their chances of completing the KITH program.** For example, males and females were equally likely to complete the program, as were participants who had engaged in higher versus lower rates of criminal activity. That is, whatever their demographic, social, emotional, and behavioural challenges at the time of the Initial Survey, **participants were**

equally likely to complete the program. The only two exceptions were youth who completed the Bistro Survey reported fewer difficulties in school than the other two survey groups, and youth who completed the Bistro and Workshop Surveys reported less use of marijuana than those who only completed the Initial Survey. These results are positive because they suggest that the program has not been administered in a biased fashion based on the characteristics of the youth.

8.3 Changes Exhibited by Participants Who Completed KITH

One change exhibited by participants who completed the program was that their **eating habits improved**. Self-reports indicated that participants consumed less junk food, skipped fewer meals, and ate breakfast more often by the end of the program. In terms of social and emotional well-being, participants reported an improved sense of their own value as individuals after completing the Workshop, but they felt less confident that they could rely on social supports after their experiences in the Bistro. Interestingly, although participants were more confident in their ability to obtain employment after attending the Workshop, they were less confident after their experience in the Bistro. Perhaps participants gained

knowledge about the difficulties associated with entering the workforce through their actual experience in the Bistro, and with this dose of reality, lost some of the earlier confidence acquired during the Workshop. Overall, it appears that participants underwent positive and negative emotional and behavioural changes during their time in the program. Unfortunately, the evidence is insufficient for determining whether any of these changes contributed to actual employment success or crime reduction. Follow-up surveys of program graduates, in addition to those who withdrew from the program, are needed to investigate these issues.

8.4 Criminal Charges After Participation in KITH

When criminal activity is indexed by police charges, **youth who have higher levels of criminal activity prior to entering the KITH program tend to have higher rates of crime afterward as well**. Moreover, males are likely to be more involved in crime than females. **Time spent in the KITH program is related to reduced criminal activity, however, even when prior criminal activity**

and gender are controlled statistically. The beneficial nature of this relation seems to be limited primarily to the first 12 months after youth enter the program, although there is some suggestion that reductions in criminal activity might be sustained longer for youth who are less heavily involved in criminal activity prior to entering the program.

9.0 Lessons Learned

9.1 Program

The delivery of this program is a complex process involving the need for (a) recruitment strategies, (b) in-depth screening and intake processes, (c) Workshop programming, curriculum development, and instruction, (d) innovative employment training in the Bistro, and (e) follow-up with youth during and after the program. In addition, the program itself is not static. (As mentioned in Section 4.0, a program description is provided for the spring of 2006.) A number of factors have contributed to the complexity of program delivery:

- Vague and flexible criteria for the selection of youth as appropriate for intake - who is admitted is based on a large number of factors associated with the youth (Section 4.3) and the experience and skills of the intake worker. In the past, KITH has been exceedingly good at building a stable, committed staff. If staff turnover or growth in program becomes a larger issue, however, then the ability to assess youth as an “appropriate fit” may become difficult.
- Funders, community partners, KITH staff, and the youth have varied understandings and definitions of “success.” Is completing the program a marker of success? Attaining employment after the program? One hundred percent attendance during the Workshop and/or Bistro phase? Not swearing at the staff and other youth? All of the above are potential indicators of success, and clearly articulating the definition of success would assist staff in both goal setting (at an individual and program level) and in evaluation.
- Only 47 youth completed approximately 8 weeks at the Bistro. To assess change over time from program entry through Bistro training, a larger sample would be useful. The present sample size may have been too small to detect effects. Although there were some interesting trends, few of the results were significant.

These factors merit consideration as the program continues to expand and evolve.

9.2 Research

When CUP partnered with E4C and KITH to engage in a collaborative research project in 2002, the goals were simply to design a model and some measures that would assist KITH in trying to capture a picture of this innovative program. Throughout the following years, the enthusiasm and energy of the research team members and KITH staff blossomed, and it was decided to not only include a study based on archival data from the EPS, but to actually collect data on current participants in the program based on the model and measures (See www.cup.ualberta.ca for reports on the

Evaluation Framework). With more resources the following avenues could also be pursued:

- **Examining measures.** When collecting data, some items were included because they were helpful to program planning, and others were included based on the framework and model proposed by the researchers. During data analysis and interpretation, it became clear that some items were still too vague to be reliably interpreted. Should the evaluation be continued with a new cohort of students, it

would be useful to reexamine and reconsider the items and scales that were used. In particular, measures of positive youth development might be extremely useful (Lerner, Alberts, Jelicic, & Smith).

- **Interpreting the stories.** In collecting the survey data, the youth often elaborated with stories that illustrated some of their life challenges and successes. We have tried to include a few glimpses into their realities (see Section 5.2 for case histories) but more information of this type would be useful for understanding the youth and the program.
- **Follow-up with current participants.** What do the youth do after completing or leaving KITH? KITH reports an 80% success rate. “‘Success’ means youth secure full-time employment or continue their education after their program ends” (<http://www.e4calberta.org/kithb/info.html>). The natural next step in this research program would be to contact former participants.

The KITH research team hopes to explore some of the issues above should resources (funding or students) become available.

Additional foci might include the following items.

- A study of the practices in both the Workshop and Bistro would be useful. How do staff assist youth in changing their attitudes, skills, and behaviors? What tools do they use? How do the Workshop facilitators differ in their methods to the Bistro chefs and front-end staff?
- Eighty-eight percent of youth reported having spoken to staff about personal issues during their time in Workshops. What were the issues and how do staff handle the issues? In other words, what transpires within these interpersonal sharing sessions?
- Over the past several years (and with the hiring of a new manager), the Bistro has endeavored to move from a not-for-profit context to a business model (e.g., they are now increasing their catering capabilities). How has this shift in frameworks affected the Bistro? How should economic viability be balanced with youth training?
- What is the role of literacy and/or schooling in the lives of KITH youth as they progress through the program?
- What do the post-KITH employers feel are the strengths of KITH youth? Are KITH youth different or similar to other similar youth they employ?

10.0 Other Issues

Ideally, to assess how the KITH youth were similar or different to other youth, a comparison group would have been needed. At the beginning of the evaluation (in 2002) similar programs in the Edmonton area were examined to see whether comparison youth could be identified. However, it was found that (a) youth in other programs were quite different on many indicators than KITH youth and/or (b) program staff in other initiatives were not interested in participating in the research. Thus without having a comparison group, it is very difficult to assess whether KITH youth are typical of youth participating in intervention programs, or whether program outcomes are typical for this type of youth. Similar types of data on Canadian teens have been inserted throughout the text but any assumptions or conclusions based on those comparisons should be considered tentative.

The truthfulness of self-report data from youth, especially on sensitive topics such as risk-taking behavior, is often questioned. The accumulated research on self-report measures of crime and drug usage has consistently supported the conclusion that these measures have acceptable levels of reliability and validity as judged by conventional social science standards (Huizinga & Elliott, 1986).

Studies of more participants with more serious crime and drug dependencies find that the respondents' self-reports are "surprisingly truthful and accurate" (Inciardi et al., 1993; Johnson, Goldstein, Preble, Schneider, Lipton, Spunt et al., 1985). Researchers have also determined that the most accurate self-reported delinquency measures are those that pose questions about serious as opposed to trivial offences and utilize face-to-face interviews rather than written questionnaires (Huizinga & Elliott, 1986). Self-report measures of drug usage have also shown good convergent and discriminant validity (Reinisch, Bell, & Ellickson, 1991; Stacy, Widaman, Hays, & DiMatteo, 1985). The consensus among researchers is that most self-reports are valid and reliable (Mensch & Kandel, 1988), although certain aspects of data collection and measurement have the potential to threaten the accuracy and completeness of drug usage reporting (Rouse, Kozel, & Richards, 1985). The main validity issue is potential underreporting, particularly among heavier users (Smart & Jarvis, 1981). During this project, potential problems such as illiteracy were mitigated by having a trained research assistant working on site to guide youth through the survey questions.

Appendix A: Final List of Variables Analyzed in Study 1

Some of the measures were adapted from the work of:

¹Baron, S.W. (1994). Street Youth and Crime: The role of labour market experiences. Unpublished doctoral dissertation. University of Alberta: Edmonton, AB.

^{*}Cunningham, C. E., Pettingill, P., & Boyle, M. (2006). The Brief Child and Family Phone Interview (BCFPI-3): A computerized intake and outcome assessment tool. Interviewers manual. Canadian Centre for the Study of Children at Risk, McMaster University, Hamilton Ontario. Retrieved March 2, 2007, from www.bcfpi.com/bcfpi/downloads.html

[#]Curtrona, C., & Russell, D. (1987). The provisions of social relationships and adaptation to stress. In W.H. Jones & D. Perlman (Eds.), *Advances in Personal Relationships*, 1. Greenwich: JAI Press.

[^]Greenberger, E., Josselson, R., Knerr, C., & Knerr, B. (1975). The measurement and structure of psychosocial maturity. *Journal of Youth and Adolescence*, 4, 127-143.

1. **Gender:** Male Female

2. **Age:** _____

3. **Ethnicity:**

Status Non-Status Metis Inuit Visible Minority White

4. **Number of recent residential moves:**

How many times have you moved in the past year? _____

5. **Highest grade completed in school:**

What is the highest grade you **completed** in school? _____

6. **Number of self-reported medical diagnoses (count of the following):**

Have you ever been diagnosed with (check all that apply):

- | | | | |
|--|--|-------------------------------------|--|
| <input type="checkbox"/> Asthma | <input type="checkbox"/> Epilepsy | <input type="checkbox"/> HIV/AIDS | <input type="checkbox"/> ODD |
| <input type="checkbox"/> Hepatitis | <input type="checkbox"/> Allergies | <input type="checkbox"/> Depression | (Oppositional defiant disorder) |
| <input type="checkbox"/> Diabetes | <input type="checkbox"/> ADD/ADHD | <input type="checkbox"/> FAS/FAE | <input type="checkbox"/> Other |
| <input type="checkbox"/> Tuberculosis | (Attention deficit/hyperactivity disorder) | (Fetal alcohol syndrome/effects) | _____ |
| <input type="checkbox"/> Schizophrenia | | | <input type="checkbox"/> None of the above |

7. Number of sources of social support available (count of the following):

Who is currently in your life that you could go to if you needed help or support? (check all that apply):

- | | | | | |
|---|---|--|-------------------------------------|--------------------------------|
| <input type="checkbox"/> Mother | <input type="checkbox"/> Grandparents | <input type="checkbox"/> Friends | <input type="checkbox"/> Key worker | <input type="checkbox"/> Other |
| <input type="checkbox"/> Father | <input type="checkbox"/> Brother/Sister | <input type="checkbox"/> Social worker | <input type="checkbox"/> Doctor | _____ |
| <input type="checkbox"/> Aunt/
Uncle | <input type="checkbox"/> Boyfriend/
Girlfriend | <input type="checkbox"/> Youth worker | <input type="checkbox"/> Counselor | |

8. Mother's highest level of education:

What is your parent(s) educational background?

- | | | | | |
|---|-----------------------------------|--|--|-------------------------------------|
| <input type="checkbox"/> Under
grade 8 | <input type="checkbox"/> Grade 10 | <input type="checkbox"/> Grade 12 | <input type="checkbox"/> Graduated
college/university | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Grade 9 | <input type="checkbox"/> Grade 11 | <input type="checkbox"/> Began
college/university | | <input type="checkbox"/> N/A |

9. Father's highest level of education:

What is your parent(s) educational background?

- | | | | | |
|---|-----------------------------------|--|--|-------------------------------------|
| <input type="checkbox"/> Under
grade 8 | <input type="checkbox"/> Grade 10 | <input type="checkbox"/> Grade 12 | <input type="checkbox"/> Graduated
college/university | <input type="checkbox"/> Don't know |
| <input type="checkbox"/> Grade 9 | <input type="checkbox"/> Grade 11 | <input type="checkbox"/> Began
college/university | | <input type="checkbox"/> N/A |

10. Reported difficulties in school:

Please check True or False for the following statements. When you were in school:

- | T | F | | T | F | |
|--------------------------|--------------------------|---|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | You enjoyed your classes | <input type="checkbox"/> | <input type="checkbox"/> | You were absent a lot |
| <input type="checkbox"/> | <input type="checkbox"/> | Reading and writing were problems for you | <input type="checkbox"/> | <input type="checkbox"/> | You found that you didn't understand things |
| <input type="checkbox"/> | <input type="checkbox"/> | You worked hard at your schoolwork | <input type="checkbox"/> | <input type="checkbox"/> | Your parents cared about how you were doing |
| <input type="checkbox"/> | <input type="checkbox"/> | You got into trouble with your teachers | <input type="checkbox"/> | <input type="checkbox"/> | You experienced racism |
| <input type="checkbox"/> | <input type="checkbox"/> | You got the grades you are capable of | <input type="checkbox"/> | <input type="checkbox"/> | You had trouble paying attention |
| <input type="checkbox"/> | <input type="checkbox"/> | Other kids bullied you | <input type="checkbox"/> | <input type="checkbox"/> | You picked on other kids |
| <input type="checkbox"/> | <input type="checkbox"/> | You always did your homework | | | |

11. Lifetime number of experiences of victimization (count of the following)¹:

The next questions are about things that may have happened to you in the past. I will ask you if something has ever happened to you, and if so, how often it has happened in the last 2 months. Please circle yes or no: Have you ever...

- | | | | |
|-----|---|-----|--|
| Y N | Had money stole from you? | Y N | Been hit by a parent or step-parent? |
| Y N | Been assaulted by someone without a weapon? | Y N | Been forced into sexual activity that you didn't want? |
| Y N | Been assaulted by someone with a weapon? | Y N | Been psychologically or emotionally abused? |
| Y N | Been hit by a boyfriend/girlfriend? | | |

12. Recent experiences of victimization¹

[SEE ABOVE for items.] In the last 2 months, how many times has this happened? Never, once only, two times, 3 or more times (specify #)

13. Lifetime number of types of crimes committed¹

These next questions are about things you may have done in your life. I will ask you if you've ever done each thing, and if so, how often you've done it in the last 2 months. Remember your answers will be kept **completely confidential**. Please circle yes or no: Have you ever...

- | | | | |
|-----|---|-----|--|
| Y N | Stolen or tried to steal a car? | Y N | Been paid to have sex with someone? |
| Y N | Broken into a home or business? | Y N | Hit a boyfriend or girlfriend? |
| Y N | Purposely damaged property that is not yours? | Y N | Gotten into a physical fight with one group against another? |
| Y N | Sold illegal drugs (e.g. marijuana, cocaine, heroin)? | Y N | Gotten into fights where weapons were involved? |
| Y N | Stolen something worth less than \$50? | Y N | Carried a hidden weaspon like a gun or knife in public? |
| Y N | Stolen something worth more than \$50? | Y N | Started a physical fight with someone? |
| Y N | Used or tried to use credit cards or bank cards without owner's permission? | Y N | Made money by doing something illegal? |

14. Recent criminal behaviour:

[SEE ABOVE for items.] In the last 2 months, how many times has this happened? Never, once only, two times, 3 or more times (specify #)

15. Friendships with deviant peers:

Think about your current group of friends – the people you hang out with now. Would you say that most of them:

- | | |
|---|---|
| <input type="checkbox"/> Go to school | <input type="checkbox"/> Do drugs frequently |
| <input type="checkbox"/> Work full time | <input type="checkbox"/> Get drunk frequently |
| <input type="checkbox"/> Work part time | <input type="checkbox"/> Make money illegally |
| <input type="checkbox"/> Have been arrested in the past | <input type="checkbox"/> Get into fights frequently |
| <input type="checkbox"/> Have spent time in jail | |

16. Frequency of recent substance use (tobacco, alcohol, marijuana):

I am going to list some drugs, tell me how often you have used them in the past 2 months:

Never, once or twice, 3-7 times, once a week, several times a week, almost every day.

17. Number of "hard" drugs recently used:

This item is based on the same item as above, except the score is simply a count of the number of drugs reportedly used at least once in the past 2 months, from the following list:

- | | | |
|------------------|-----------|---------------------|
| Cocaine or crack | Mushrooms | Pills |
| Crystal meth | Heroin | Other illegal drugs |
| LSD | Ecstasy | |

18. Personal views of self-reliance:

Please check the appropriate box for the following statements (strongly agree, agree, neutral, disagree, strongly disagree):

1. When things go well for me, it's usually not because of something I myself actually did[^].
2. You can't be expected to make a success of yourself if you had a bad childhood.
3. When things don't go the way I want them to, that makes me work even harder.
4. The main reason I'm not more successful is that I have bad luck[^].
5. When things have gone wrong for me, it's usually because of something I couldn't do anything about[^].

19. Personal views of work ethic:

Please rate how strongly you agree with the following statements (strongly agree, agree, neutral, disagree, strongly disagree):

- i. I experience a sense of fulfillment from working
- ii. Hard work makes one a better person
- iii. I do not like having to depend on other people
- iv. No one should expect you to do work that you don't like[^]
- v. Anyone who is willing and able to work hard has a good chance of succeeding
- vi. The less time one spends working and the more leisure time one has, the better
- vii. Hard work is never fun[^]

20. Personal views of ability to regulate impulses* :

Do you notice that you ...? (never, sometimes, often):

- | | |
|--|--|
| i. Are easily distracted or have trouble sticking to activities? | iv. Are impulsive, or act without stopping to think? |
| ii. Fail to finish things you start? | v. Jump from one activity to another? |
| iii. Have difficulty following directions or instructions? | vi. Fidget? |

21. Personal views of ability to cooperate with others* :

Do you notice that you ...? (never, sometimes, often):

- | | |
|---|-----------------------------------|
| i. Are cranky? | iv. Are easily annoyed by others? |
| ii. Are defiant, or that you talk back to people? | v. Argue a lot with adults? |
| iii. Blame others for your own mistakes? | vi. Are angry and resentful? |

22. Personal views of mood and emotions* :

Do you notice that you ...? (never, sometimes, often):

- | | |
|---|--|
| i. Have no interest in your usual activities? | v. Feel hopeless? |
| ii. Get no pleasure from your usual activities? | vi. Are unhappy, sad, or depressed? |
| iii. Have trouble enjoying yourself? | vii. Have lost a lot of weight without trying? |
| iv. Are not as happy as other people? | |

23. "Reliable Alliance," or ability to rely on social supports (from the social provisions scale)# :

- There are people I can depend on to help me if I really need it
- If something went wrong, no one would come to my assistance
- There is no one I can depend on for aid if I really need it
- There are people who I can count on in an emergency

24. Attachment to others (from the social provisions scale)# :

- I feel that I do not have close personal relationships with other people
- I have close relationships that provide me with a sense of emotional security and well-being
- I feel a strong emotional bond with at least one other person
- I lack a feeling of intimacy with another person

25. Guidance (from the social provisions scale)# :

- There is no one I can turn to for guidance in times of stress
- There is someone I could talk to about important decisions in my life
- There is a trustworthy person I could turn to for advice if I were having problems
- There is no one I feel comfortable talking about problems with

26. Social integration (from the social provisions scale)#:

- There are people who enjoy the same social activities as I do
- I feel part of a group of people who share my attitudes and beliefs
- There is no one who shares my interests and concerns
- There is no one who likes to do the things I do

27. "Reassurance of worth," or sense of one's own worth as an individual (from the social provisions scale)#:

- Other people do not view me as competent
- I do not think other people respect my skills and abilities
- I have relationships where my competence and skill are recognized
- There are people who admire my talents and abilities

28. Job-related self efficacy (from strongly agree to strongly disagree)

- ♦ I would feel comfortable talking about my strengths and weaknesses in a job interview
- ♦ I know how to make a good resume
- ♦ I make a good impression on people
- ♦ I believe it will be hard for me to find a job
- ♦ I am as good a worker as most people
- ♦ I have talents and skills that employers would want
- ♦ I am able to learn new skills quickly
- ♦ Right now, I am capable of getting somewhere on time everyday
- ♦ I know what my rights are as an employee
- ♦ I need more education to get a good job
- ♦ I know how to look for jobs
- ♦ I worry that my reading and writing skills will cause me trouble at work
- ♦ I can describe my skills and previous work experience well
- ♦ I am fearful of getting a job
- ♦ I know what my career goals are
- ♦ I know what I need to do to get the career that I want
- ♦ I understand what employers are looking for in the people they hire
- ♦ I think I can cope with stressful situations at work
- ♦ I am comfortable speaking up for myself at work

Appendix B: Criminal Code Categories

Crimes categories are based on the Statistics Canada (2004), Canadian Centre for Justice Statistics, Policing Services Program, Uniform Crime Reporting Survey (access on the web at: http://www.statcan.ca/english/sdds/document/3302_D7_T1_V1_E.pdf).

The UCR framework uses three main crime categories: Violent Crime, Property Crime and Other. Data from the PROBE database will be coded within these categories, with additional subcategories as outlined below:

- 100 – 199 Violent Crime
- 200 – 299 Property Crime
- 300 – 399 Other Crime
 - 330 – 339 Offensive Weapons
 - 340 – 349 Traffic Offences
 - 350 – 359 Drug Possession
 - 360 – 369 Drug Trafficking
 - 370 – 379 Administration of Justice Offences
 - 380 – 389 Young Offenders
- 400 – Other Offences

SPECIFIC CRIME CODES

100 VIOLENT CRIMES

- 101 Homicide (second degree murder)
- 102 Attempted murder
- 103 Assault (level 1 - pushing, slapping, punching and face-to-face threats) brackets needed?
- 104 Assault level 2 - assault with a weapon or causing bodily harm
- 105 Assault level 3 - aggravated assault
- 106 Other assaults- assault against a police officer and unlawfully causing bodily harm
- 107 Sexual assault - level 1 least physical injury to victim
- 108 Sexual assault - level 2 assault with a weapon, threats to use a weapon or causing bodily harm
- 109 Sexual assault - level 3 assault that wounds, maims, disfigures or endangers the life of the victim
- 110 Other sexual offences (exposure to under 14, sexual interference)
- 111 Abduction
- 112 Robbery
- 113 Hostage taking, kidnapping

200 PROPERTY CRIMES (committed without violence or threat of violence)

- 201 Break-ins
- 202 Attempted B &E
- 203 Theft of motor-vehicle
- 204 Theft \$5,000 & under

- 205 Theft over \$5,000
- 206 Possession of stolen goods
- 207 Fraud
- 208 Shoplifting
- 209 Bicycle theft

300 OTHER CRIMINAL CODE OFFENSES

- 301 Mischief, including vandalism, false fire alarms, harassing phone calls, tamper with auto
- 302 Arson
- 303 Disturbing the peace
- 304 Trespass at night
- 305 Counterfeiting
- 306 Prostitution - soliciting
- 307 Indecent acts
- 308 Procuring
- 309 Threats
- 317 Possession of a burglar tool
- 318 Conspiracy
- 319 Obstructing a police officer, [fail to] stop police signal

330 Offensive weapons

- 331 Illegal possession of a weapon (having an unregistered firearm or failing to obtain a license to possess a firearm)
- 332 Illegal firearms usage category (e.g. using a firearm in the commission of an offence or pointing a firearm)
- 333 Other - careless use, illegal destruction of a firearm, tampering with serial numbers.
- 334 Dangerous use of firearms
- 335 Possession of an offensive weapon, prohibited weapon, weapons
- 336 Unsafe storage of firearms
- 337 Weapons trafficking

340 Traffic Offences

- 341 Impaired driving
- 342 Impaired operation of a motor vehicle, boat or aircraft causing death or bodily harm
- 343 Driving with over 80 mg of alcohol per 100 ml of blood
- 344 Failing to provide a breath and/or blood sample; refuse roadside screening
- 345 Driving while suspended
- 346 Careless driving
- 347 Dangerous driving - evading police officer, causing bodily harm
- 348 Fail to remain at the scene
- 349 Drive with out a license

350 DRUG INCIDENTS - possession

- 351 Schedule I substances include various opiates, heroin, cocaine, phencyclidine (PCP), methadone, and analgesics such as pentazocine.
- 352 Schedule II substances include cannabis (marihuana) and cannabis resin (hashish).

- 353 Schedule III substances include amphetamines and derivatives (such as ‘speed’), lysergic acid diethyl amide (LSD), psilocybin (magic mushrooms) and methylphenidate (such as Ritalin 7).
- 354 Schedule IV substances include barbiturates, anabolic steroids, and benzodiazepines (tranquilizers such as Valium, Ativan, and Rohypnol).
- 355 Schedule V substances include Propylhexdrine (found in nasal sprays) and any salt thereof.
- 356 Schedule VI substances are considered to be “precursor” chemicals frequently used in the production of illicit drugs. Examples of precursor substances include ephedrine and pseudoephedrine.
- 357 Other drugs - not specified
- 358 Alcohol - minor
- 359 Intoxication; consumption in a public place
- 360 DRUG INCIDENTS - trafficking**
- 361 Schedule I substances include various opiates, heroin, cocaine, phencyclidine (PCP), methadone, and analgesics such as pentazocine.
- 362 Schedule II substances include cannabis (marihuana) and cannabis resin (hashish).
- 363 Schedule III substances include amphetamines and derivatives (such as ‘speed’), lysergic acid diethyl amide (LSD), psilocybin (magic mushrooms) and methylphenidate (such as Ritalin 7).
- 364 Schedule IV substances include barbiturates, anabolic steroids, and benzodiazepines (tranquilizers such as Valium, Ativan, and Rohypnol).
- 365 Schedule V substances include Propylhexdrine (found in nasal sprays) and any salt thereof.
- 366 Schedule VI substances are considered to be “precursor” chemicals frequently used in the production of illicit drugs. Examples of precursor substances include ephedrine and pseudoephedrine.
- 367 Other drugs - not specified
- 368 Proceeds of a crime
- 370 Administration of justice offences**
- 371 Judicial interim release violations (bail violations)
- 372 Failure to appear in court
- 373 Failure to comply with a condition of undertaking or recognizance, a summons, or an appearance notice and escaping custody
- 374 Breach of probation
- 375 Unlawfully at large
- 380 Young offenders act**
- 381 Juvenile trouble
- 400 OTHER CRIMES**
- 401 Abandon a child
- 402 Child Welfare Act
- 403 Prot. Child Inv. Prostitution Act
- 411 Landlord & Tenant
- 412 Bylaw infractions
- 413 General complaints

414 Suspicious persons; suspicious vehicles

500 Federal acts general

501 Provincial acts general

Appendix C: Key terminology and definitions¹

Criminal Incident

One incident can include more than one offence. For incidents involving multiple offences, only the most serious offence in the incident is counted. Except for robbery, violent crime counts reflect the number of victims in the incident, whereas non-violent crime counts reflect the number of incidents or occurrences of crime.

Crime rate

Crime rates are based on the number of incidents reported to police per 100,000 population. Rates are used to make comparisons among geographic areas with different populations and over time. **The “crime rate” represents all Criminal Code incidents excluding traffic violations and other federal statutes, such as drug offences.**

Accused persons

Includes all persons identified by police as having committed a crime, and against whom enough evidence exists to lay a charge, regardless of whether they have been formally charged with an offence.”

1. Julie Sauv , Julie (2004). Crime Statistics in Canada, 2004
Juristat: Canadian Centre for Crime Statistics, Vol. 25, no. 5. Ottawa: Statistics Canada – Catalogue no. 85-002-XPE.

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