Formative Evaluation of the Youth Action Alliance Program

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September 2008

Suggested Citation. Fiissel, D., Schwartz, R., Schnoll, J. and Garcia, J. *Formative Evaluation of the Youth Action Alliance Program*. Toronto, ON: Ontario Tobacco Research Unit, Special Report, September 2008.

Acknowledgements

This evaluation benefited from the guidance of an Evaluation Advisory Committee with the following members: Steven Brown, Andrea Kita, Chris Lovato, Steve Manske, Angela Motimer, Ratsamy Pathammavong, and Steven Savvaidis. We also benefited from the research assistance work of Larisa Hausmanis and from the input of the Smoke-Free Ontario Youth Task Group. Most of all we thank the youth and adults who participated in this study.

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Executive Summary

The purpose of this formative evaluation is to contribute to the performance of Youth Action Alliance programs by:

- Describing implementation of the intended design
- Identifying what is working well and less well for whom, when and why
- Identifying positive lessons from success
- Identifying obstacles to success

Evaluation design involved multi-phase and multi-method approaches:

- Adult Survey (May-June 2006)
- Site Visits (July-November 2006)
  - Including interviews, document review, and observation
- Youth Questionnaire (December 2006-February 2007)
  - Measures included Mobilization, Leadership Skills, Empowerment, Self-esteem, Group Identification, Group Climate, and Outcome Efficacy

Overall, the program has been successfully implemented and is already showing signs of positive impacts on sub-communities (i.e. particular schools) within overall target communities. The basic program structure has been implemented in 56 youth clusters across Ontario. Youth Advisors and Peer Leaders were recruited, hired and trained by the Youth Advocacy Training Institute. Clusters have conducted numerous activities and events and generally implemented the youth development model.

Groups generally function in accordance with youth development principles:

- Youth largely take the lead in planning and implementing activities
- Democratic procedures govern decision-making
- There are ample opportunities for developing skills, even for Peer Leaders who enter the program with high skill levels
- Policies and regulations in most Public Health Agencies have been adapted to support youth development and Agency staff are generally supportive.

In some groups there are forces that run counter to youth development:

- Pre-existing work-plan commitments and requests from external sources sometimes dictate activities.
- There are also cases in which adults assign youth to roles and activities and in which adults chair meetings and make the decisions.

The extent to which groups are successfully youth led depends on context. There is a need to tailor the extent of the youth development process to the developmental level of youth and the developmental stage of the group.

Groups conduct an impressive array of activities and events. Most work time is spent in regular work meetings devoted in part to planning events. Two-thirds of Peer Leaders report conducting, on average, one or less events each month:

- Most events are educational or promotional in nature, including: presentations, street marketing, movie and other entertainment events.
- Relatively few groups conducted advocacy activities aimed at affecting action to create policy change. Only about one-third had conducted at least one advocacy activity, including: petitions, powerwalls and community clean-ups.
- A number of groups engaged in cessation related activities including: quit kits, contests and a cigarette exchange
- Location, timing, event promotion, media coverage and potential reach emerge as important considerations in determining the perceived success of activities and events.
- Success of particular activities and events is dependent on a number of contextual variables, including: community characteristics, personal characteristics of youth involved and various implementation variables.

Outcomes and initial impacts are assessed at group, individual youth and community levels. Achievement of desired impacts on both youth participants and on the community requires creation of conducive group-level environments:

- Groups have been largely successful in creating environments conducive to achieving youth and community impacts. Mean scores for group identification, group climate and group outcome efficacy were at very high ends of scale ranges. Each of these group variables were significantly correlated with one another
- Participation in YAA groups is benefiting Peer Leaders in a variety of ways, including: tobacco control knowledge; leadership, organizational, presentation, public speaking, event planning, communication and computer skills; personal benefits of a good paying and fulfilling job, increased self-esteem and self-confidence and feelings of empowerment.
- Youth participants who identified more strongly with the group, felt more like valuable members of the group, and believed more strongly in group outcome efficacy were more likely to achieve benefits of individual mobilization, leadership skills and empowerment.
- There was a wide range in perceptions about the community impact achieved.
    - Media coverage is considered vital, but difficult to obtain, particularly in large urban areas.

  - Participants perceived impacting sub-communities (i.e. particular schools) within their overall target community. Difficulties were reported in becoming known and having impact across large geographical areas and in urban centres.
  - Several groups expected to have greater community impact over the course of time.

Implementation of some aspects of the original program design has been less complete:

- In most groups, Peer Leaders are predominantly high academic achievers, highly involved in other activities and score highly at intake on individual mobilization, leadership skills, empowerment scales. Recruitment and hiring procedures prevent many Public Health Agencies from achieving their stated desire for more heterogeneous groups of youth in general and particularly youth from 'at-risk' sub-populations. At the time of the evaluation, YAA groups were not explicitly required to include 'at-risk' youth. Rather they were intended to be "for youth of all economic, ethnic and linguistic backgrounds".
- Few groups have succeeded in attracting and retaining more than a few volunteers. Tensions between paid Peer Leaders and volunteers have emerged in some groups.
- Turnover of both Youth Advisors and Peer Leaders has impeded activity in some groups.
- Distance and travel costs are barriers, particularly for some rural groups
- There is a desire for more guidance and resource sharing amongst YAA groups

Comparison of the general YAA approach to the school-based *exposé* approach reveals both similarities and differences.

- *exposé* provides less opportunity for youth development for high school participants; the older Youth Facilitators benefit from many opportunities to develop leadership and other skills.
- Compared with mainstream YAA groups, *exposé* is perceived by its own program staff to have had greater community impact. This is partially explained by a broader resource base, by strong partnerships with community organizations, and by length of time that this program has been in operation.

Program Design

Youth Action Alliances

The Youth Action Alliance program is a key component of Smoke-Free Ontario youth prevention programming. The YAA program adheres to a peer leadership model, conceptualized as being youth led and directed. Youth development is a key mechanism for achieving tobacco control objectives. Youth involved in YAAs develop, plan, and implement initiatives that address tobacco prevention needs in their communities. It is a community-based program with an overall aim to provide the youth involved with the capacity to engage in community mobilization, education, and policy-related tobacco control issues. Thus, there are two main goals of the program: tobacco control and youth development. Through their role in the program, that is, by developing, planning, and implementing activities, the knowledge, skills, and capacity of youth are improved. At the same time, these activities seek to create positive changes in tobacco use.

The YAA program involves Peer Leaders, Youth Advisors, and youth volunteers. Peer Leaders are high school-aged youth who work approximately 10 hours per week as paid employees. Youth Advisors are adults who supervise and facilitate the group. Each group is also required to recruit volunteers. YAA groups are comprised of up to three clusters of seven to ten Peer Leaders and one Youth Advisor. In 2005-2006, 18 public health agencies received funding for the YAA program (31 clusters); this funding was expanded to all public health agencies in 2006-2007 (56 clusters). Although most of the YAA groups operate out of public health agencies, some groups have been contracted out to another organization (e.g. teen centre). In addition, some groups operating under the auspices of health agencies conduct their meetings in other locations, such as schools, for convenience of gathering the youth together.

Training and technical assistance are provided by the Youth Advocacy Training Institute (YATI). Youth Advisors receive a two-day training that focuses on running a peer leadership program and a five-day training on positive youth development. Youth receive a three-day Peer Leader training that focuses on advocacy. Apart from the training, YATI holds an annual province-wide youth conference.

Goals/aims of the YAA Program

1. To engage youth in local action in order to prevent smoking initiation and habitual use
2. To increase awareness of and provide education regarding tobacco control issues in their communities, e.g.,
    - exposing deceptive tobacco industry practices,
    - educating about the harms of second-hand smoke, and
    - reducing exposure to second-hand smoke.

Objectives of the YAA Program

- To engage youth in action-oriented activities, including advocacy and negotiation, in order for them to become social change agents
- To provide youth with authentic leadership opportunities
- To build decision making and problem solving skills and capacities of youth
- To provide youth with opportunities to engage in policy-related awareness and education
- To engage youth in alliances and coalitions

Program Theory

Although not a formal theory, the youth development approach is the basis for the YAA program. The youth development approach is based on the understanding that, in order to make a successful and healthy transition from adolescence to adulthood, youth need to posses certain skills and competencies (Grantmakers in Health, 2002; Roth and Brooke-Gunn, 1998). This framework works to provide the supports and services necessary for the development of these skills and competencies.

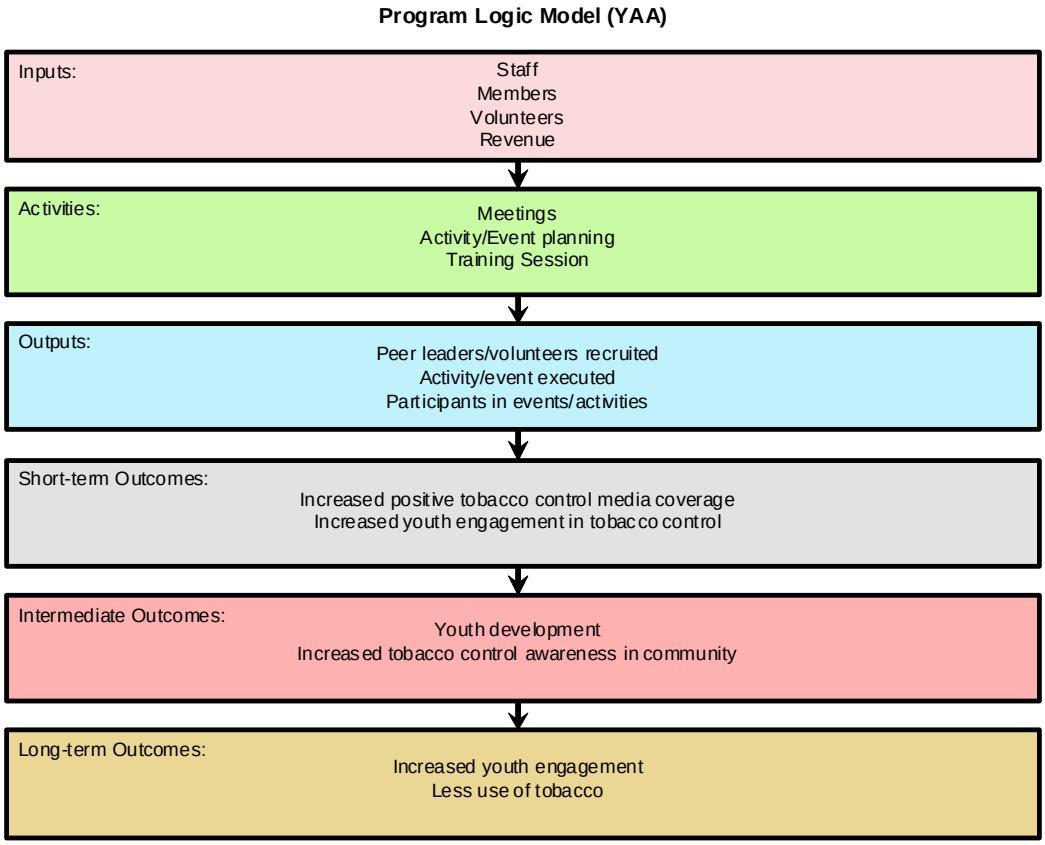
The YAA program theory includes the Ladder of Participation, a model for thinking about youth participation which was developed by Roger Hart. The top five rungs describe true youth participation.

1. *Youth-initiated, shared decisions with adults* is where youth initiate projects and decision-making is shared among youth and adults.
2. *Youth-initiated and directed* is when young people initiate and direct a project or program Adults are involved only in a supportive role.
3. *Adult-initiated, shared decisions with youth* is when projects or programs are initiated by adults but the decision-making is shared with the young people.
4. *Consulted and informed* is when youth give advice on projects or programs designed and run by adults, however decisions are made by adults.
5. *Assigned but informed* is where youth are assigned a specific role and informed about how and why they are being involved.

Roger Hart's Ladder of Participation shows Youth-initiated, shared decisions with adults as the top form of youth participation, followed immediately by Youth-initiated and directed. This is somewhat controversial an issue for many people working with and around young people. Many believe that shared decision making is most beneficial to both young people and adults. Others believe that young people are most empowered when they are making decisions without the influence of adults.

Logic Model

Figure 1: Program Logic Model (YAA)



exposé

The Ottawa Public Health smoke-free youth program, *exposé,* began in 2002 as a school-based tobacco control program with a goal to reduce the city of Ottawa's youth smoking rate. When the program began, *exposé* was largely an adult-driven program. Recognizing that a youth component of the program was missing, the Youth Facilitator position was created in the second year of the project. Since its inception, the role of the youth has expanded and the program has grown to include a community component. A recent development of *exposé* was the creation of the "Youth-Led, Adult-Guided" (YLAG) model. This model acknowledges the contributions that each party can bring to the partnership in order to improve the success of the *exposé* program. For example, youth often bring energy, creativity and the knowledge of what appeals to a youth audience. On the other hand, adults may bring public health, community development, and project management skills and knowledge.

Currently, the *exposé* program involves Youth Facilitators, high school students, Youth Advisors, and public health staff. Youth Facilitators are college or university students who are employed by the program and supervised by Youth Advisors. They work closely with a public health staff member.

Together, the Youth Facilitators and public health staff lead high school student volunteers. Within the schools, high school students, Youth Facilitators, and public health staff meet weekly to plan school-based activities. In addition, Youth Facilitators, under the supervision of the Youth Advisors, plan and conduct community-based activities.

Comparable interventions in other jurisdictions

Canadian

BLAST

BLAST (Building Leadership for Action in Schools Today) in Alberta is a school-based prevention program with goals and activities similar to YAAs. For example, the program aims to provide youth with the skills to be tobacco control leaders in their communities and there are weekend conferences and community projects.

International

The United States has been more active than Canada in the area of youth advocacy. There are a number of programs found throughout the US. The most familiar might be Florida's SWAT (Students Working Against Tobacco), which aims to empower youth throughout the state while they work toward denormalization of the tobacco industry. The American Legacy Foundation also has a number of youth activities and groups. "Legacy's Youth Leadership Institute encourages high school students to become active tobacco control leaders in their communities while working to develop leadership skills and social justice awareness. The YLI is open to any student between the ages of 14-17 with a solid interest in social justice and tobacco control and prevention efforts" (ALF website). Further youth programs can be found throughout the US, including California (California Youth Advocacy Network, CYAN), New York (Reality Check), West Virginia (Teens Against Tobacco Use, T.A.T.U.), Colorado (Get R!EAL, Resist! *exposé* Advertising Lies!), Nevada (XPOZ Youth Coalition), Washington (Youth Action Teams, YATs), New Hampshire (Youth Network Opposing Tobacco, YNOT), and Pennsylvania (Teens Kickin' Nicotine (TKN). It is important to note that Ontario's YAAs are based on the Massachusetts' youth action alliances program. Funding for this program was cut before an evaluation was completed so there is not much evidence in support of this program.

Literature Review

Reducing the prevalence of youth tobacco use has long been a goal of policymakers, researchers, and service providers. A recent approach showing great promise and progress toward this goal is the positive youth development approach. While relatively new in tobacco control, this approach has been applied within a variety of areas, including the prevention of teen pregnancy, substance use, school drop-out, and youth violence. Although the literature is not extensive at this time, it does provide evidence that the youth development approach is associated with positive attitudes and behaviours and reductions in problem behaviours. After highlighting the positive youth development literature in general, this framework as it applies to tobacco control will be reviewed.

The Youth Development Approach

The youth development approach is based on the understanding that, in order to make a successful and healthy transition from adolescence to adulthood, youth need to posses certain skills and competencies (Grantmakers in Health, 2002; Roth & Brooks-Gunn, 1998). Youth Development interventions work to provide the supports and services necessary for the development of these skills and competencies.

Youth development is an overarching framework used within programs, organizations, and communities. There is a great deal of variation in how this approach is applied in diverse settings, thereby making it challenging to define. However, it is possible to identify the youth development approach based on certain goals and characteristics common to programs espousing such an approach. In youth development programs, youth are viewed as assets and participation at every phase of program development and implementation is encouraged (Roth & Brooks-Gunn, 1998). Resiliency is a central concept and the goal is not only to reduce unhealthy behaviours and risk factors but to increase personal strengths and protective factors (Grantmakers in Health, 2002; Roth & Brooks-Gunn, 1998; Gallagher et al., 2005). Within this framework, the focus extends beyond the individual to include peers, family, school, and broader community contexts (Catalano et al, 2002).

To help guide program and policy development, various frameworks that attempt to define and characterize youth development programs have been put forth. Among the numerous elements identified by these frameworks as characterizing youth development are the following: boundaries for and expectations of youth; the constructive use of time; activities providing challenges; opportunities for participation; development of social, emotional, cognitive, and moral competencies; self-efficacy; empowerment; support, especially from caring adults; a commitment to learning; and a belief in the future (Grantmakers in Health, 2002; Roth & Brooks-Gunn, 1998; Gallagher, Stanley, Shearer, & Mosca, 2005; Roth & Brooks-Gunn, 2003; Catalano, Berglund, Ryan, & Hawkins, 2004). According to Lerner, Fisher, and Weinberg (2000), youth development programs result in the following: “intellectual ability and social and behavioural skills; positive bonds with people and institutions; integrity and moral centeredness; positive self-regard, a sense of self-

efficacy, and courage; and humane values, empathy, and a sense of social justice" (p.17). In other words, the building blocks of positive youth development (also known as the 5 Cs) are considered to be competence, connection, character, confidence, and compassion.

Findings from the Youth Development Literature

Although there seems to be agreement concerning the promise of youth development programs, the lack of empirical evidence leaves much to be learned regarding if, when and how such programs work to achieve positive outcomes for youth. A few reviews of youth development programs have been conducted over the past decade. For example, Catalano et al. (2004) identified 25 youth development programs targeted toward general population youth that had been evaluated using robust methodology. The majority of the programs in their review were successful at improving positive behaviours, including interpersonal skills, problem-solving, and self-efficacy, and all but one program demonstrated improvements in problem or risk behaviours. In another review examining outcome evaluations of youth programs, Roth & Brooks-Gunn (1998) found that programs with the greatest number of youth development components achieved the greatest success in enhancing youth competencies and reducing risk behaviours.

In another review, Roth & Brooks-Gunn (2003) examined the similarities and differences in program goals, atmosphere, and activities among 48 successful youth development programs evaluated with sound methodology. Classifying goals according to the five Cs of youth development (i.e., competence, connection, character, confidence, and compassion), Roth & Brooks-Gunn found that all of the programs involved at least one of these youth development goals, and 21% of the programs endorsed each of the five Cs. Enhancing competencies was a goal of each of the programs, with social and cognitive skills being the most common competency goals.

In an attempt to understand what accounts for the success of youth development programs, Roth & Brooks-Gunn (2003) separated the 48 programs into two groups based on whether the program demonstrated positive change in at least three elements of youth development. Twenty-one programs met this criterion and were classified as successful *youth development* programs, while the other 27 programs were classified as successful *youth* programs. In terms of program goals, youth development programs were found to be more successful than the other youth programs at improving youth competencies, confidence, and bonds with others, whereas youth programs were found to be more successful at enhancing compassion and caring. Comparison of the two groups of programs suggests that it is not the program activities that set successful youth development programs apart from other youth programs, but the program atmosphere. Based on this review, Roth & Brooks-Gunn (2003) have developed the following definition of a youth development program:

> ...youth development programs seek to enhance not only adolescents' skills, but also their confidence in themselves and their future, their character, and their connections

> to other people and institutions by creating environments, both at and away from the program, where youth can feel supported and empowered (p. 180).

Youth Development in Tobacco Control

As mentioned previously, applying the youth development framework to tobacco control is a new yet promising approach. Unfortunately, given that this is a new approach within tobacco control, there is not a great deal of evidence of effectiveness.

In recent years, there has been an increase in the number of youth development groups, particularly in the United Sates, working for tobacco control. The youth development approach is evident to varying degrees depending on the program and context. Empowerment, advocacy, engagement, and activism are concepts centrally linked to the application of the youth development approach within tobacco control.

Winkleby, Feighery, Dunn, Kole, Ahn, & Killen (2004) compared a tobacco control advocacy intervention with an existing school-based substance abuse prevention curriculum. Although both were based in the school setting, the advocacy intervention included a large community component. For example, students went into the community to examine tobacco advertising and availability of and access to tobacco products. Furthermore, students were responsible for developing, implementing, and evaluating a community advocacy project. The findings suggest the advocacy intervention was more successful than the prevention curriculum. Regular smoking decreased in the intervention schools by 3.8% but increased 1.5% in the control schools; the net change of 5.3% was significant.

In an evaluation of youth empowerment or youth advocacy programs that had been in operation for more than a year, Marr-Lyon, Quintero, & Chrisp (no date) surveyed 112 youth between 11 and 22 years of age from 18 communities in New Mexico. The respondents reported experiencing characteristics of youth development, such as having a voice in the program, positive relationships with adults, feeling respected, and opportunities to participate. Youth reported satisfaction with the level of freedom in conducting activities and with their opportunities to participate in program decisions. The youth also reported a high degree of empowerment efficacy; they felt confident that they could decrease the appeal of tobacco, increase awareness of tobacco control, and work together to encourage tobacco free policies. High levels of self-esteem were also reported by the youth. However, as no comparison was made it is unclear whether this reflects an increase after participating in the program or whether it represents the type of youth who voluntarily participate in the program.

The American Legacy Foundation has also developed youth empowerment groups that work together for tobacco control. The primary goal of the Legacy's Statewide Youth Movement Against Tobacco Use (SYMATU) is to improve opportunities for positive youth development. Central to

their model is participation, which is differentiated from attendance, reflecting the importance placed on the quality of the interaction (Holden, Holden, Messeri, Evans, Crankshaw, & Ben-Davies, 2004)

To provide a preliminary test of the SYMATU model, Holden, Crankshaw, Nimsch, Hinnant, & Hund (2004) surveyed youth involved in the groups to examine the relationship between participation and empowerment. Characteristics of empowerment included perceived influence over friends, family, and the tobacco industry, perceptions of sociopolitical control, knowledge, assertiveness, and advocacy, while characteristics of participation included duration, intensity, and leadership roles. Using a composite empowerment score, they found that more active involvement (e.g., taking part in group discussions, encouraging others to attend, and participating in the capacity of a leader) was related to characteristics of empowerment. However, duration of involvement and the number of hours participating were not related to empowerment characteristics. This study suggests that increasing the quality and intensity of participation will have a positive impact upon the empowering process, with the roles youth play being particularly important to whether attitudes, beliefs, knowledge, and skills related to empowerment are reported. It should be noted that, in general, males and younger respondents were less likely to report empowerment characteristics and participation components. This suggests that it may be necessary to find ways to improve upon the engagement of younger youth as well as boys.

Using the Minnesota Youth Tobacco Prevention Initiative youth groups, Dunn and Pirie (2005) examined the types of group activities and the degree of youth involvement in group activities in relation to the empowerment characteristic of perceived influence. The most common group activities reported were developing antismoking materials and giving presentations to younger children. A large majority of youth (85%) reported at least one of their group's activities aimed to raise awareness about the manipulative techniques of the tobacco industry. Half of the youth reported they were involved as a leader in at least one group activity, nearly one-third reported a leadership role in one or two activities, and one-fifth reported leadership roles in three or more group activities. Presentations and planning smoke-free social events were activities that provided the greatest opportunity for being a leader. Leadership opportunities were less apparent in advocacy activities, such as working to promote smoke-free restaurants and youth access issues in stores.

Antismoking material development and working to change school smoking policies were activities associated with greater perceived influence, as were activities to increase awareness of industry manipulation tactics (Dunn, 2005). Being never smokers, having leadership roles, showing greater involvement in extracurricular activities, and being White were also related to higher influence scores. It is interesting to note that the activities related to greater perceived influence were not the same as those that provided opportunities for leadership roles. However, the activities associated with perceived influence did require a great deal of youth involvement for implementation.

Florida's "truth" campaign, S.W.A.T., which stands for Students Working Against Tobacco, is the state-wide community-based youth empowerment group that engages youth in advocacy and action

activities to reduce youth tobacco use. Using the Florida Youth Tobacco Survey, Bauer and Johnson (2001) reported on three years of data in order to evaluate Florida's Pilot Program on Tobacco Control. With respect to S.W.A.T. membership and involvement in other tobacco control community events, non-Hispanic Black students were the most likely to participate and participation generally decreased with increasing grade. Furthermore, students who reported receiving school-based prevention education were more likely to participate in community events and were more likely to be members of S.W.A.T. than were students who reported not receiving this education. Overall, younger students, girls, and non-Hispanic Black students were more likely to be involved in tobacco control community initiatives. These data suggest the need to determine if there are certain racial or ethnic groups that may be less inclined to participate and the need to find ways to engage them, along with boys and older students, to participate in tobacco control efforts.

Summary and Conclusions

Overall, the literature reviewed suggests that programs utilizing a youth development approach are associated with increases in positive behaviours and reductions in negative behaviours. Common goals of such programs include skill and competency enhancement and improving self-confidence, and a variety of activities provided in a supportive and empowering environment can be used to achieve these goals. In youth development programs in the area of tobacco control, youth felt they were able to influence others and more active involvement was related to greater feelings of empowerment. It appears that it is the quality of the participation, as opposed to the quantity, that plays a major role in empowering youth for tobacco control. The literature also indicates that certain subgroups of youth, for example boys and older students, may be less inclined to participate, suggesting the need to determine the best approaches for recruiting and retaining these youth in tobacco control activities.

Evaluation Approach and Design

The formative evaluation explores whether variations within the YAA and *exposé* programs are associated with differences in program activities and outcomes. Although all youth groups appear to be operating using a similar overall model (i.e., the positive youth development or youth engagement approach), preliminary discussions with key informants and program stakeholders suggested unique programmatic patterns within specific YAA groups.

Using a multi-phase, multi-method approach, the evaluation sought to answer the following questions:

1. What are the characteristics of the youth involved in the programs?
2. What are the various components of the program (and what factors influence these)?
3. What impacts are associated with the program (and what factors influence these)?
4. What are the facilitators and barriers to program operation and outcomes?

The formative evaluation was conducted in three phases: the YAA Group Survey, in-depth site visits of selected groups, and a Youth Questionnaire distributed to all youth involved in the programs.

Phase I: Youth Action Alliance Group Survey

Conducted during the month of May 2006, the first phase of this evaluation focused on capturing the characteristics of the YAA groups with the goal of gathering information in order to select the groups for the site visits.[1] Tobacco Control Managers from public health agencies with funding for YAA groups were provided with an introductory letter and the survey and were asked to distribute the survey to their YAA Youth Advisors for completion. Both paper and electronic copies of the survey were made available to the Youth Advisors. Out of the 25 groups (31 clusters) that were operating at the time of the survey, responses were obtained for 24 groups (30 clusters) and were included in the first phase of the formative evaluation.

The survey (Appendix A) contained both open- and closed-ended questions. Based on discussions with program stakeholders and key informants, the survey contained questions to assess program factors thought to be important to program operation and implementation. In addition to this, some survey questions were based on the Youth Group Adult Coordinator Survey used by the American Legacy Foundation in the evaluation of their statewide youth empowerment tobacco control youth groups (Evans, Ulasevich & Blahut, 2004; Hinnant et al., 2004; Holden, Messeri et al., 2004). Overall, the Phase I survey collected information about the group and the youth involved, including the following:

[1] Because T-DOT (Toronto Public Health) and *exposé* (Ottawa Public Health) were already going to be included in the evaluation as comparison groups, these two groups did not participate in the survey.

- Program goals, objectives, and challenges;
- Group characteristics (such as group location, meeting frequency, frequency and type of activities, and level of youth involvement); and
- Youth characteristics (such as the number of paid and volunteer youth involved, ages and gender of youth involved, and the length of youth involvement).

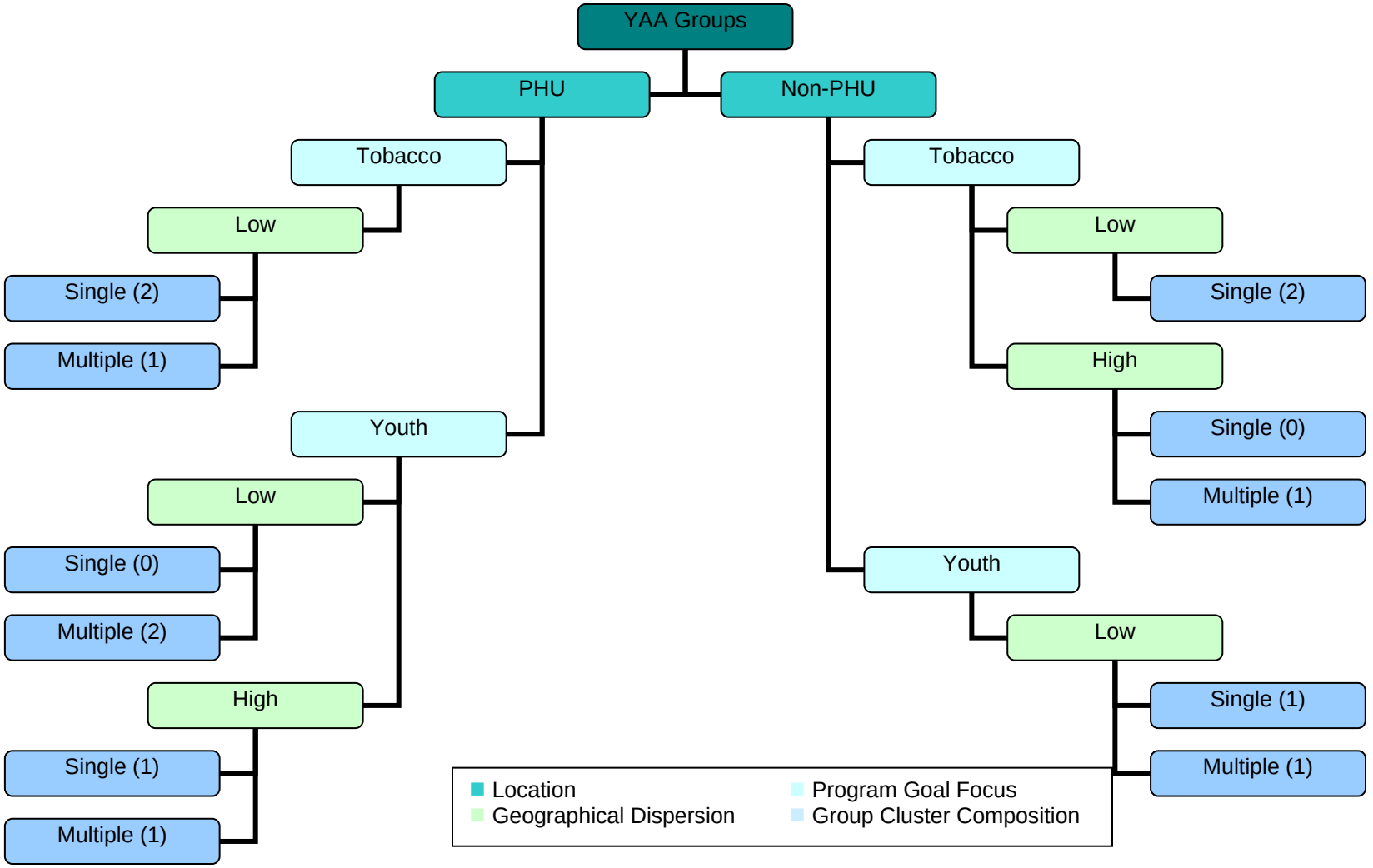
Findings and Group Selection

Of the 24 groups with responses to the survey, 17 consist of only one cluster (78%), 3 were funded for two clusters (12.5%), 2 groups were funded for 3 clusters (8.3%), and the final 2 were funded as half-clusters (8.3%). Depending on the number of clusters funded, the number of paid youth involved in the groups ranged from three to 24 and ranged in age from 12 years to 22 years. Female Peer Leaders outnumbered male Peer Leaders in 14 of the groups (58.3%), whereas males outnumbered females in five of the groups (20.8%). Nine groups (37.5%) did not yet have volunteers, with the number of volunteers in the remaining groups ranging from 1 to 37. Most of the groups were located in urban communities (n = 15, 62.5%), and just over half of all groups operated out of their respective health units or departments (54.2%).

As mentioned previously, the main objective of the YAA Group Survey was to select groups for inclusion in the in-depth exploration of groups selected for the second phase of the formative evaluation. Cluster analysis was explored as a method of categorizing the groups into similar clusters for selection. However, this analysis did not differentiate the groups into multiple clusters of similarity. Rather, variables used in the selection were based upon variation in responses on the survey, as well as on information gained from preliminary stakeholder and key informant discussions. Four variables comprised the main selection factors: the primary location from which the group operated (public health agency or other location), the primary program goal focus (tobacco control or youth development), the extent to which the group was geographically dispersed (low or high), and the number of funding clusters[2] that made up the group (single or multiple). Although these were the four primary selection factors that differentiated groups into categories, when choosing groups from each category a number of other variables were considered, including the specified role of volunteers within the group, the level of group activity (high or low), and the extent of Peer Leader turnover (see Figure 2). Three groups were excluded from the site visit selection. One group was excluded because they were already conducting their own evaluation. The francophone group was excluded due to the evaluation team's lack of capacity to conduct the evaluation in French. The third group, an Aboriginal YAA group, was excluded as the evaluation of this group was to be conducted through the Aboriginal Tobacco Strategy. Overall, 14 groups, including one pilot group and *exposé* group, were selected for the site visit phase of the formative evaluation

[2] By the time the groups were being selected for inclusion in Phase II, the two half clusters had received increased funding and became a two cluster group.

Figure 2: YAA site selection factors (numbers in parentheses represent the number of clusters chosen)



Phase II: Site Visits

Out of the 14 groups selected, one group withdrew their participation due to internal problems. Eight groups operated primarily out of the public health agency while five operated out of other locations (e.g., schools, teen centres). Eight groups were located in urban centres and five in rural settings. Phase II included interviews with those involved in the program, a review of program documents, and observations of group meetings and/or events.

Interviews

Semi-structured interviews (see Appendix B for interview protocols) were conducted in person with adults and youth involved in the program. These interviews examined staff perceptions of:

- program objectives and factors influencing the attainment of these,
- program models,
- program support and resources,
- roles held by youth within the program
- perceived individual and community program impacts, and
- challenges and other factors impacting upon the success of the program.

The majority of interviews were conducted by an evaluation team member during site visits between the months of July 2006 and November 2006. There were some instances where individuals were not available to participate in the interviews during the site visits; in these cases, telephone interviews were conducted. With participant consent, interviews were audio-taped and transcribed.[3]

Overall, 119 individuals (76 youth and 46 adults) were interviewed in this phase, with 100 individuals interviewed from the YAA groups (68 youth and 32 adults) and 19 from the *exposé* group (8 youth and 11 adults). Table 1 displays the interview participants' ages, gender composition, and the length of time they have been in their positions for each position category for the YAA and *exposé* programs.

[3] Only one adult did not provide consent to have her interview audio-taped. In this instance the evaluator wrote notes during the interview, which were then typed and included in the database for analysis.

Table 1: Interview participant characteristics

YAA							
	N	**Age** (years)		**Gender** (%)		**Time in Position** (months)	
		Range	M (SD)	Females	Males	Range	M (SD)
Peer Leader	66	13 - 21	16.4 (1.47)	39 (59.1)	27 (40.9)	1 - 13	8.62 (3.13)
Youth Advisor	15	20 - 40	30.1 (7.62)	11 (73.3)	4 (26.7)	1 - 15	10.20 (4.16)
Tobacco Control Manager	10	37 - 49	42.4 (4.96)	6 (60.0)	4 (40.0)	12 - 92	24.70 (24.01)
Public Health Staff	4	24 - 29	26.67 (2.52)	3 (75.0)	1 (25.0)	5 - 36	17.67 (16.26)
Youth Volunteer	2	16 - 20	18.0 (2.83)	1 (50.0)	1 (50.0)	7 - 11	9.0 (2.82)
Other	3	27 - 43	35.0 (11.31)	2 (66.7)	1 (33.3)	11 - 30	17.67 (10.69)
exposé							
	N	**Age** (years)		**Gender** (%)		**Time in Position** (months)	
		Range	M (SD)	Females	Males	Range	M (SD)
Youth Facilitator	8	18 - 22	19.4 (1.51)	6 (75.0)	2 (25.0)	2 - 26	12.5 (7.5)
Youth Advisor	2	27	27 (0.00)	1 (50.0)	1 (50.0)	13 - 21	17.0 (5.66)
Tobacco Control Manager	3	42 - 46	44.33 (2.08)	3 (100)	0	*not specified*	*not specified*
Public Health Staff	6	26 - 54	43.83 (9.95)	5 (83.3)	1 (16.7)	13 - 49	28.33 (16.87)

An attempt was made to conduct interviews with community leaders for the purpose of gaining information about the perceived reach of the programs, program impacts, and attitudes and beliefs about the actual or potential success of the program. In preparation for recruitment, the Tobacco Control Area Network Youth Development Specialists were contacted for suggestions of community leaders who could offer insight into this part of the evaluation. Unfortunately, of those leaders contacted, none felt that they could comment on the Youth Action Alliances. It was also quite difficult to connect with many of the community leaders, likely due to their other commitments.

Document and Archival Document Review

A program document review was conducted during visits to the participating groups and included administrative documents, such as proposals, progress reports, and other internal records, program implementation and operation documents (e.g., training manuals). We also obtained previous evaluation or research reports conducted, as well as records used to track and monitor program activities and outputs. The following are examples of some of the documentation collected:

- Administrative Documents
  - Work plans
  - Budget
  - Contracts
  - Interview guides
  - Job descriptions

- Programming Documents
  - Activity planning and summary sheets
  - Orientation and training manuals
  - Meeting minutes

- Evaluation Documents
  - Activity evaluations (to track and monitor programs)
  - Performance appraisal/employment evaluations
  - Exit Interview guides

Media coverage for each participating group was examined using two sources. One source of media clippings were those collected by the groups themselves. The second source was the Media Network database in which a search was conducted for records containing media coverage of the specific SFO youth program (YAA or *exposé*) and included the names of the groups selected.

Program Observation

While visiting the participating YAA groups and *exposé* program, evaluation team members observed one or more group activity, such as a planning meeting or an event conducted by the group (see Appendix C for the observation form). Although consideration was given to the timing of the visits in an attempt to ensure that evaluators were present for some group activity, it was not possible to conduct an observation at each YAA group included in this phase of the formative evaluation. In most cases, two evaluation team members completed an observation form, which requested information about the location of the meeting or event, group dynamics, and the interaction between program youth and adults. In total, observations were conducted at six group meetings and two group events.

Field Notes

Throughout the site visits, evaluation team members were asked to keep a written record of observations that struck them as particularly noteworthy or interesting and questions or thoughts that arose as a result of something observed or heard, as well as overall impressions of the group. These notes were used to identify additional factors that might be important in the operation and implementation of the program and the interview protocol was revised to include these factors for subsequent groups participating in the formative evaluation.

Data Analysis

There was triangulation of data sources and each source was examined for evidence to answer the evaluation questions. Although the interviews comprise the primary source of data for the site visits, data obtained from the documents (both program documents and media articles) and the observations was examined in order to identify support or discrepancies of that reported in the interviews.

A coding system was developed based on the interviews as well as on preliminary thoughts as to what factors may be influential in creating an effective program. The following are among the categories used when coding the transcribed interviews:

- Program goals (youth development or tobacco control)
- Youth motivation for participating in the program
- Impacts (youth and community)
- Media
- Program resources
- Activities and events
- Group dynamic
- School endeavours
- Cessation endeavours
- Presence (or absence) of youth development (as evidenced in youth involvement and organizational behaviours)
- Personnel characteristics
- Volunteers
- Challenges and solutions, if any
- Suggestions for change

There are a number of things to keep in mind when reviewing the qualitative data:

- Some questions were asked of all participants. In these cases, it is sometimes possible to examine the actual frequency of responses. However, this does not mean that responses are mutually exclusive of one another. A participant can mention more than one thing and therefore be counted in more than one coding category (e.g. one person can mention both tobacco control AND youth development program goals).
- Given the semi-structured nature of the interviews, some questions were not asked of every participant either because it was something probed based on a particular response or it may have been added to the interview guide later as the site visits progressed. In these cases, frequencies of responses are not included so as not to misrepresent the data (it would not be accurate to state that 10% of participants felt a certain way when a question was only asked of 15% of participants).

- Attempts were made to examine variations in responses across operating locations and geographical areas. If it is not explicit that there were differences, then differences were not apparent.
- While trying to maintain the participants' style of speech, for ease and flow in reading, some quotations were modified to remove some of the interjections in speech patterns, particularly filled pauses (e.g. "um"s and "like"s). At other times, quotations were modified in order to maintain the confidentiality of the participants and the groups with which they were associated.

Phase III: Youth Questionnaire

In Phase III a questionnaire was distributed to all youth from the YAA and *exposé* programs as part of an assessment of preliminary program impacts (Appendix D). The questionnaire included a number of scales that correspond to potential program outcomes as identified through the literature, program stakeholders and key informants, as well as interviews conducted during site visits. Specifically, the questionnaire aimed to examine: mobilization, empowerment, group identification, leadership, self-esteem, individual involvement within the group, benefits obtained from participating in the group, involvement in other activities, and beliefs in the ability of the group to create change and influence others.

Slight modifications have been made to some scales in order to increase applicability to the youth programs and to increase consistency throughout the questionnaire for ease of responding.

Individual Mobilization
Community development and community mobilization have been identified as YAA program goals. As mobilization at the individual level is one aspect of this, we measured this construct using two relevant subscales of Jakes & Shannon's (2002) Individual Mobilization Scale. The Self-efficacy subscale, which measures beliefs in one's abilities to influence change and decision-making in an individual's community, is comprised of five items. The Motivation subscale also consists of five items and measures an individual's motivation to become involved in community activities. All items are rated on a 5-point Likert scale with response options ranging from *Strongly Disagree* to *Strongly Agree*. After reverse-scoring, subscale responses are summed to create scores for each subscale. Although psychometric data are currently being sought by the scale authors, these subscales have face validity as constructs expected to be associated with the YAA program. In the present evaluation, we combined the two subscales into one and this total scale had good internal consistency reliability (Cronbach's alpha = .85).

Empowerment
As members of the YAA program, youth are expected to become empowered as social change agents. As such, we also included Menon's (2001) Empowerment Scale. Characteristics of an empowered individual include perceptions of control and competence, as well as an internalization of the goals of

the group; three subscales were created to capture these three components (Menon, 2001; Menon & Hartmann, 2002). In the present questionnaire, the shortened nine-item version of this scale was used, with three items comprising each subscale. All three of these subscales, the Perceived Control, Perceived Competence, and Goal Internalization subscales, have been shown to have acceptable levels of internal consistency reliability (Cronbach's alpha = .80 - .88) and adequate test-retest reliability (.77 - .87). Items are responded to on a 5-point scale, which ranges from *Strongly Disagree* to *Strongly Agree*. Subscale scores are found by summing the five items in each subscale. As with Individual Mobilization, we used only the total Empowerment scale, which was shown to have good reliability (Cronbach's alpha = .84).

Group Identification

We used Brown et al.'s (1986) Group Identification Scale, a short 10 item scale, to assess the degree to which individuals feel they are part of a group. All items are responded to on a 5-point scale with response options ranging from *Never* to *Very Often*. After reverse scoring items, responses are summed to give a total scale score that can range between 10 (does not identify with the group) and 50 (completely identifies with the group). This scale was found to have good reliability (Cronbach's alpha = .83).

Leadership Skills

A modified and shortened version of Pancer's (2005) Leadership Scale was used. This scale asks respondents to indicate their level of agreement with statements related to their aptitude in communication skills, planning skills, social skills, and teamwork and problem-solving skills (Pancer, personal communication). These are among the skills which have been purported to result from involvement in the YAA program. The scale was designed to be administered to respondents over time and has demonstrated good internal consistency reliability in the present evaluation (Cronbach's alpha = .93).

Self-esteem

Rosenberg's (1965) Self-esteem Scale was used to measure an individual's general feelings of self-worth. This is a widely used self-esteem measure with excellent reliability and validity. There are 10 items rated on a 4-point Likert scale with total scores ranging from 10 (low self-esteem) to 40 (high self-esteem). Good internal consistency reliability was found (Cronbach's alpha = .85).

Other Items

The American Legacy Foundation developed a survey in order to examine their state-wide tobacco control youth groups (Holden et al., 2004). Portions of this survey were also used in the present questionnaire. These questions ask about individual involvement with the group, benefits obtained from participating in the group, involvement in other activities, beliefs in the ability of the group to create change and influence others, and smoking intentions. Two subscales were created using some of the items from this survey. Group Climate is comprised of six items and assesses the degree that the group is resilient and cohesive. Items are averaged for a total score that ranges between 1 and 5 (positive group climate). This scale was found to have good reliability (Cronbach's alpha = .80).

Outcome Efficacy assesses the beliefs in the group's ability to influence tobacco-related change in the community. It is comprised of three items, which are averaged for a total score between 1 and 5 (high outcome efficacy). This scale had moderate internal consistency reliability (Cronbach's alpha = .67). We also created a total benefits score, which summed the number of individual benefits identified by participants to create a Total Benefit score ranging from 0 to 10.

Demographic questions, such as gender, grade in school, and birth date were included in the questionnaire in order to better describe the youth participating in the YAA program.

Questionnaire Distribution

All youth involved in the YAA program, including those from newly funded groups, were asked to complete the questionnaire (approximately 500 youth across the province of Ontario). The questionnaire was also distributed to all Youth Facilitators of the *exposé* program and public health staff were asked to distribute the questionnaire to the involved high school students also. To ensure that all youth had the opportunity to participate, the questionnaire was made available in French. Questionnaire distribution occurred in December 2006 and February 2007. Overall, 38 groups received questionnaires. Four public health units were not able to participate in this phase as their YAA groups were not yet formed at the time of questionnaire distribution. A system of incentives, follow-ups and reminders was executed with an aim of maximizing response rates.

Initial contacts were made with all Youth Advisors of each YAA group. A description of the evaluation and instructions for distribution were provided. After informing the evaluator of the number of youth in the group (both Peer Leaders and volunteers), Youth Advisors were sent individual questionnaire packages by courier. Each package contained a questionnaire, two copies of the participant consent form, two copies of the parent consent form, and a ballot to enter a draw for one of four $100 gift certificates. A tracking form was also sent to the Youth Advisor so they could keep count of the number of questionnaires distributed to each youth. This information was to be sent back to the researchers in order to calculate a response rate. The Youth Advisor was to distribute one package to any youth (paid or volunteer) who came to a regularly scheduled meeting over the course of four weeks. Extra packages were provided to the Youth Advisor in case the youth misplaced theirs and needed another. The youth were instructed to take the package home, complete the questionnaire, and send it back in the postage-paid envelope provided. Follow-up was conducted on a weekly basis, and involved phone calls and emails to each Youth Advisor asking them to encourage their youth to complete and return the questionnaires.

Questionnaire Data Analysis

Data for the YAA program and the *exposé* program were examined separately. Furthermore, because there is a large difference in the roles and level of commitment between those who are employed by the programs (i.e. Peer Leaders and Youth Facilitators) and those who volunteer with the program, we chose to examine the data separately for these two groups. Thus, the questionnaire data is

presented separately for these four groups of respondents: YAA Peer Leaders, YAA volunteers, *exposé* Youth Facilitators, and *exposé* volunteers.

With the exception of the YAA Peer Leaders, the sample sizes of the other groups are quite small. As such, where statistical analyses are conducted, it is only for the Peer Leader group. Caution is necessary when looking at data across participant groups as statistical analyses were not conducted, so even though slight differences in scores may be observed, it does not imply that there are statistically significant differences between groups of respondents.

Caution is also warranted when interpreting the findings from the questionnaire data as it represents measurement at one point in time only. Thus, we are unable to say with certainty that any positive findings are the result of participation with either the YAA or *exposé* programs. Our findings would be strengthened if we had a measurement at a second point in time or a comparison group of participants who were not involved in either program. Unfortunately, this poses a limitation for this portion of the evaluation and is something to consider in further evaluations of the programs.

Questionnaire Participants

All public health units that received questionnaires (n = 32) were represented in the sample, ranging from one to 53 respondents. There was at least one respondent from each group (n = 38) that received questionnaires. The response rate was 71.67% for the YAA participants[4] and was 82.30% for *exposé* Youth Facilitators. Only 28.57% of *exposé* high school volunteers who received questionnaires returned them. Despite this low rate, we opted to include this group of participants but keep in mind the limitations of data from this group (e.g. unlikely to be representative of all high school *exposé* volunteers).

Overall, 340 youth were included in the third phase of the formative evaluation; this includes 254 Peer Leaders and 34 volunteers from the YAA program, and 13 Youth Facilitators and 39 volunteers from the *exposé* program. Table 2 displays some demographic information for the participants classified by the participant's role (paid or volunteer) in each of the programs (YAA or *exposé*). As shown in Table 2, the majority of participants were female, spoke English and were from urban communities. With the exception of the *exposé* Youth Facilitators who were all in post-secondary education, the youth were distributed throughout all high school grades; youth in the YAA program were largely in grades 11 and 12, while the majority of *exposé* volunteers were in grades 9 and 10. As can be seen in Table 3, the participants' ages ranged from 12 years of age to 24 years of age.

[4] Questionnaire tracking was not separate for YAA Peer Leaders and volunteers so we were unable to calculate distinct YAA Peer Leaders and volunteer response rates.

Table 2: Demographic information for paid and volunteer youth in the YAA and *exposé* programs

	YAA		*exposé*	
	Peer Leader	**Volunteer**	**Youth Facilitator**	**Volunteer**
Gender				
Female	165 (65.2)	20 (58.8)	10 (76.9)	27 (71.1)
Male	87 (34.4)	14 (41.2)	3 (23.1)	11 (28.9)
Other	1 (.4)	0	0	0
Language				
English	248 (97.6)	34 (100)	12 (92.3)	26 (66.7)
French	6 (2.4)	0	1 (7.7)	13 (33.3)
Location[5]				
Urban	193 (76.9)	27 (81.8)	13 (100)	39 (100)
Rural	58 (23.1)	6 (18.2)	--	--
Grade				
Grade 8	2 (.8)	1 (2.9)	0	3 (7.9)
Grade 9	16 (6.3)	5 (14.7)	0	9 (23.7)
Grade10	46 (18.2)	5 (14.7)	0	10 (26.3)
Grade 11	79 (31.2)	8 (23.5)	0	7 (18.4)
Grade 12	96 (37.9)	8 (23.5)	0	6 (15.8)
College/ University	8 (3.2)	2 (5.9)	13 (100)	0
Other	3 (1.2)	1 (2.9)	0	3 (7.9)
Not in school	3 (1.2)	4 (11.8)	0	0

Table 3: Participant age for paid and volunteer youth in the YAA and *exposé* programs

Group	***n***	**Age Range (years)**	**Mean Age (years)**	***SD***
YAA				
Peer Leader	253	13 – 22	16.43	1.28
Volunteer	34	12 – 24	17.68	2.64
exposé				
Youth Facilitator	13	18 – 22	19.54	1.27
Volunteer	39	12 – 18	15.13	1.56

[5] The evaluators classified the groups as urban or rural depending on where the group is primarily located. In instances where it was difficult to determine if the area was urban or rural, Youth Advisors were contacted for clarification. All *exposé* youth were classified by the evaluators as belonging to an urban community even though some of the schools that the volunteers were from may have been in more rural locations.

Although there was some diversity in participants' race or ethnicity, the majority of respondents self-identified as White (YAA Peer Leaders: *n* = 186, 73.8%; YAA volunteers: *n* = 21, 61.8%; *exposé* Youth Facilitators: *n* = 13, 100%; *exposé* volunteers: *n* = 25, 64.1%); bi- or multi-racial was another common category of self-identified race or ethnicity (YAA Peer Leaders: *n* = 19, 7.6%; YAA volunteers: *n* = 6, 17.6%; *exposé* volunteers: *n* = 2, 5.1%).

Most of the YAA Peer Leaders (69.2%) reported operating out of public health agencies. There was more variability in the location in which the groups usually held meetings (Table 4). Many YAA volunteers also reported meeting at the public health agency (46.9%) but there was also a large proportion who reported meeting in schools (37.5%).[6] Within *exposé*, all but one of the Youth Facilitators reported meeting in the public health unit and all of the volunteers reported meeting in their schools.

Table 4: Usual meeting location for paid and volunteer youth in the YAA and *exposé* programs

Meeting Location	YAA		*exposé*	
	Peer Leaders	**Volunteer**	**Youth Facilitators**	**Volunteer**
Public Health Unit	173 (69.2)	15 (46.9)	12 (92.3)	0
Teen Centre	22 (8.8)	0	0	0
School	13 (5.2)	12 (37.5)	1 (7.7)	39 (100)
Restaurant/Coffee Shop	2 (0.8)	1 (3.1)	0	0
Other	40 (16.0)	4 (12.5)	0	0

There was a wide range in terms of the length of time that youth reported being involved in the program (see Table 5). For the YAA Peer Leaders, most respondents indicated that they were either quite new to the program (i.e. 1 to 3 months: *n* = 96, 38.1%) or had been involved in the program since approximately the time when funding began (i.e. 1 year or more: *n* = 87, 34.5%). For the YAA volunteers, respondents were also either very new to the program or had been involved for quite some time. For the *exposé* Youth Facilitators, the majority (61.5%) had been involved in the program for over one year, although there were a few Youth Facilitators who reported being relatively new to the program. There was a wide range in the amount of time *exposé* volunteers had been involved in the program, with most (64.2%) being involved with *exposé* for less than 6 months.

[6] Because responses to this question were not necessarily consistent within the YAA groups, we asked Youth Advisors to answer this same question in order to compare the responses provided from youth. This strategy worked to make the groups consistent for all but two of the groups who participated in this phase of the evaluation. For these two groups we did not change the youth responses as Youth Advisors confirmed that certain group members do in fact meet in different locations depending upon the community in which they operate. This did not make a large difference in the classification into public health agency and non-public health agency meeting locations and in future analyses, we used the original responses from the youth participants.

Table 5: Length of time participating in meetings or events conducted in the YAA or *exposé* program

Length of Involvement	YAA		*exposé*	
	Peer Leader	Volunteer	Youth Facilitator	Volunteer
less than 1 month	10 (4.0)	9 (26.5)	0	1 (2.6)
1 – 3 months	96 (38.1)	1 (2.9)	2 (15.4)	9 (23.1)
4 – 6 months	39 (15.5)	5 (14.7)	2 (15.4)	15 (38.5)
7 – 11 months	20 (7.9)	9 (26.5)	1 (7.7)	2 (5.1)
1 year or more	87 (34.5)	10 (29.4)	8 (61.5)	12 (30.8)

Participants were also asked to indicate whether they had been involved in tobacco control activities prior to joining the YAA or *exposé* programs and, if so, for how long they had been involved. As seen in Table 6, across both programs and roles, the majority of participants had not been involved in tobacco control previously, suggesting that these youth programs may have created new tobacco control advocates.

Table 6: Length of time participating in tobacco-related meeting or events prior to involvement in the YAA or *exposé* program for paid and volunteer youth in the YAA and *exposé* programs

Prior Involvement	YAA		*exposé*	
	Peer Leader	Volunteer	Youth Facilitator	Volunteer
Never before	202 (79.5)	28 (82.4)	7 (53.8)	31 (79.5)
less than 1 month	12 (4.7)	2 (5.9)	0	3 (7.7)
1 – 5 months	12 (4.7)	1 (2.9)	0	2 (5.1)
6 – 11 months	8 (3.1)	1 (2.9)	0	0
1 – 2 years	7 (2.8)	1 (2.9)	3 (23.1)	0
more than 2 years	13 (5.1)	1 (2.9)	3 (23.1)	3 (7.7)

Structure: Program Participants

This section assesses the characteristics of youth recruited to YAAs and *exposé* in comparison to the desired set of characteristics as described by program staff and in accordance with original program design.

Youth Action Alliance

Characteristics Sought in a Peer Leader

Personal Attributes
YAA adult staff indicated that they sought the following characteristics in Peer Leader candidates: youth who had motivation, were able to work independently, were reliable and dependable, dedicated, enthusiastic, were able to take initiative, had leadership qualities (or leadership potential), were outgoing and creative and were passionate about the issue. When describing how dedication is an important aspect of a Peer Leader, one Youth Advisor said:

> *So if you're involved in a lot of, you know, sports and activities in your school, or in your community, and you can't make our Monday mandatory meetings, well, you know, there's certain things that they have to be able to do. Or if you can't commit to going to our training and conferences, then to be honest, it would probably be a waste of their time and ours to hire them…*

Similarly, a public health staff, in describing what she was looking for in a Peer Leader, stated, "That's one of the top priorities, is looking for someone who's motivated and interested in the topic and someone who looks like they're going to maintain that throughout."

Skills
YAA staff identified three skills they sought in Peer Leader candidates: public speaking, ability to engage other youth, and good communication. YAA adults also mentioned that they preferred candidates who knew about the YAA program or knew a little about tobacco control.

Diversity
Many adult staff strove for variety and diversity in their Peer Leaders in order to have greater representation of target populations and to increase reach. For example, participants spoke about wanting youth who span the entire target age range (i.e. 14 to 18 years) and grades. A number of adults spoke of the benefits of having older Peer Leaders as they tend to be the leaders of the group and act as mentors to the younger members. One group suggested that post-secondary students would provide further benefits in this sense and felt the age limit for the program should be raised. Participants also wanted to ensure they had both males and females, although a number of adults mentioned that achieving this balance was difficult, finding it challenging to recruit males.

Furthermore, many mentioned the desire to have Peer Leaders from various, if not all, high schools in their service area and youth from across the different geographical locations.

Several groups indicated that they made a conscious attempt to not only recruit high achievers. For example, one Tobacco Control Manager told us that:

> *One of the things we set out to do was not have the captain of the football team and the captain of the chess team, all of the excelling youth be the Peer Leaders. We certainly want some of them because they're natural leaders to start with but we needed to find avenues, methods and ways of getting into the less represented youth groups…*

Similarly, a Youth Advisor describes her desire to have at risk youth involved in the program and why, "…I am still a firm believer that youth at risk really need to be part of this program and it doesn't matter whether it looks better when you hire those kids that are high achievers. I don't care. I think those others need that opportunity in life." Another Tobacco Control Manager states why she believes it is necessary to involve youth who do not fit into the high achiever mould, "…I think part of our concern was that if you hired only the strongest academically or the most community involved, you weren't going to reach the population that you wanted to reach." Lastly, a few of the groups felt it was important to have the perspective of smokers if the goal of the program is to reach smokers.

Characteristics Not Suitable in a Peer Leader

While some participants were looking to gain the smokers' perspective, others felt that this characteristic would not be suitable in a Peer Leader and had instituted policies requiring that Peer Leaders be smoke-free. Some thought that this was a Ministry of Health Promotion policy. A Ministry representative told us that although there is not a formal policy on smoking among Peer Leaders, verbal communication at the initial start-up of the program indicated that this was not something that was supported. The rationale provided for this included wanting to promote a safe environment for other youth, and youth who smoke may be exposing other nonsmoking youth to second hand smoke. Furthermore, if there are former smokers involved, it might be exposing them to an environment that could contribute to a relapse. For these reasons, the Ministry of Health Promotion feels it is best to have youth who have chosen to be smoke-free involved in the YAA program.

Other characteristics that would make youth not suited to the Peer Leader job included not having the motivation, being immature, a fear of presenting or public speaking, and youth who are not team players. The following quotation from a Youth Advisor typifies this, "Someone who doesn't like to work in a team environment, because basically everything we do is team oriented…so someone who just likes to work on their own on individual projects, it probably wouldn't be a good fit." Lastly, not believing in the issue would make someone unsuitable for the Peer Leader position, as described by this Tobacco Control Manager:

> *…if there isn't sort of a [natural] comfort with the intent or goals of the program. If somebody doesn't believe that a) tobacco use is harmful, b) there's social benefit to communicating that to your peer groups, c) as a group of young people we have a voice that can initiate some social changes. If they don't actually believe that, it's not a program for them.*

Characteristics of Those Involved

Comparison of desired to actual participant characteristics indicates an incomplete match. Several of the desired characteristics are found amongst participants, but there are substantial gaps.

Many of the adults interviewed indicated that the Peer Leaders represent a certain type of youth, and for the most part, it seems that the youth recruited into the program were consistent with the type of youth sought after. For example, as described by one Youth Advisor:

> *These guys aren't following the crowds. They're stepping above the crowds. They want to do something different. They want to make a difference. They want to get their voice out there. And I think that's another thing that kind of sets them apart, that they've just got that initiative that they want to be heard, they want to stand apart, they don't want to follow the crowds of not getting involved in something…*

Adult interviewees also described Peer Leaders as being highly involved in extracurricular activities, leaders of their schools, high achievers or the "cream of the crop." This is illustrated in the following quotation from a Tobacco Control Manager:

> *The Peer Leaders that we had sign up were for the most part leaders within their social group or within their social circuit. They were okay with speaking out, they were involved in the community television access channel, they were recognized as people who would go out and do a couple of activities and a couple of things…*

Self-reported data from the questionnaire support these observations. YAA youth generally score high in academic achievement and are highly involved in extracurricular activities. Approximately 90% of participants, (Peer Leaders and volunteers) reported an average grade of *better than C* or *much better than C* and almost all reported having plans to continue their education beyond the high school level (Table 7).

Table 7: Participants' reported school grade and post-secondary education plans for Peer Leaders and volunteers in the YAA program

	Peer Leaders	Volunteers
Average School Grade		
Much worse than C	1 (0.4)	0
Below C	2 (0.8)	0
C	16 (6.3)	3 (9.1)
Better than C	67 (26.5)	10 (30.3)
Much better than C	163 (64.4)	20 (60.6)
Don't Know	4 (1.6)	0
Post-Secondary Plans		
Yes	239 (94.5)	33 (100)
No	2 (0.8)	0
Still Undecided	12 (4.7)	0

Youth also reported on high levels of extracurricular activities over the previous 12 months. In addition to their YAA involvement, YAA Peer Leaders were *most* actively involved in sporting activities (31.0%) followed by governance-type activities such as student council (12.0%), and performing groups such as choir or drama. Only 9.0% reported not being involved in any other group or activity outside the YAA. On average, YAA Peer Leaders reported being involved 3.61 activities over the course of the previous year (SD = 2.11, Median = 3.00[7]). Within the previous year, of Peer Leaders in the YAA program, 62.5% reported involvement in sports, 58.1% reported involvement in service or charity activities, and 41.1% reported involvement in academic clubs.[8] Approximately one quarter of the YAA Peer Leaders estimated that they spend less than 10 hours each month on activities outside the YAA group, 31.6% reported spending between 10 and 20 hours a month on other activities, and 43.8% reported spending over 20 hours on activities outside the YAA group.

YAA volunteers reported similar levels of extracurricular involvement. Volunteer involvement during the previous year ranged from zero to eight activities, with a mean of 2.53 (SD = 2.36, Median = 1.50). 47.1% of YAA volunteers reported being involved in charity work and 27.4% in a performing group.

One Tobacco Control Manger stated that it was helpful to have "popular" youth involved in the program as these youth are able to influence others and peers tend to look up to them. Other participants made a point to mention that their groups do not just have the high achievers, stressing the variety of youth involved in their groups. According to a Youth Advisor:

[7] As there were some questions for which there were large variances in responses, we have chosen to present medians (i.e. mid-points) in addition to means in order to avoid misinterpretation of the data

[8] It should be noted that volunteer work is a compulsory component of the high school curriculum so it is difficult to say if this reflects this involvement rather than charity work in addition to this mandatory element.

> *Like you don't want 20 youth who are all outgoing and vivacious and able to stand up in front of a group, because we'd never get anything done…But you do need to have leaders, and you do need to have strong leaders. And they don't all have to be. That's where the joy of youth development comes. And even the ones who present as good leaders, they have other areas that, you know, some of the other youth who aren't as outgoing and that, they can help then with other areas.*

Elaborating on the diversity of youth involved, adults described how some youth are outgoing while others are quieter, and some youth are very developed in terms of their skills sets while others require skill development. It is often this mix that helps the groups function well. This sentiment is demonstrated in the following quotation from a Youth Advisor:

> *We have keeners that just are really into the whole research and education piece. Then we have other kids who, you know, they might not be the total academic package but those are the kids that they can build the displays, they have the most creative ideas….It adds a lot to the program.*

Recruitment and Hiring

YAA groups generally recruit Peer Leaders through schools. In-school recruitment channels include: school health nurses, principals and guidance counsellors, who would sometimes approach students they felt would be good for the position. A recruitment strategy considered to be particularly successful was having Youth Advisors go into the schools themselves to speak directly to the student council and to leadership classes as "those were the youth that really wanted to be part of the program."

Using principals and guidance counsellors and going to targeted groups of students inevitably influence the type of youth who receives information about the position and thus influences who can apply. This may have implications for the type of youth who become involved in the program. For example, principals and guidance counsellors may be only offering the opportunity to youth who already demonstrate leadership abilities or are actively involved in the school community. This will be discussed more in the upcoming sections.

Many groups follow the general hiring procedures of the public health agency or other operating organization. This often involves a scored interview with one or more representatives of the organization. Some organizations subject youth candidates to interviewing committees of up to four adults. At least one group pre-screened applicants in a telephone interview prior to scheduling a face to face interview. In addition to the interview, some groups required that candidates provide references - as many as three non-personal references in one group. Selecting from those who passed the interview allowed for a bit more flexibility, with Tobacco Control Managers and Youth Advisors (if permitted to be involved) looking for other selection criteria in the candidates, such as representation from various ages, grades, gender, and schools.

In one group, if youth passed the interview process they were offered the job, with one Youth Advisor stating they "didn't just pick the cream of the crop." However, the interview process adopted by this group might actually eliminate youth who are anything but the cream of the crop, as indicated in their job posting announcement (i.e. high expectations for prior experience and skill level) and the requirement of needing a score above 70% in order to pass the interview. Furthermore, another group expressed the desire to have more at risk youth involved in the program but a Youth Advisor from this group mentioned that this would require a change in their interview process as it is not amenable to hiring youth who aren't extremely high achieving.

One group who had a rigorous hiring process with high expectations regarding skill level included in their job advertisement acknowledged that their method, unless changed, did not leave much room to hire more at risk youth into the program despite their desire to have these youth involved. A Youth Advisor from a different group noted that there is not a lot of diversity in the youth who apply for the position; but, the recruitment documents from this group indicate that they hire highly skilled and developed youth. In another group, the interview questions were of a more general nature and did not appear to focus on prior experience or require a high level of skill development, indicating that this group might be more open to involving youth other than just the high achievers. However, this is the group who recruited youth from leadership classes and from student council, which is inconsistent with being open to involving all types of youth. Lastly, one group's documents did not mention a great deal about prior experience, knowledge, or skill level, which seems to indicate that they too were open to hiring youth at different stages of development. This is also reflected in their comments about the type of youth they are looking for. Nevertheless, the adults from this group acknowledged that it is still the leaders and the high achievers that are becoming involved in the program.

Consistent with the questionnaire data, this suggests that overall the program is of interest to a specific type of youth. In order to recruit at risk youth into the program, as some of the participants expressed a desire to do, a great deal of effort may be required in order to reach these youth at the recruitment and hiring stage.

exposé

Although the *exposé* adult staff did not have as much to say with respect to the youth personnel issues, many of the views expressed were similar to those expressed from the YAA adult staff. Depending upon their role within the program, *exposé* adults tended to discuss either Youth Facilitator personnel issues or high school student volunteer recruitment and involvement. In terms of Youth Facilitators, a couple of adults mentioned that they are often recruited from the high school teams, as illustrated in this quotation from one of the *exposé* staff:

> *I mean who better to hire than somebody who's been in the program and been very involved so our number one preferred candidates are people who've been through the program already and have sort of gone from a volunteer and then their reward for being a volunteer …is to give them a job at the end of the day.*

Although it is not necessary to have been involved in *exposé* as a high school volunteer in order to become a Youth Facilitator, having someone who is familiar with the program is viewed as beneficial as the youth are often sent back to their own high schools where they already know the school, the teachers, and the students. Furthermore, being familiar with the program prior to being hired as a Youth Facilitator is related to having less of a learning curve.

Characteristics sought included: dedication, knowledge about the program and about tobacco, reliability, availability, a nonsmoker and someone who is outgoing and able to engage others. For example, one adult felt that this latter characteristic was the most important in a Youth Facilitator:

> *I mean typically when you look at our Youth Facilitators, there's a real, some have real strengths and they can go out to a crowd and just work that crowd. That's really important actually. That's probably the number one attribute that I would look for.*

The most common attribute that adult staff looked for in a Youth Facilitator was passion. Even though this was mentioned by a couple of the adults interviewed in the YAA program, passion was a more prominent concept discussed in the *exposé* program. This prominence is captured in the following quotation:

> *But it's not a prerequisite to be really keen into health. The prerequisite is to be really keen in, what the one word I haven't mentioned is passionate. I mean we look for people who are passionate about this issue and passionate about taking the tobacco industry head on. I think that's been one of the successes. I mean if you have somebody who is going to a job and it's just a job, they're just there for a couple of hours, get their pay cheque at the end of the week, and you're not going to … that's not what we're looking for. We're looking for somebody who is really keen and passionate and usually that passion just transcends into everything else they do and generally the youth see that passion and they get all passionate about the issue, they get all revved up…*

Recruitment methods included having teachers recruit students and having a rally to get the students' attention. While some adults felt that there was not a typical type of student who becomes involved in the *exposé* program, others felt that it was often the leaders in the school who become involved. The consensus appeared to be that the type of youth who do become involved varies from school to school. Another common comment was that there is a high degree of attrition amongst high school volunteers. While school *exposé* groups initially start out with many students (e.g. 20 students), the numbers dwindle over the months so that there is only a handful left, comprised of a core group of committed students.

Questionnaire data indicate similarities in the profiles of *exposé* and YAA youth. Table 8 displays the responses related to scholastic achievement and post-secondary education. Again, approximately 90% of the participants reported having an average grade in school of *better than C* or *much better than C* and almost all of the volunteers reported having plans to continue their education beyond the high school level (all Youth Facilitators are already enrolled in post-secondary education).

Table 8: Participants' reported school grade and post-secondary education plans for Youth Facilitators and volunteers in the *exposé* program

	Youth Facilitators	Volunteers
Average School Grade		
Much worse than C	0	0
Below C	0	1 (2.6)
C	1 (7.7)	4 (10.5)
Better than C	4 (30.8)	10 (26.3)
Much better than C	8 (61.5)	23 (60.5)
Don't Know	0	0
Post-Secondary Plans		
Yes	--	36 (94.7)
No	--	0
Still Undecided	--	2 (5.3)

Extracurricular involvement was also widespread among the *exposé* youth. For the *exposé* Youth Facilitators, involvement in other activities ranged from zero to nine, with a mean of 3.0 (SD = 2.27, Median = 3.00). Again, the most common response was involvement in charities (61.5%) followed by sports (53.8%). Lastly, *exposé* volunteers were also involved in activities outside their *exposé* school group. With a range from zero to six, the mean number of extracurricular activities participants reported being involved in during the previous year was 2.74 (SD = 1.97, Median = 2.00). Once again, the two most common activities participants reported being involved in were charity work (56.4%) and sports (53.8%). Overall, as seen in the YAA program, these data suggest that youth involved in the *exposé* program also excel academically and are highly involved outside of the *exposé* program.

Youth Characteristics Conclusions

Youth participants are generally high achieving and highly involved. They demonstrate a sense of civic responsibility and are often described as leaders. Peer Leaders' reasons for becoming involved in the programs are most often related to a desire to make a difference in their communities or with respect to tobacco control, rather than social interaction or financial incentives.

These characteristics are promoted by the recruitment and hiring processes used by many YAA groups. For example, some groups recruit through principals and other school staff and others

through leadership classes and student councils. Requests for references and scoring of interview responses further encourage the involvement of youth who are already developed in terms of skills and abilities. This occurs despite the expressed desire of many adult staff to involve more 'at risk' youth in the program.

If there is a desire to involve at risk youth in the program, then it is necessary to re-evaluate these recruitment and hiring processes. For example, although most described recruiting through the schools, it might be necessary to go outside of the schools to recruit youth. Similarly, scoring interviews and only selecting youth who pass the interview is unlikely to result in youth who have not been afforded opportunities to already develop their skills and abilities. Perhaps recruiting from teen drop-in centres and other such organizations would help facilitate recruitment of more at risk youth. In terms of the interview process, greater flexibility surrounding the interview questions and the scoring system would be necessary and perhaps it is the *potential* for acquiring skills, rather than already possessing the skills that should be examined during the interview.

In order to attract different types of youth, including at risk youth, recruitment materials should be re-examined. For example, consistent with the youth development approach, position descriptions should focus less on the skills and abilities one needs to bring to the program and more on highlighting the skills and abilities, as well as other benefits that will be gained from becoming involved in the program. Recruiting outside the school, and especially outside leadership classes and student council, may also help to attract a more diverse group of youth to the program.

Process: Implementation of Youth Development Model

A number of questionnaire scales and items addressed group and organizational variables. The data obtained during the group visits provided evidence for the degree of implementation of the youth development model that is occurring within the YAA and *exposé* groups. This evidence was found in comments and observations related to the extent that youth are involved in the programs; further data was obtained from the interviews and from group documents regarding behaviours undertaken at the level of the organization that demonstrate a commitment (or lack thereof) to youth development.

Youth Action Alliance

Several findings indicate that YAA groups generally function in accordance with youth development principles. Youth take the lead in planning and implementing activities. Democratic procedures govern decision-making. And there is ample opportunity to learn new skills and take on a variety of roles. Yet, some aspects of operation in a number of groups work against these generally positive processes.

Processes that Promote Youth Development

Youth Leadership
The YAA groups are largely youth led. The vast majority of adult and youth interviewees noted that youth have a lot of say and play a big role in the program. They often stated that youth are responsible for coming up with the ideas for activities and events as well as for their planning and implementation. In the words of one peer leader, "When it actually comes to planning and pulling the event off it's pretty much in our hands."

Democratic Decision-making
Youth indicated that decisions are usually made democratically, enabling all voices to be heard, as illustrated in this quotation from a Peer Leader, "It's not just one person making the decisions. It's the whole group that's making the decision. We get to make the decisions. Nobody else makes them for us."

Role Opportunities
Provision of opportunities for youth to assume a variety of roles constitutes further evidence of successful implementation of the youth development model. Opportunities to take on different aspects of planning and implementation of activities and events enable development of leadership and other skills. Interviews and observations demonstrated that roles are often tailored to youth on the basis of individual preferences, interests, and personalities. For example, some youth prefer to work behind the scenes while others want to be in the spotlight dealing with the audiences and media. Youth are allowed to take on these different roles in order to build upon skills they might

already possess or to build skills within their comfort zone. The following quotation from a Tobacco Control Manager illustrates these ideas:

> *Not much happens unless the Peer Leaders are motivated towards it, have come up with the idea, put the planning together. We really look for each of the Peer Leaders to teach others, to take a leadership role in a specific area whether it's media or advocacy or denorm or investigating smoke-free movies or whatever their focus happens to be and take their learnings and teach them back to each of the other Peer Leaders as well.*

In a number of groups, more experienced Peer Leaders are expected to assist the newer Peer Leaders, helping to orient and train them when they start. This provides further opportunities to develop leadership and skills in the youth.

Youth in almost half of the YAA groups were also given opportunities to develop organizational skills by being involved in formal committee roles. In these groups, youth chair meetings, record minutes, and act as treasurers. This demonstrates that youth are indeed taking lead roles in group operation. By allowing youth to fulfill these roles, adult staff instils confidence and increases the likelihood of youth becoming more invested. In some groups this level of youth involvement was gradual, with increasing responsibility transferred to youth as they became more skilled and experienced.

Organizational Support

Youth Advisors

Although most of the youth stated that their groups were for the most part youth-led, many also acknowledged the facilitation role of the Youth Advisors. Peer Leaders described how the Youth Advisors' role in the program was one of a support person, as illustrated in the following quotation from a Peer Leader.

> *Oh, well since it's a youth based program, basically a lot of what goes on with [our group] is like from us. Like all of the events that we plan, like they're all our original ideas and then how we plan them, like we pretty much control it except for the fact we have our two supervisors. And they're just pretty much there for us to help is with, I don't know, if we have to get anything approved by like the main person in charge, which is the [Tobacco Control Manager].*

The Youth Advisor was sometimes characterized as the logistics person who takes care of matters such as obtaining approval for an event, funding concerns, and the legalities of conducting proposed activities and events. A number of youth also suggested that the role of the Youth Advisor was to examine the possibility and feasibility of conducting particular activities.

Policies, Rules and Regulations

In many venues, operating agencies adopted and adapted policies, rules and regulations to support youth development practice. In some groups, youth friendly policies were specially created for the YAA. For example, most groups altered existing dress code policies to allow youth to dress more casually. Casual clothing allows youth to blend in with their audiences and is often more appropriate for activities and events conducted in the community. As well, some youth do not own more formal attire. In a similar vein, a couple of groups were provided with their own office space and were allowed to decorate it in any manner they chose.

In other instances, existing organizational policies were applied to Peer Leaders. These included requirements to wear identification badges, hiring procedures and periodic evaluations and performance reviews. Several youth indicated that being treated like regular adult employees boosted their confidence and encouraged them to take the work seriously and behave accordingly. Some operators also opened their professional development training opportunities to Peer Leaders, as illustrated in the following quotation by a Tobacco Control Manager:

> *Our approach to professional development here has been, and this is true of all staff, is that we're supportive of any type of learning that goes on. So we're going to support that as best we can either financially or through time allocation so that you can actually get out there and acquire, you know, a broader set of skills. That has been something that has been inherent in the summits, in the challenge, the volunteer opportunities…*

Support of adults working with the groups, as well as those working within the organization in other areas, have a lot to do with the successful implementation of the youth development model and with making youth feel valued. In a couple of groups there was strong support from the upper management of the program. One Tobacco Control Manager called upon numerous resources throughout the public health agency to get the program started and to develop policies that would work with the program. Another Tobacco Control Manager scheduled a meeting to introduce the YAA program to those in the public health unit and emphasized that the Peer Leaders were employees of the organization just as they were. In one Public Health Agency the Tobacco Control Manager provided youth development training to other public health staff who would be working with the youth. Each of these behaviours demonstrates a strong commitment to the youth development model and youth from these groups spoke positively about their interactions within the organization.

This commitment to youth development goes beyond Peer Leaders and is also applied to the volunteers of the program. In some groups volunteers are included in the trainings offered to Peer Leaders. One Tobacco Control Manager even stated that she attempts to find extra funding so that she can offer the youth volunteering with her YAA group a little bit of money to show they are valued.

Processes that Counter Youth Development

In some groups, some aspects of operations work against the generally positive youth development environment. Counter youth development processes appear to be somewhat more common in groups that operate directly out of public health agencies.

Work Plan Commitments and Requests from External Sources

A few participants described situations in which youth could not do exactly what they wanted or were required to do activities that they did not want to do. Commitments made in pre-existing annual work plans and requests from external sources to conduct certain activities were sources of frustration for some participants. Adults from two groups noted that there were certain activities that their groups were directed to do in order to comply with the work plan that had been developed prior to youth entering the program. In these cases, the youth did not tend to speak positively about activities, although some youth did mention that they understood this was a commitment that needed to be fulfilled. In other instances, requests for activities from those external to the group left youth discouraged and decreased their sense of ownership.

For example, when asked about the role that youth have in the program, one Peer Leader made the following statement in reference to an activity that her group was requested to participate in by their funder, "Not very much. I almost feel like we're like the puppets, or whatever. And like we're just...We're supposed to seem like it's all youth driven and like this is all us and everything. But it's really not." She further commented that she felt like "they" were using youth as puppets. When asked who the "they" were, she responded with the following:

> *I don't know if it's like the Ministry, or like, yeah I don't know who it is…But like they're – I think like it almost seems like there's this huge plan for the YAAs that have already been like made and formulated, or whatever. And we're just expected like to be like "Yeah! Pretend that it's youth driven," but it's not. Cause it's run by government, so it has to be them, I guess.*

This sentiment was echoed in the following statement made by a public health staff member working with the YAA group:

> *…I think that, just in some of my, you know, hearing how other YAAs are working, or how it's coming down from the top, that it's more top down driven than what it's meant to be, like what it's supposed to be. I think it's, they try to make it more youth driven, and [the Youth Advisor] definitely tries to make it more youth driven locally. But from the provincial level I think it's more top down.*

Organizational Policies

In some groups organizational policies prevented youth from being able to do everything they wanted to do. Although these policies were rarely elaborated upon in the interviews, participants did note that these limitations constrain creativity and cause youth to become discouraged.

Comments made in interviews and observations conducted by the evaluation team revealed a number of practices that contradict the generally positive youth development model. These were more common in groups operating directly out of public health agencies. Included among these comments and observations were the following:

- Adults *assigning* youth to roles and activities (rather than letting youth decide and choose what they wanted to work on),
- Adults *providing* youth with a list of things to do that they can then choose from (rather than having youth come up with the ideas themselves),
- Adults *chairing* the group meetings, and
- Adults *not consulting* youth about decisions effecting the group (e.g. an extended break for the group during the summer months)

In all but one case, youth and adults from the groups that made these comments still reported that their YAA groups were youth-led and that youth had a large role in program decision-making. In that one group, however, half of the Peer Leaders interviewed strongly disagreed that their group was youth-led. Some participants from this group also felt as though the YAA program as a whole was not following the youth development model and was more adult than youth-led. One participant stated that "we kind of just do what we are told" and that she has the feeling that they are being led and manipulated by adults. This Peer Leader also stated that although the youth have some input, it is the Youth Advisor who has the final say:

> *We all can put in our input, so that's good. But, like ya, like [our Youth Advisor] has the final say in everything, so we can't – if we want to make a big difference, we can't really. Well like she has what's best for the youth in mind, so that's good. But it's not really, like it is up to us, but it's really not. Like [our Youth Advisor] does have the final say.*

Observation of an activity conducted by this group revealed that adults kept telling the youth how to accomplish certain tasks rather than letting them do it for themselves.

The Tobacco Control Manager of this group noted that youth do have a say in activities but there is no direct involvement of youth in the administration and support of the program. The Manager explained that it had not worked out previously to have them involved in these areas, and that the amount of responsibility and decision-making given to the youth had been decreased because youth asked for more direction and less decision-making authority.

Some public health agencies also have existing policies regarding the transportation of youth, making it very difficult to get youth to and from community events and activities. In these situations, it would seem that it is necessary to modify the existing policies so that the groups are not constrained by travel difficulties. It appears that fear over liability is the reason why some of the policies that interfere with the program's operation are still in existence.

Context and Youth Development Processes

Findings suggest that for successful implementation, there is a need to tailor the extent of youth development process to contexts, including the developmental level of youth and the developmental stage of the group.

For example, even in the less youth-led group, half of the Peer Leaders were satisfied with the amount of say they had in the group while the other half was dissatisfied. It could be that the youth who were satisfied were not as experienced or skilled as the other youth who were dissatisfied and were therefore content with having less say at this point in their development, whereas the other youth felt ready to be provided with further responsibility.

Implementation Challenges

YAA groups faced a number of challenges to successful implementation of the youth development model, including: youth hiring issues, staff turnover, distance and travel, and recruiting and working with volunteers.

Distance and Travel

Distance and travel were problematic for over half of the groups visited. Urban groups faced particular challenges in transportation of youth. One group's transportation challenges stemmed from their public health agency's policies. For another group the large size of the urban area made transportation expensive and time consuming. Some urban groups found it difficult to reach the more rural areas of their public health agency's service area.

Distance and travel, were of particular concern to all of the rural groups. More specifically, rural groups were impacted by their large geographical areas. Participants from rural groups noted that the distance involved and travel required put a strain on resources (e.g. time and budget), impacted the cohesiveness of the group, and presented challenges for communication. Travel constraints made it difficult for participants to get to regular meetings, and particularly to mandatory program trainings. Youth Advisors in rural areas are sometimes required to travel a great deal; they can drive 500 kilometres in one week. Funds that are used to cover transportation come at the expense of funds for programming and may impact upon the activity level of rural groups.[9] Furthermore,

[9] The data does not allow us to compare the activity levels of urban and rural group because participants may not have provided a complete inventory of all events and activities conducted by each group.

traveling requires a lot of time. One Youth Advisor even mentioned that ordering supplies and materials puts a strain on their YAA resources as the shipping costs are increased and more time needs to be allotted to allow for delivery.

Large distances have also affected group formation. Where distances are great, youth are often split into smaller groups based on geographical location. This affects the level of group cohesion and sometimes results in rivalries between the sub-groups. Participants noted that distance presents a challenge to bringing the group together to work as a team, as illustrated in the following quotation from a Tobacco Control Manager:

> *…If we've got four Peer Leaders in [this town] and two of them that are an hour away in [another town] and two of them that are an hour away in [a third town], even as a group of eight Peer Leaders, they don't get the opportunity so readily to get together en masse and learn from each other and share…They don't often have a chance to get everybody together and develop themselves as a peer group.*

Large distance also creates communication challenges. Not only might the group be less cohesive but there is also less face to face time between the youth and their Youth Advisors. One Youth Advisor told us it is difficult to keep in contact with her youth. Many of the youth in her rural group do not have internet access from home or they have dial-up access, both of which limit her ability to contact them. Although this creates difficulties for many of the rural groups visited, some groups have figured out ways to lessen the impact that this problem has posed. One method of dealing with the lack of face to face time is through teleconferencing and videoconferencing. Although this still does not allow in person meetings, it does increase the collaboration. One group uses MSN instant messenger and long distance phone cards (supplied to the youth) to facilitate communication when working on activities and to help youth stay in touch with one another. This same group also incorporated an adult support system into their program. Because of the extreme amount of time the Youth Advisor spends traveling to the various communities with YAA sub-groups, this adult support person provides face-to-face contact and assists with other day to day operations of the group (e.g. assists youth in completing their time sheets). Despite the challenges that go along with the geographical distance and traveling experienced by the rural YAA groups, one adult commented that the positive side to all of this was that they were able to reach more areas with their activities and events.

Volunteers

Working with volunteers presented challenges to both urban and rural groups, although this was a much more frequent complaint from urban groups. Recruitment and retention of volunteers were common concerns. Some adults noted that the commitment level of volunteers is often weaker than that of the paid Peer Leaders. Tensions emerged between Peer Leaders and volunteers when they conducted the same tasks even though volunteers do not get paid. This sometimes occurred despite policies which prohibited volunteers from doing what a paid person does. Generally, participants felt that volunteers would be beneficial to the program but expressed frustration over not knowing how

to balance the work between youth who receive payment and those who volunteer their time and making it meaningful for those volunteering.

Staff Turnover

Staff turnover was an issue in two of the groups. One Youth Advisor from a group who had experienced more than one change in Youth Advisors explained that the youth began to feel as though it was something about them that caused their Youth Advisors to leave. Furthermore, the new Youth Advisors require training so the group activity is slowed and youth are required to adjust to changes in management styles. A few adults attributed turnover among Youth Advisors to contract positions and variation in Youth Advisor salaries, as illustrated in the following quotations:

> *Well I mean we already had one staff, like they had another staff before [the current YA] and she left because she moved onto something more permanent. So you're always, with a contract, you are always gonna be flipping staff all the time. So then you know you've got that start-up again of learning what the goals are you know. And everybody has a different way of achieving things too so…*

> *There's got to be some kind of common denominator between the top end and the bottom end. And I think what they're going to find with program implementation is that if you don't pay a certain wage for what people do, then you're going to just keep rotating, and I don't think the program is going to actually go anywhere…So it's one of those things where you last so long, but then you have so many skills that, you know, you either get paid accordingly or you move on.*

Urban Group Challenges

There were some challenges unique to groups operating in urban locations and those operating in rural locations. Challenges unique to urban groups included dealing with certain policies, becoming known in the community, responding to external direction and requests, and funding concerns.

Urban group participants faced a number of challenges associated with the public health agency policies; some participants also mentioned challenges regarding school policies that posed obstacles to conducting activities. Many participants expressed frustration with the amount of time it takes to get things through the public health agency approval process, and some participants felt that public health agency policy prevented them from doing certain activities (e.g. fundraising, conducting more "controversial" types of activities). Other participants commented about the challenges associated with trying to develop new policies for the youth or modifying their existing policies to make them more youth friendly. The main challenge with school policies was resistance to allowing promotion and advertisement of YAA group activities within the schools. Public health agency or school policies did not appear to be a challenge to groups operating in a rural location.

The challenge of becoming known in the community was mentioned by more than half of the urban groups. Adults commented that it is difficult to become known and gain attention in large cities

because there is so much going on; so it is more difficult to get the group's activities and events covered by the media. One adult from an urban group felt that becoming known in the community was difficult because people in the community just do not feel the issue affects them.

A few participants from urban groups also mentioned that it was a challenge dealing with requests that come from those external to the group. These included requests that originate from the Ministry of Health Promotion for specific activities (e.g. a presentation for a certain occasion) or for the group's participation in a specific event (e.g. to participate in a video). Some adults felt that this can have a negative effect on the youth. Not only do these requests interfere with their existing activity plans, but it also leaves the youth feeling discouraged as the idea is not their own. A couple of Youth Advisors described how they try to show the youth ways through which they too can benefit from fulfilling such requests and work towards making them their own. This appears to help youth take ownership in the activity and the negative effects seem to dissipate. The groups that discussed external requests were all located in close proximity to Toronto where the Ministry of Health Promotion offices are located.

Lastly, funding concerns were mentioned by a few of the adults from urban groups. Participants discussed their fears over the continuation of funding for the YAA program, and participants did not feel their group would be able to continue in the absence of funding. This posed a challenge to future activity and event planning as participants felt that they would be better able to plan if they knew whether they had funding and for how long.

Rural Group Challenges

For rural groups, unique challenges included lack of direction and guidance, access to resources, and resistance from members in the community.

A challenge expressed by participants from most of the rural YAA groups was having little guidance from the Ministry of Health Promotion regarding the program. Participants mentioned that they did not receive direction from the Ministry when they requested it. This occurred often in regards to the start-up of the program. One participant suggested that a YAA clearinghouse or toolkit would be helpful so that groups could share their knowledge and ideas rather than reinventing the wheel each time a group goes to conduct an activity.

Some rural groups had difficulty accessing resources. Groups that are not operating from the main public health agency office do not have the same access to resources as those who are operating from the main office. For example, groups in the main office have access to people with different areas of expertise (e.g. web design), whereas four hours of travel may stand between getting this expertise to groups outside the main office. Participants commented that they felt isolated being in rural areas, especially when it came to gaining access to the resources needed to start up the program. Access to other resources, such as office space and computers, was also mentioned as a challenge to those operating in rural areas.

Lastly, some rural groups experienced resistance during certain activities. This was discussed previously when outlining the activities of the YAA groups. The resistance experienced from members of the community was in regards to test shopping and certain activities (e.g. black angels). These challenges were not mentioned by participants from urban groups.

exposé

The *exposé* interview data tell the story of a program that is largely youth-led but that this level of youth involvement had been building over the years the program had been in operation. Within the high school component of *exposé*, there has been a bit of a power struggle between the Youth Facilitators and the public health staff. Many people interviewed from *exposé* mentioned a hostility that existed between the Youth Facilitators and public health staff. One adult referred to this hostility as a "fighting dual thing between public health staff and Youth Facilitators." There seemed to be confusion in specific role and job responsibilities that lead to a tension between the staff. For instance, a Youth Facilitator commented on the relationship with her assigned public health staff:

> *In my case, the public health staff was much more the leader at the school then the Youth Facilitator was which was confusing because I thought it wasn't supposed to be like that but I wasn't really sure. I think that I had a different view in my head of how things were supposed to work so at a certain point, for a long time it was fine, but at a certain point that kind of blew up and bad things resulted.*

An adult further explained this struggle in regards to running meetings at their *exposé* school:

> *There is a little bit of, perhaps a little bit of confusion in how we're going to run the meeting or what we're going to do and I think that its not that there's any sort of unwillingness on both of our parts to collaborate and work, it's just difficult with them being in school, then working and trying to keep the contact there so we're communicating by e-mail and often there's confusion.*

This role confusion between the Youth Facilitators and public health staff led to animosity that seemed to hinder program efficacy. As a result, public health staff and Youth Facilitators were brought together to develop a plan designed to affect positive change in the *exposé* internal relationships, which resulted in the creation of the Youth-Led, Adult-Guided (YLAG) model. In the following quote, a public health staff describes this model and how it provided definition to the roles of the Youth Facilitators and public health staff:

> *Before there was some conflict between public health staff because people didn't know their roles, it wasn't clearly defined, it was ambiguous. There was a lot of grey areas. But after the Youth Led Adult Guided model where we sat everyone down, everyone met each other, they defined their roles in their group.*

The recent articulation of the Youth-Led Adult-Guided (YLAG) model appears to have lessened these struggles. The school component has become much more driven by the Youth Facilitators, with the public health staff providing the support, as illustrated in this quotation from an *exposé* adult interviewee:

> *It's a partnership between the public health staff and the Youth Facilitators. Generally speaking, the Youth Facilitators are really the face and the voice of the program; the public health staff is really there for support on a variety of different levels.*

Although it may work somewhat differently in each school depending on the agreement that has been made between the Youth Facilitator and the public health staff, participants described how the Youth Facilitators are responsible for recruiting the high school students and they now chair the lunch time school meetings.

The high school students also have a role in driving the school component, although at the time of the site visit, it was not to the same extent as that of the Youth Facilitators. Participants discussed how the high school students develop the ideas and the Youth Facilitators help them implement these ideas. Furthermore, even though Youth Facilitators chair the meetings, some school groups hold elections for other roles to be held by the high school students (e.g. co-president). There was also mention that the hope is to transfer even more responsibility to the high school students so that the high school component of *exposé* is even more driven by the high school youth. According to a public health staff:

> *There was animosity between public health staff and Youth Facilitators and who was more important; it was a power struggle…so we've moved to who is really most important and was it really our role is that the Youth Facilitators and the public health staff support the youth in the schools to become the leaders.*

Similarly, this Youth Facilitator describes how he envisions making the school component even more youth-driven and youth-led:

> *And so this year I've taken the stance where it is…we give them the chance, we give them the tools. So public health has to give us the tools and then we give them those tools. We're kind of an intermediary. So if we train them on say these different games, they can go out and deliver to their peers. So it's even more of a peer-to-peer model.*

There are some constraints associated with this however; participants discussed how the limited time frame (e.g. a 40-minute lunch beak once per week) can hamper the creativity of the high school students so the Youth Facilitators often need to step in and take the lead just to ensure that something gets accomplished. One public health staff even mentioned that she will not allow the high school students to conduct an activity that, through her experience, she knows does not work.

There was less discussion around the community component of *exposé*. Albeit limited, the data from the interview participants described that this portion of the program is driven by the Youth Facilitators; Youth Facilitators come up with the ideas for what events to conduct, plan them, and then implement them. The group also has weekly group meetings that are chaired by the Youth Facilitators.

In addition to the development of the YLAG model, there have been other behaviours at the organizational level that indicate progress towards the implementation of a more youth-friendly, positive youth development model. A number of participants noted that the *exposé* program has always had support from Ottawa Public Health's Medical Officer of Health; having someone from the top appreciate youth provides direction to others to also value the contribution that youth can make to such a program. A number of Youth Facilitators also noted how improvements have been made to help make Youth Facilitators feel part of the organization, with one Youth Facilitator stating that "they've taken steps to make us feel more comfortable and address our needs." For example, a couple of participants mentioned that the public health agency staff are friendly and acknowledge the youth when they see them in the building. Furthermore, a few participants discussed how they now have access cards so they can come and work at the public health unit at a time convenient to them, an improvement over previous years when they had to wait to be let into the building. Thus, although *exposé* has faced challenges over the years with regards to the degree that youth are involved in the program, they have strived to make improvements in this area. The data gathered during the site visit suggests that these improvements have been successful at increasing the extent that the *exposé* program is led by youth.

Implementation Challenges

Thus far, we have seen numerous similarities between the YAA and *exposé* programs. However, as a result of working both in schools and in the community, *exposé* had a number of unique challenges. Throughout interviews with *exposé* staff, challenges with working in the schools, the relationship between the Youth Facilitators and public health staff, and Public Health Unit policies about bilingualism were often mentioned.

Working in schools posed several challenges. One such challenge was gaining "buy-in" from the schools in the region. Interviewees explained that some schools did not feel that smoking was an issue for them, and that they had "bigger fish to fry", such as alcohol and drug use. For instance, one adult interviewee commented that, "...because it's so normalized in our society, a lot of schools don't see it as a big issue. There's fighting, there's drugs, there's other things that are bigger issues and it's harder for the schools." Consequently, these schools did not see a need to house an *exposé* group and felt that their time and energy should go to fight these other issues. Without school buy-in, it is impossible to successfully establish the *exposé* program in the school.

Receiving buy-in from the principal, the lead teacher, or both was also mentioned as challenging. The role of the lead teacher is crucial for easy and efficient management of the *exposé* groups.

Interviewees working in schools that had strong buy-in from the lead teacher noticed that programming in their schools was subsequently easier. If there is no buy-in, it can take an extremely long time to get things done. Many interviewees noted that teachers are simply "taxed to the max" and really do not have time to take on another project like *exposé*. One Youth Facilitator explained some of the challenges involved in working in schools:

> *Schools have different policies concerning different things. Some things fly in certain schools. It's really at the discrepancy of the principal. So sometimes we don't even get into any schools, cause the principal is adverse to the program, which is too bad but again it's a reality. Once you're in the school, sometimes you have problems with the lead teachers. And sometimes they don't follow through. But they say they'll do something and they don't.*

Another challenge faced was overcoming the considerable amount of red tape associated with working in a school. Approval processes take longer in this situation because activities and resources need to be approved by both Public Health as well as the school. Turn-around time for activities was consequently slow. Timing was challenging because these processes take a long time, but things with youth happen very quickly. Maintaining enthusiasm in the youth involved during this lengthy process often proved to be difficult.

Hostility between Youth Facilitators and public health staff has been a common challenge, but there have been considerable improvements in these working relationships since the introduction of the YLAG (Youth-led Adult-guided) model. This positive change is illustrated in this quotation from a Youth Facilitator:

> *Well, like last year like I mentioned before, like we had a division between sometimes public health nurse and youth. But I think this year like the training was really well done that it enabled everyone to feel a part of the same thing...team. So I think that helped.*

Some public health agency policies cause problems in activities because of the speed in which things get done. Bilingualism policies presented particular challenges. Being a bilingual health unit means all resources have to be produced in French, as well as English. Unfortunately, according to one Youth Facilitator, the translation is often weak:

> *The resources in French are really hard to come by and to have good ones because often what they'll do, it'll be really youth oriented English and then it gets sent off to translation who translate it into French but it's like presented in like boardroom vocabulary and you're like these kids are going to die listening to this.*

The process of approving, translating, printing, and again approving resources is often lengthy. Further, this often leads to different release dates for the resources in each language. One adult

associated with the program explained that this delay in translation is substandard and not typical of health unit practice:

> *Sometimes, resources will go out in English before Francophone resources go out. I don't think that's right. I think as much as possible we try to pride ourselves on having both resources available at the same time so that everybody is pretty much on a level playing field.*

Outputs: Activities and Events

Planning and conducting activities and events constitute the primary outputs of YAA and *exposé* activity. We gathered information through the questionnaire about the nature of these programs, including group meetings and event frequency. More detailed information about specific activities and events were obtained during the group visits. This contextual information provides insights about factors necessary to take into account when conducting activities and events.

Youth Action Alliance

On the youth questionnaire, participants were asked to report on group activities. Participants were asked how much time they spent in regular work meetings in an average month as well as the average number of events conducted by the group each month (Tables 9 and 10, respectively). With response options ranging from *less than 10 hours* to *more than 40 hours*, over one-third of Peer Leaders (36.9%) reported spending between 31 and 40 hours in regular work meetings on average in a month. Not surprisingly, the majority of volunteer youth reported the time spent in regular work meetings each month was less than 10 hours on average (69.7%).

Table 9: Average number of hours participating in regular work meetings each month for Peer Leaders and volunteer youth in the YAA program

Regular Meeting Hours	YAA	
	Peer Leaders	Volunteers
less than 10 hours	33 (13.1)	23 (69.7)
10 – 20 hours	59 (23.4)	7 (21.2)
21 – 30 hours	55 (21.8)	1 (3.0)
31 – 40 hours	93 (36.9)	1 (3.0)
more than 40 hours	12 (4.8)	1 (3.0)

Forty-six per cent of YAA Peer Leaders indicated that their groups conduct, on average, one event each month (Table 10), while over one third of YAA participants reported two or more events conducted by the group in an average month. However, nearly 20% reported conducting less than one event per month on average. Unfortunately, it is not possible to determine the reason behind this seemingly low level of activity. It is possible that these participants belong to groups that conduct larger-scale events and therefore conduct them less frequently.

Table 10: Average number of special events conducted by the group each month for Peer Leaders and volunteer youth in the YAA program

	YAA	
	Peer Leaders	**Volunteers**
less than 1 event	48 (19.4)	11 (2.9)
1 event	113 (45.7)	9 (28.1)
2 events	53 (21.5)	6 (18.8)
3 – 4 events	28 (11.3)	2 (6.3)
more than 4 events	5 (2.0)	4 (12.5)

Based on descriptions provided by the participants interviewed, activities were grouped into two main categories: educational and promotional activities, and advocacy activities. Educational and promotional activities are those that aim to increase awareness of a tobacco control issue or to increase awareness of the YAA group. Advocacy activities are related to policy and aim to effect action, thereby creating change. Although some of the activities may be considered both educational and advocacy, we only categorized an activity as advocacy if it was very clearly related to effecting change in policy. The following describes the activities discussed throughout the interviews supplemented with data from group documentation and media articles.

Educational and Promotional Events

Educational and promotional events comprised the most common types of activities conducted by the YAA groups. Activities classified into this category include presentations and display booths, street marketing events, and other events.

Presentations

Presentations and display booths represent a very common type of activity conducted by every one of the YAA groups visited. There was a lot of diversity in the types of presentations and booths in terms of location and target audience. Many presentations and displays took place in high schools; other presentation venues were feeder elementary schools, summer camps, parent councils, city or county councils, libraries, and shopping malls. YAA groups also piggy-backed on larger events, taking their presentations and displays to fairs, festivals, and other community celebrations. Thus, the target audiences for presentations and displays spanned a wide range of individuals, including young children (e.g. summer camps), adolescents (e.g. high schools), and adults (e.g. city council).

The tobacco control issues addressed in presentations also varied greatly and included the health effects of tobacco use, smoking in the movies, tobacco industry denormalization, and the dangers of chew or spit tobacco. A variety of methods were used to deliver these messages, including power point presentations, games, puppet shows, and other resources such as pigs' lungs (in which healthy lungs are shown in contrast to lungs *exposé*d to tobacco smoke) and carbon monoxide monitors (to illustrate the elevated levels of carbon monoxide in the lungs of people who smoke).

Participants associated conducting presentations and holding display booths with a number of benefits. Individual Peer Leaders were able to develop presentation and public speaking skills, increase their confidence levels, and receive valuable leadership experience. YAA groups themselves benefited from increased visibility and opportunities to recruit volunteers. While some participants mentioned that presentations and displays were boring and it was difficult to get people to approach them in order to hear the message, others mentioned that these types of activities had a good reach and were able to have an impact on the community. Unfortunately, many did not elaborate on what this impact was; the following quotation is a Peer Leader's response to why he would like to do more presentations as part of his YAA group's activities:

> *I just like the look on the people's faces when they do find out what's happening. How that's, what's going on behind all the big advertising and all the fancy labels and that. I think it's good for them to know. And it's good for us to know. It's good for everybody to know. And I think it'll be a good motive for them to stop smoking if they are currently smoking.*

Overall, participants interviewed spoke more positively about presentations and displays where there was a great deal of interaction with the audience and where there were many people *exposé*d to the groups' activity, as illustrated in the following quotation from a public health staff:

> *I know for some of them when they…they've evaluated something, that they've really found to be effective is [this presentation]. They really seem to enjoy that just because of the fact that they're able to engage such a large number of youth in one go. You know they've done other events…and they didn't find that they had the same number of youth there and they weren't able to engage in as many people and they feel like you know when they have a lot of people that they can talk to and engage over the course of an event that they feel like they've really gotten the message out there a lot better. And so that's one that has really worked well just because of the fact that this year's numbers are there and they are able to talk to….Many youth in one go.*

Similarly, this Peer Leader describes one particular presentation she really enjoyed being a part of:

> *There is a lot of people you meet and it's…it's the most hands on thing I think I've done. We've done it a couple of times and you get to talk to people and you can be as open as you want right? And I didn't really think they would be receptive to like us reaching out, but they are like they're just really good about like talking and opening up.*

Although one group did mention receiving good media coverage for one of their presentations, generally we found little media coverage of presentation and display activities.

Street Marketing

Street marketing activities were another common type of activity conducted by almost all of the YAA groups that were visited. Street, or guerrilla, marketing activities aim to surprise or shock. The most common street marketing activities were black angels, chalk attacks, and drop dead events.

The black angels activity involves creating angel figures by either spray painting (often in snow) or cutting out paper or cardboard in black. A number of angel figures are then displayed to represent deaths from tobacco related illnesses (e.g. 130 black angels displayed to represent the 130 Canadians who die each day from illnesses related to tobacco use). Over half of the YAA groups visited conducted a black angel event. Some black angel events occurred throughout the larger communities in which the YAA groups operate while others were focused on school communities.

Drop dead events are similar to black angel events in that they signify the number of people who die from tobacco-related illnesses. During a drop dead event, youth are gathered in a specified location and then suddenly drop to the ground as if they are dead, creating a shocking display of bodies. In order to create a shocking display, these events usually require the use of volunteers; 44 bodies representing the number of people who die each day in Ontario from tobacco-related illnesses makes more of an impact than the bodies of 10 Peer Leaders.

Chalk attacks are a form of sidewalk graffiti in which facts about tobacco and the tobacco industry are written on the ground in chalk. YAA groups conducted chalk attacks both in school communities and throughout larger communities.

Many youth enjoyed street marketing activities and some adults noted that the planning skills of youth had increased as a result of conducting these types of activities. A few interviewees commented that street marketing activities work well because they are shocking, thereby getting people's attention. Some youth also speculated that these types of activities reached the community and made an impact. According to one Peer Leader:

> *I think that street marketing is a little bit better for the fact that we're really getting up and people are gonna make, we're making people notice us. It's a good way to get our message out because people don't really have a choice to see or not. And it's a better way to get media attention than going and sitting in the gym…Street marketing is a pretty good way to get our message out.*

In terms of media attention, together the street marketing activities tended to receive a great deal more media attention than did presentations. Drop dead events received less media attention than either black angel or chalk attack events but they also did not receive as much negative publicity or have as many negative reactions from the community.

Not all comments about street marketing activities were positive. Some youth reported not wanting to do any more of the black angel events; other youth commented that these street marketing types

of events are no longer original and that they are overdone. Furthermore, one youth felt that their black angel event was ineffective in reaching the community and an adult commented that it was difficult to know how many people were actually *exposé*d to the event.

When compared to other types of activities, both the black angels and chalk attacks received more negative reactions from the communities in which they were conducted, often in tobacco farming regions. For example, participants from one group observed that their black angel event took a great deal of effort for very little pay-off. Participants reported that the only effect was negative and people in the community, including religious organizations, were offended by the event. In another group, a Youth Advisor reported that the YAA youth were verbally attacked by tobacco farmers and, although the youth handled it well, the group's other youth advisor felt that the youth were discouraged by these interactions. Others felt that the reactions received as a result of conducting these street marketing events, even if negative, should be viewed as a positive thing as it got people talking.

Other Events

YAA groups conducted a large number of other events, aimed at increasing awareness of a tobacco control issue or of the YAA group, which could not be categorized as presentations or street marketing. These included: movie nights; entertainment events; walks, marches or parades; contests; ribbon campaigns; post card campaigns; surveys; and media-related types of activities, such as web design and video creation.

Movie nights and entertainment events were among the more common types of activities classified into this category. Approximately half of the groups visited had conducted smoke-free movie nights. Movie nights serve both to promote the group and to raise awareness about smoking in the movies. A movie that does not contain any tobacco use (smoking or otherwise) is chosen and shown, often following a presentation or games to raise awareness of tobacco issues. Some youth indicated that movie nights were beneficial, as illustrated in the following quotation:

> *I think people really enjoy those and like, me myself, while I'm working I enjoy it because you get to meet a lot of different people and you get to tell them about your job and like, educate them and I just think it's a really good feeling. Because like, you get a lot of reactions like 'really, I didn't know about that' and they're really surprised and it kind of makes people think about the tobacco industry and the like the health affects of tobacco. So I really enjoy doing smoke-free movies.*

However, the main reactions heard in response to movie nights were negative, as described by this Youth Advisor, "And it was kind of a flop too. Like they didn't have – I think they recruited 50 people and their goal was like 300 to fill the thing." As with the street marketing events, some youth felt that movie nights were unoriginal. Many challenges were also discussed in relation to these events, including poor movie choices, difficulty advertising for the events, and poor turn outs. Furthermore, some youth stated that the audience was disinterested in hearing the message but only

wanted to watch the movie. Some movie nights received good coverage in the media, even from groups that had a negative experience with the event.

Just over half of the groups visited conducted entertainment events, including sporting events (e.g. basketball tournament), dances, and concerts. In these events, smoke-free messaging accompanies the entertainment used to attract participants. Adults reported that youth benefited from conducting these events as their leadership and event planning skills were improved. A few youth mentioned they enjoyed these types of events because they were youth initiated and youth led. A number of youth also reported liking these types of activities because they occurred in the communities, enabling them to get "the word out." The main criticism of the entertainment events was that it was difficult to deliver the smoke-free message. One adult speculated that the attendees were not aware of the smoke-free theme and another youth commented that the event overshadows the messaging. One group described a negative experience with their smoke-free concert, which is expressed in the following quotation by a Peer Leader:

> *And the bands weren't -- like a couple bands were really supportive and read like the facts that we had, but a lot didn't want anything to do to with it. They were just there to get their name out. And so ... that was hard. And like we had ... like facts between each set and stuff, but everybody went outside and smoked when we were trying to say them, so no one really listened and we couldn't keep them inside, so ... it didn't work out too well.*

Some of the entertainment events did receive media attention but these appeared to be in the minority.

Advocacy

Advocacy activities related to policy that aimed to effect action and thereby create change. During the first year of operation, advocacy activities were not widespread among the YAA groups visited. Approximately one-third of the groups had conducted at least one advocacy activity. Advocacy activities included: petitions, powerwall events, development and promotion of tobacco-free sports policies, and community clean-ups.

The use of petitions as an advocacy activity is quite straightforward; one group's documents described their petition to eliminate tobacco use from movies given ratings of G (General Audiences[10]), PG (Parental Guidance suggested, some material not suitable for children), and PG-13 (parental guidance strongly cautioned, some material may be inappropriate for children under 13). Participants involved did not comment much about this activity although one Peer Leader commented that he enjoyed this activity because a lot of people signed the petitions. Again, success of an activity is related to its perceived reach.

[10] Descriptions of movie ratings according to the Motion Picture Association of America, http://www.mpaa.org.

Two groups conducted powerwall events. Powerwalls are large tobacco product displays behind point of purchase counters, usually in convenience stores. Powerwall events are designed to educate people (e.g. retailers) with the ultimate goal of eradicating powerwall displays. Legislation came into effect in May 2008 banning such displays across Ontario. One group did receive positive media coverage for their powerwall activity.

There were two quite innovative advocacy activities conducted. One group promoted a tobacco-free sporting policy. This involved partnering with community sporting associations to obtain signed commitments from sporting teams to ban the use of tobacco by players during sporting events. At the time of the visit, two sporting associations had signed the smoke-free policy. The second innovative advocacy activity was a community clean-up campaign in which devices to free streets from cigarette litter were purchased and installed. Participants noted the recognition from the community that these types of events garnered for the YAA group and the support received from local businesses; these sentiments were echoed in positive media articles that covered the events.

Cessation Activities

A number of groups conducted cessation activities. Two groups created, or were in the process of creating quit kits, which are tools to assist people in quitting smoking. Some groups administered contests where prizes were awarded to participants who remained smoke-free for a specified period of time. And other groups ran cessation programs (e.g. Quit for Life) with the help of nurses from the public health agency. One Youth Advisor described her group's success with the Quit for Life program:

> *We had three guys that have quit, and that I believe are still smoke-free. They come to drop-in and I haven't seen them for probably a couple of months now, but last I heard all three of them were still smoke-free, which is awesome.*

Conversely, as this Peer Leader describes, not all attempts at cessation programming are successful:

> *Like we attempted to run a Quit for Life program at [name of city], and it wasn't a big success because I'm not sure we put enough effort into it. Like I think it might -- it should have been a bigger thing.*

An innovative cessation activity consisted of a cigarette exchange, in which participants handed in cigarettes in exchange for prizes. The Peer Leaders who participated in this event commented that they enjoyed planning and conducting this event.

Generally, the comments from interview participants in relation to cessation activities were positive although many participants noted the need for more youth cessation resources. Participants speculated that the youth-to-youth approach to cessation would be successful and make a difference

in helping youth quit smoking. For example, this Peer Leader expressed why she thinks quit kits will be effective in helping youth quit:

> *I think it will be. 'Cause some youth are like embarrassed. Like they're teens and they don't want to go to mom and dad, they smoke. And can you bring them to doctors? So it's just kind of like a good tool.*

A few cessation activities also received coverage in the media.

Activities in Schools

All of the activity and event categories previously described contained some activities that occurred in schools. For example, presentations were often conducted in high schools. One group conducted a black angel event and a couple of groups conducted chalk attacks in schools. Other educational and promotional events also occurred in schools as did some of the cessation activities. Advocacy activities were rarely conducted in schools, although one group distributed a petition for smoke-free movies in schools.

All of the YAA groups visited conducted some level of activities in schools, although the extent of this varied greatly. During the first year of operation, some groups promoted and implemented most of their events in schools. For other groups, there were limited activities that took place in the school; promoting an out-of-school event is one example of this. Logistically, participants noted that it makes sense to conduct events in schools as that is where a large population of the YAA target audience is contained. Some youth indicated that they would like to see even more done in schools. However, some youth (from the same group as the youth who wished to do more in the schools) expressed a desire to be conducting events in the community more frequently.

Conducting activities in schools presented a number of challenges. Although some interviewees reported receiving a great deal of support from teachers and school staff, others reported resistance. Some groups had difficulty promoting events in schools, particularly when it was an out-of-school event. Furthermore, the YAAs tended not to approach schools where their Peer Leaders were not enrolled. If events are only conducted in schools, and not in the larger community, then those schools without Peer Leaders are not reached by the YAA group's activity. Overall, there were mixed sentiments about conducting YAA activities in schools.

Lessons Learned

Overall, there was a great deal of variation in perceptions related to the YAA groups' activities and events both within and amongst groups. No absolute findings emerge as to activities that always or never work well. In a general sense, youth preferred activities that were interactive and allowed them to engage with an audience. They also tend to like events that have a high shock value, such as in the street marketing events (even though there is limited or no interaction with an audience). Some

youth reported wanting to conduct more large scale events, while others wanted to conduct smaller events more frequently. In some groups smoke-free movie nights were perceived as highly successful and in others as failures. Furthermore, within the same group, some youth perceived a black angel event as successful, while others did not.

Contextual factors help to explain this variation. Community characteristics, personal characteristics of youth and various implementation variables all influence the success, and perception of success of an activity or event. Despite all of this variation, taking together all of the available data about the activities and events conducted, it is possible to draw some conclusions about the factors important to consider when implementing YAA events and activities and those related to whether the events are perceived as successful (according to the perceptions of those interviewed).

The location of the activity seems to be an important contributor to success. Data indicate that both school and community venues can be appropriate. Some locations in the community are less likely to be conducive to success. For example, one group attempted conducting presentations in the library. This event was not deemed as a success largely because the target audience tends not to hang out in libraries. Another group held a smoke-free movie night at an out of the way movie theatre. Again, in this instance poor location was perceived as the cause of a failed event. Location is also important to the success of street marketing events. For example, when implementing a drop dead event, it should be in a location and at a time when many people will be *exposé*d to the display of bodies lying on the ground. A black angel event conducted by one group provides another example of the importance of location. In this case, the group posted black angels throughout their community. Unfortunately, one of these locations (outside a seniors' residential facility) was not the most appropriate and resulted in the negative reaction from the community discussed earlier.

Another variable that appears to effect perceptions of an event's success is timing. One youth commented that her group's smoke-free movie night was not very successful, in part due to the poor turnout; this she attributed to the event occurring on a school night. Comments from other interview participants suggest that what is occurring during the academic year can affect the success of an event. Important dates include the March break, exam times, and the end of the school year. Presumably, students are busier during these times or may even be away so attendance at a YAA event is likely to be low.

The promotion of an activity or event is another factor that is perceived to impact the success of the event. Many participants noted that their events were not as successful as they could have been because they were not well promoted. This is described in the following statement made by a Peer Leader in reference to what he did not like about the group's activities:

> *The only thing I could say is probably, I guess we kind of do "Surprise, we're here" kind of thing. Not like "Oh, we're going to expect you, so ..." Cause I think if we were kind of expected we'd have a little bit more people coming to our events and learning a little bit more. I don't think that just like "Surprise, we're here" is going to like get that many people coming.*

These examples demonstrate the level of thought required when planning an event; events may be considered as more successful when they occur in high traffic areas, where youth congregate, are easily accessible, and are in a location appropriate for the activity. Furthermore, it is important to consider what other things are occurring both in the schools and in the communities at the time events are planned. And lastly, promoting the event to the appropriate audience is an important component to planning a successful event. Each of these factors – location, promotion, and timing – ultimately, impacts upon the number of people who attend or are reached by an event.

The reach of an activity was mentioned as something that provided a challenge to overcome when conducting events and was identified as something that made an event successful. Generally, participants preferred events that helped to increase the recognition of the group. Furthermore, when a participant discussed an event positively, it was often related to the reach of the event. Conversely, when an event was discussed in a negative manner, it was often related to the lack of people who attended and some commented that getting people out provided one of the biggest obstacles to conducting activities and events. One suggestion heard was to partner with other community events. This would help overcome some of the difficulties faced; the reach of the event would possibly be increased as people are already attending the event and thus, promoting the event would be less of a concern. The following quotation from a public health staff illustrates some of the benefits she perceives comes from partnering with other community events:

> *They try to sort of piggyback on to some other events that are happening in the community so if there's already some awareness being built around a larger event that they can latch on to that, and at the end of the month we have this [Festival] and they're going to that too with a display. So they try to identify community events that are already pretty successful and then they go and try to set up there and give little giveaways to kids about smoke-free living and little things like that. Just more community awareness and letting the community know that they're there and what they're doing.*

exposé

The same information regarding program components was gathered for the *exposé* program. With respect to group activity, an equal number of Youth Facilitators reported participating in regular *exposé* meetings between 10 to 20 hours and 31 to 40 hours on average; nearly one quarter of Youth Facilitators reported spending more than 40 hours on average in a month in regular group meetings

(Table 11). This is more than that reported by the Peer Leaders in the YAA program. Again, the majority of volunteers reported the time spent in regular group meetings was less than 10 hours on average.

Table 11: Average number of hours participating in regular work meetings each month for Youth Facilitators and volunteer youth in the *exposé* program

Regular Meeting Hours	*exposé*	
	Youth Facilitators	Volunteers
less than 10 hours	0	32 (86.5)
10 – 20 hours	4 (30.8)	4 (10.8)
21 – 30 hours	2 (15.4)	0
31 – 40 hours	4 (30.8)	0
more than 40 hours	3 (23.1)	1 (2.7)

Youth Facilitators also reported conducting more events per month than that reported by the Peer Leaders (Table 12); over one half of *exposé* Youth Facilitators reported two or more events conducted by the group in an average month, suggesting that these programs are quite active.

Table 12: Average number of special events conducted by the group each month for Youth Facilitators and volunteer youth in the *exposé* program

	exposé	
	Youth Facilitators	Volunteers
less than 1 event	0	23 (59.0)
1 event	5 (45.5)	14 (35.9)
2 events	2 (18.2)	1 (2.6)
3 – 4 events	2 (18.2)	1 (2.6)
more than 4 events	2 (18.2)	0

exposé conducted some unique and creative activities relating to education and promotion, as well as advocacy. Further, as a result of the nature of the *exposé* program, activity level was quite high because events are being conducted in both the schools as well as in the community. It should be noted that during interviews, attempts were made to focus interviewee comments on the last year of operation. In reviewing documents, however, it became clear that many of the activities and events discussed occurred over the past 5 years. As such, it is important to understand that the following description is not representative of activity level over one year of operation, but over a five year period. Also, since we were unable to conduct interviews with the students involved in the high school *exposé* teams, we are unable to comment on the benefits they may or may not have gained from their involvement in these activities.

Educational and Promotional Events

Similar to the YAA groups, most of the events and activities conducted were educational and promotional in nature. Further, they included presentations and display booths, street marketing events, and other events.

Presentations

exposé had somewhat less of a focus on presentations than did the YAA groups.[11] Some presentations were given to high school and feeder elementary school students by both the Youth Facilitators and members of the high school teams. These presentations focused on topics such as enforcing Smoke Free Ontario, the effects of second hand smoke, and promoting the *exposé* program. One unique presentation conducted by the Youth Facilitators was titled the "Retailer Recognition Program." This presentation was made to the Canadian Society for International Health with a goal of inspiring this group to contribute to the development of effective public policies to promote health in Ukrainian children. This is an interesting presentation for the *exposé* group to make because it diversifies their cause to an international target and a larger health promotion initiative.

Another interesting *exposé* initiative discussed by many participants was their display booths at the Ottawa 67's hockey games. Youth Facilitators took turns setting up a booth to promote *exposé*, as well as to distribute educational materials. One Youth Facilitator commented on the positive impact this booth has on the community, and recruitment into the *exposé* program.

> *In the community…youth, 67's games…like it's…it's the little kids that come up to you with mom and dad right? That's what you…at the 67s game you have the booth, that's who you're trying to reach and be like "Oh, when you make it to this level, go to high…when you get to high school, well go see if there is an exposé group at your high school.*

Further, this activity develops partnerships within the Ottawa community; specifically with the Ottawa 67's. Building these partnerships increases the reach and recognisability of the program.

Similar to the YAA groups, the data suggest that presentations and display booths did not attract media attention.

Street Marketing

exposé conducted a variety of street marketing events that aimed to shock and educate those *exposé*d to the event about the effects of tobacco. Common activities included a shoe campaign (in which used shoes were collected from schools and the community to represent the number of tobacco-related deaths), a drop dead, a black angels event, and a body bag demonstration, all of which were

[11] Keep in mind that due to the semi-structured nature of the interviews, complete inventories of activities and events conducted were not gathered.

used to demonstrate and represent the number of people who die from tobacco related illness. These activities were discussed by Youth Facilitators in an extremely positive light and as activities that were quite impactful. One Youth Facilitator explained that the *exposé* group really enjoys the value of shocking the public and grabbing the community's attention.

> *The whole purpose of those events is to go into the community so like last week at National Non-Smoking Week we staged this demonstration in the Rideau Centre Mall which is right downtown. There's a lot of people there and we did this thing with body bags and it was very … it made an impact so we had this crowd of people just kind of watching us, it was on the news and stuff like that that catches people's attention, that's what we're always trying to … we want to do something that's kind of in your face, a little bit shocking, something that people actually stop and look at so anyway. That's kind of our goal.*

Other Events

Many other events aimed to increase awareness of a tobacco control issue or to increase awareness of *exposé*. These events could not be categorized as presentations or street marketing. One such activity is the *exposé* annual mass media contest. This contest is held in all schools throughout the Ottawa region and asks participants to design, create, and enter media advertisements related to Smoke Free Ontario. With substantial funding from Health Canada,[12] winners of the contest have their media advertisements displayed in buses, bus shelters, movie theatres, and in area shopping malls all over the region. As a result of placing these advertisements in highly frequented places throughout the region, the *exposé* message and brand has become highly recognizable and known among the community. This increases the reach of the *exposé* program beyond the high schools and youth to the community as a whole. One challenge that was commonly mentioned in judging the mass media contest was understanding and tolerating the edgy, and often controversial, ways that youth convey their messages in their mass media entries. It was sometimes difficult for adults viewing the media entries to accept and approve some of the media that the youth really connected to and appreciated.

> *We had one … another edgy type of issue that happened was one video that was produced was very controversial. The youth went to the quickie store or whatever retailer and asked for a package of cigarettes and then they re-shoot it but instead of the package of cigarettes it's a gun and then you hear the bang after. That was very … our public health staff, we were kind of a team and we were divided … one half was like you cannot even talk about this … this is going to make people go out and do terrible things and then the other side was like well, if we're going to push this issue we have to be edgy so there's been those types of struggles. In that particular one we had to work with the*

[12] During the 2004-05 year, $91,500 was spent displaying the advertisement of the media contest in bus shelters, on buses, in movie theatres, and in shopping malls.

> *school to make sure they were comfortable with it, we passed it by the police, we had to really put it out there and kind of see was this testing community standards or what.*

Overall, this contest has generated a great deal of support and enthusiasm for *exposé* across the region. One program staff commented on the importance of this contest on community impact.

> *I mean the fact that we're in so many high schools and invariably students are going home hopefully with the swag and hopefully talking to their parents about probably their smoking. I think the bus ads have helped so through our Mass Media Contest and advertising on buses and inside buses and one year we were able to run in theatres and bus shelters.*

Following the contest, an award ceremony is held to recognize the winners and participants of the *exposé* Mass Media Contest. According to event documentation, in one year approximately 500 youth were in attendance, and a great deal of media attention was received.

exposé also coordinated a number of larger summits and conferences that required a great deal of planning and took place over a longer period of time. Unity Day was created to celebrate and encourage a connection between all the different *exposé* groups across the city. According to the documents collected during the *exposé* site visit, 125 youth participated in the day. Overall, this event was given moderately positive ratings (i.e., 71%) by the Youth Facilitators because although they thought the day was extremely useful, it could have been more successful with more organization and more time for activities. One Youth Facilitator commented on the utility and success of Unity day.

> *Youth Summits where its information but there wasn't as much sharing and they're like "we really want to have a day to share with our peers" and so they created this Unity Day. They invited all these other schools to come to their schools and basically play games together, share through focus groups with different people and really just connect with each other. I think that was awesome.*

The Youth Summit was another event that the Youth Facilitators found useful. This summit aimed to increase awareness about tobacco issues and create action pieces that could be delivered within the participants' high schools. It was also a forum for youth across the city to get together and motivate each other through shared enthusiasm about a common cause. During the day, youth were encouraged to start something in their schools when they went home and were provided with a number of ideas. Youth Facilitators also did a tobacco denormalization presentation, as well as other sessions about tobacco education. Overall, youth rated this event somewhat positively (i.e. 76%). Comments included the need to encourage more people to come, have more prizes available, and be more interactive in order to maintain attention. The following quote from a Youth Facilitator explains the positive outcomes of the event. The Youth Summit also received a great deal of media attention.

> *So there was a Youth Summit and I'm pretty sure they took two students from every high school; I don't know how many high schools in totally. I think it was only ten in the first year and then the Youth Summit was very effective in my opinion because afterwards we came back to school and we're like … we were told "okay, so now it's your responsibility to start something up" and we had a nurse come in.*

Other events aimed to foster enthusiasm and excitement towards the *exposé* program in the community. One such event launched the upcoming year's media contest and involved a graffiti artist painting a mural depicting smoke-free messaging on the skateboard park adjacent to the Public Health Unit. During this event, tobacco and health messaging was incorporated through the use of performance groups. This event attracted a great deal of media attention and involved the participation of many *exposé* staff, Youth Facilitators, and students. One Youth Facilitator commented that this event reached a different and unique demographic of youth.

> *Well for example, like we did the skateboard event last week. And I think that was a really important piece because by going out into the community your touching youth are not necessarily interested in school...we'll get to get our message in the school and they'll be there. But some youth's are not in the schools all the time and so I think it's another way of touching them by going into the community. And not only youth like sometimes like if we get the message to the parent's then they can talk to their youth and be like, "oh, there's this program and …*

exposé groups that operate in the schools often hold their event during lunch time. Some of these events include black ribbon campaigns (in which *exposé* students sold black ribbons in honour of Heather Crowe and as a commemorative endeavour for those who have been affected by tobacco-related illnesses and death), "Did You Know" programs (*exposé* students peak the interest of other students with the slogan "Did you know?" and at the end of a specified time period tobacco-related messages are revealed through posters and announcements), and tobacco related booths. A number of adults commented that lunch time works well because the whole student body is present and youth are more likely to attend as they are already in school.

Advocacy

Advocacy activities were not common in our data from the *exposé* program. Only one activity mentioned was classified as advocacy because it related to policy and aimed to effect action to create change. This was a post card campaign aiming to support a smoke-free Ontario and a ban on powerwalls. *exposé* had youth sign postcards and gave them to the Ottawa Member of Parliament. In total, 24,000 postcards were signed. Public health staff commented that this program received a great deal of media attention, and one staff commented on the community impact that resulted from this postcard campaign.

> *There was a postcard campaign that that was built around and that appeared to have a tremendous impact and there was a lot in the media at the time and there were a lot of ripple effects.*

Cessation

exposé conducted a number of cessation activities in the schools. Most schools involved in the *exposé* program were involved in a Quit and Win contest. These programs encourage students to quit smoking by providing support and cessation advice, and presenting an award to either everyone who successfully quits or one person who has quit and was entered into a draw. While many people seemed to speak positively of these contests, one adult explained that there were some difficulties with this event at her school.

> *Last year we had a "Quit and Win" contest that we held through the city that was all at the same time so all the schools were asked to participate at the same time. It's just a voluntary thing. It was more of a "put up posters, word of mouth, announcements" to get people interested in signing up. Which I found very hard to get kids interested in because it means that they have to hear the announcement or see the poster, they have to want to make the effort to go and sign up and actually be interested in quitting, you have to pick a place where they can actually get the form, leave the form, it's quite a lot of work and it was moderately successful. I didn't find it was super successful in my schools.*

Another cessation activity designed by *exposé* is called Smoker's Section. This program provides a forum for youth who are smokers to discuss their habits and addictions. Since participants must be smokers or ex-smokers to attend, this activity presents a creative way to reach a population that would not normally feel captivated by typical *exposé* activities. During these meetings, smokers can talk about their addiction with each other as well as a public health nurse. The nurse is also available to give them information about tobacco and cessation. Youth Facilitators give presentations about the manipulative tactics of the tobacco industry and lead group discussions about tobacco addiction. Not only does this program benefit the students involved, but one Youth Facilitator also commented on how this program also benefits them.

> *Then with Smokers Section it's like a whole new opportunity. I always knew that I didn't have anything against smokers but now it's fun to see really from their perspective and see how they see everything. Especially going through addiction, throughout high school. Its like how did it come about? How do you react to it? Do you ever think about it? Do you ever do this? To see that they still have their opinions about their addiction, they know that's a problem. I found it really interesting. I found the Smokers Section was really eye opening for me. That's probably the difference.*

Impacts

Three levels of impact are assessed: group, individual youth, and community.

Youth Action Alliance

Group Level Impacts

Achievement of desired impacts on both youth participants and on the community requires creation of conducive group-level environments. Data presented in the section that describes implementation of the Youth Development model (p. 40) indicate that, for the most part, organizational and operational processes are supportive of the creation of such environments. The extent to which conducive group-level environments have been successfully created was examined through analysis of Questionnaire data. Three subscales offer useful information: Group Identification, Group Climate, and Outcome Efficacy. Also, two single item questions provide further insight: perceptions of being treated with respect within the organization and feeling like a valuable member of the organization. We also looked at whether youth felt they were part of a larger, provincial, youth movement working toward the same goals. Table 13 displays the means for each of the variables for Peer Leaders and volunteer youth within the YAA program. All means are on the high end of the scale ranges, indicating that, overall, group environments that are conducive to achievement of youth and community impacts have been successfully created.

Table 13: Means (and standard deviations) for group variables, organizational variables, feeling part of a larger youth movement for Peer Leaders and volunteers in the YAA program

Variable (range)	Peer Leader		Volunteer	
	n	***M* (*SD*)**	***N***	***M* (*SD*)**
Group Identification (10 – 50)	254	44.73 (4.62)	34	44.68 (4.48)
Group Climate (1 – 5)	253	4.24 (.59)	34	4.38 (.47)
Outcome Efficacy (1 – 5)	253	4.07 (.51)	34	4.08 (.70)
Respected (1 – 5)	253	4.40 (.78)	34	4.56 (.66)
Valuable Member (1 – 5)	252	4.23 (.82)	34	4.06 (.89)
Larger Movement (1 – 5)	252	4.24 (.83)	33	4.09 (.88)

Not surprisingly, each of these group and organizational variables were significantly correlated with one another (YAA Peer Leaders: *r*s = .25 -.61, *p*s < .001). In other words, more positive feelings of respect and feeling like a valuable member of the organization were associated with greater identification with the group, a more positive group climate, stronger beliefs in the group's ability to create change within the community, and stronger feelings of being part of a larger provincial youth movement.

We examined whether these group and organizational variables differed depending upon geographical (i.e. urban and rural) or operating (i.e. public health agency and non-public health agency) locations. There were no differences between participants who were located in urban or rural locations for any of the variables (Table 14). However, group identification was marginally significant ($p = .05$), with participants from rural groups identifying with their YAA groups to a slightly greater extent than did the participants from urban groups.

Table 14: Results from t-test analyses examining differences between YAA Peer Leaders from urban (n = 193) and rural (n = 57) locations

Variable (range)	*M* (*SD*)		*t* value
	Urban	Rural	
Group Identification (10 – 50)	44.56 (4.70)	45.69 (3.46)	-1.98*
Group Climate (1 – 5)	4.24 (.63)	4.26 (.40)	-.28
Outcome Efficacy (1 – 5)	4.09 (.52)	4.02 (.48)	.98
Respected (1 – 5)	4.38 (.81)	4.54 (.57)	-1.73
Valuable Member (1 – 5)	4.24 (.84)	4.32 (.63)	-.63
Larger Movement (1 – 5)	4.23 (.87)	4.29 (.71)	-.46

*$p = .05$

As shown in Table 15, for the location that participants reported as their usual meeting place, significant differences were found for group identification, group climate, and feeling like a valuable member of the organization. Participants who reported usually having group meetings at their public health unit more strongly identified with their YAA group, reported a more positive group climate, and felt as though they were valuable members of the organization to a greater extent than did those who reported usually having group meetings at a location outside of the public health unit.

Table 15: Results from t-test analyses examining differences between YAA Peer Leaders from public health agency (n = 173) and non- public health agency (n = 76) locations

Variable (range)	*M* (*SD*)		*t* value
	Public Health Unit	non- Public Health Unit	
Group Identification (10 – 50)	45.36 (4.24)	43.27 (5.22)	3.09**
Group Climate (1 – 5)	4.29 (.61)	4.11 (.51)	2.16*
Outcome Efficacy (1 – 5)	4.10 (.49)	1.00 (.53)	1.44
Respected (1 – 5)	4.41 (.80)	4.37 (.75)	.39
Valuable Member (1 – 5)	4.33 (.77)	4.04 (.92)	2.60**
Larger Movement (1 – 5)	4.26 (.82)	4.17 (.86)	.76

*$p < .05$ ** $p < .01$

Youth Impacts

All adults and youth interviewed from the YAA program spoke positively about the impacts and benefits that youth received as a result of their involvement in the program. There was no evidence that youth from any one group received greater benefits than youth from other groups. Furthermore, there was no evidence to suggest that youth in different locations, whether geographical locations or operating locations, differed in the extent that they benefited from the YAA program. Commonly noted impacts included improvements in tobacco control knowledge and in various personal, professional and social skills.

Leadership Skills

Almost all participants reported being offered opportunities that allowed them to develop leadership skills. This sentiment is evident in the following quotation from a Youth Advisor who stated that "Kids come into this program that aren't leaders, but then they leave this program being a leader." A public health staff associated with the YAA program echoed this opinion when she said, "It's really leadership that they are getting. It's amazing to see that. It's a night and day difference between some of these youth when they first started and now just even a year later." Youth also felt they were gaining leadership skills as a result of their involvement in the YAA program, as illustrated in this quotation from a Peer Leader:

> *The freedom that we get in doing this job really allows us to, it forces us to lead almost, and not in a bad way whatsoever. Just people look up to us…it's almost like we are celebrities in town. It's pretty neat.*

Participants often talked about how roles within the group are shared among youth and how this contributes to developing leadership skills. For example, when conducting activities and events, it is often one or two youth who take a lead on the project, and then different youth will take the lead on the next project. According to one Peer Leader:

> *We're given tons of leadership opportunities. Like right now we're working on, we're given each individual tasks and we have to plan the events for ourselves, and we have to come up with all the ideas, plan the whole thing. So that's leadership.*

Some youth noted that being the only Peer Leader in a particular school forces you to take the initiative and become the leader. The youth interviewed also mentioned that their leadership skills had improved not just because of their role in conducting activities, but also because of their involvement with various committees they were involved with as part of their job as a Peer Leader (e.g. conference committees). Although it was previously described that the youth involved in the program were often leaders already, some adults did make a point to mention that even the youth who entered the program as leaders are still benefiting as they often take on more responsibility and greater leadership within the group.

Other Skills

Information garnered from interviews and observations indicate several areas in which youth benefit from skill development. Most commonly mentioned were the following skill areas: organizational, presentation, public speaking, event planning, communication, writing, and computer. Less frequently mentioned but nonetheless common were: research, decision-making, problem solving, and advocacy skills. Further benefits stem from the employment aspect of the Peer Leader position. A number of youth noted that their administrative skills had improved and that they had learned a great deal about working in a public health agency. Specifically, they mentioned that their typing skills had improved, they knew how to fill out timesheets, they now knew how to take minutes, and that they could now facilitate a meeting.

Personal Benefits

The youth also discussed a number of personal benefits. These included having a great paying job and how the position looks good on a resume. Youth also noted that they were becoming more open-minded and that they were being *exposé*d to new experiences, such as traveling and opportunities to work with diverse people, as illustrated in this quotation:

> *It is a really fulfilling job. And you get to do a lot of stuff that you'd never would be able to do. Like I got to travel to Toronto for a youth summit and meet a lot of cool people. And then do public demonstrations, anti tobacco sort of deal. It's a good time and you're changing things. Like everyone is like "As if you get paid to do this stuff," right?*

A few youth commented that they were better people for having had the opportunity to work with the YAA program. A couple of adults mentioned that the YAA group gave the youth something to belong to and youth from almost every group visited mentioned that meeting new people and the friendships gained through their involvement in the YAA program were benefits. This might be particularly noteworthy for youth considered at risk or those who have not been afforded the opportunities to be involved in many extracurricular organizations and activities.

A number of participants described how benefits from their YAA involvement were transferring into other areas of their lives, as illustrated in this statement made by a Peer Leader, "I learned how to facilitate a meeting which came in really handy. This year I'm student council president of my school." Some youth attributed being more organized both at home and at school to skills they learned through their YAA involvement. A few Peer Leaders even attributed their improvements in school (i.e. better grades) to their involvement in the YAA program.

In addition to these personal benefits, participants from almost every group indicated that involvement in the YAA had increased their levels of self-confidence and self-esteem. This appears particularly true for those who entered the program shy. Many participants described transformations of participants from being very shy and afraid to speak in front of others to being outgoing and excelling at public speaking. Participants also mentioned other qualities gained, such as greater self-awareness and becoming more responsible.

Many youth discussed the positive feelings they experienced in association with their job. A common response from youth when asked what they received from being a member of the YAA group was the good feeling they got from being involved in something worthwhile and from making a difference. According to one Peer Leader:

> *I'm just happy that I can be beneficial, that I can give back to the community in any way. I think that's the biggest reason why I like this job, 'cause it makes me feel useful, it makes me feel like I'm doing something useful.*

As another example, this Peer Leader discussed how great it feels to know he has been a part of something that has influenced change:

> *Oh as I'd say before, it's a really fulfilling job. I mean I love what I do. It's really cool. Like I get to meet a lot of cool people that I would never have met otherwise. And it's just, it's cool to be part of something big, and you're actually making a change. Cause you don't think of it -- On a smaller scale it's not that big of a change, cause we're just in a small little community. But with the whole program, it's going to make a difference. It's got to.*

A few participants felt empowered because they were involved in making a change in others and in their communities. Both youth and adults felt that youth gained a sense of pride from working within the public health agency. This seems to be related to the perception that the Peer Leader position is one of great importance. Having keys, business cards, identification cards, as well as actually working in the health department, appear to influence this feeling of importance.

Although participants tended to focus on the benefits that Peer Leaders received from being a part of the program, a number of participants made specific mention of the benefits that volunteers received. For example, volunteers of the program can receive community service hours. Furthermore, in some groups, volunteers were provided with the same training opportunities as the Peer Leaders and attendance at conferences was made available.

In summary, both youth and adults illustrated many positive impacts associated with involvement in the YAA program. As these two Peer Leaders stated, "Everything I'm learning here is stuff that helps you prepare for real life," and "You're not gonna get the skills from this job anywhere else." Although very uncommon, the only negative consequences of involvement in the program appear to be associated with negative community reactions to events and with having to conduct events that someone else requested.

Individual Mobilization, Leadership and Empowerment

Questionnaire data provide further information as to what impacts might be related to the YAA program. Three scales were used as measures of different aspects of the desired facets of youth development: individual mobilization, leadership, and empowerment. These cover important

elements of the five Cs of positive youth development: competence, connection, character, confidence, and compassion.

Table 16 displays the means for Peer Leaders and volunteer youth from the YAA program for measures assessing youth development. This data should be interpreted with caution. As there is measurement only at one point in time, it is not possible to determine what effect the YAA program has had on these scores.

Table 16: Scale means (and standard deviations) for YAA Peer Leaders and volunteer youth

	YAA			
Scale (range)	**Peer Leaders**		**Volunteer**	
	n	***M* (*SD*)**	***N***	***M* (*SD*)**
Individual Mobilization (10 - 50)	254	40.23 (5.06)	34	37.47 (6.45)
Leadership (1 - 5)	254	4.14 (.41)	33	3.98 (.48)
Empowerment (3 – 15)	253	12.56 (1.44)	34	12.00 (1.32)
Total Benefits (0 – 10)	254	5.99 (1.88)	34	4.35 (2.31)

A number of single item questions provide additional measures of youth development. Participants were asked to rate their level of agreement with the following statements:

- *I can start discussions with others, outside of this group, about tobacco issues;*
- *I am confident that I can effectively deal with the media;*
- *I am sure that I can convince family members not to start to smoke;*
- *I am sure that I can convince my friends not to start to smoke; and*
- *I would recommend working on tobacco issues to others my age.*

As can be seen in Table 17, substantial majorities of participants agreed or strongly agreed with each of these statements; participants reported that they felt able to discuss tobacco control issues with others, were confident that they could deal with the media effectively, believed that they could stop friends and family from starting to smoke, and would recommend working on tobacco control issues to other youth.

Table 17: Frequencies (and percentages) of responses from the YAA youth to questionnaire items

	Peer Leader Response Frequencies (%)				
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
Start discussions	4 (1.6)	8 (3.2)	31 (12.3)	112 (44.3)	98 (38.7)
Deal with media	9 (3.5)	30 (11.8)	60 (23.6)	100 (39.4)	55 (21.7)
Convince family	6 (2.4)	17 (6.7)	41 (16.1)	96 (37.8)	94 (37.0)
Convince friends	4 (1.6)	13 (5.1)	60 (23.6)	118 (46.5)	59 (23.2)
Recommend	7 (2.8)	3 (1.2)	14 (5.5)	108 (42.7)	121 (47.8)

	Volunteer Youth Response Frequencies (%)				
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
Start discussions	0	3 (9.1)	7 (21.2)	15 (45.5)	8 (24.2)
Deal with media	4 (11.8)	3 (8.8)	7 (20.6)	15 (44.1)	5 (14.7)
Convince family	1 (2.9)	3 (8.8)	3 (8.8)	15 (44.1)	12 (35.3)
Convince friends	1 (2.9)	5 (14.7)	6 (17.6)	16 (47.1)	6 (17.6)
Recommend	0	0	1 (2.9)	15 (45.5)	8 (24.2)

Participants were also presented with a list of possible benefits that they might have experienced as a result of their involvement with the program and were asked to indicate all of the benefits they receive from being a member of their YAA group. Table 18 displays the frequencies for each of the listed benefits. All youth, both Peer Leaders and volunteers, identified at least one benefit. For YAA Peer Leaders, learning new things, including skills, was noted by almost all respondents (96.9%). This was closely followed by the benefit of having the opportunity to make a difference and create change in others or in their communities, with 90.6% reporting receiving this benefit. These findings correspond with the interview data. A similar distribution of responses was found for the YAA volunteer youth. However, not surprisingly, more volunteers reported that they received community service hours as a benefit of their involvement in the program.

Table 18: Frequencies (and percentages) of responses for the benefits received from involvement in the YAA and *exposé* programs for paid and volunteer youth

Benefits	**YAA**	
	Peer Leaders	**Volunteers**
Learn new things/skills	246 (96.9)	26 (76.5)
Make a difference	230 (90.6)	25 (73.5)
Looks good	215 (84.6)	22 (64.7)
Money	211 (83.1)	0
Time with/meet friends	196 (77.2)	20 (58.8)
Fun	181 (71.3)	18 (52.9)
Travel	155 (61.0)	13 (38.2)
Gifts, prizes	60 (23.6)	9 (26.5)
Community service hours	18 (7.1)	12 (35.3)

Length of Involvement and Youth Development

At the time of the questionnaire, YAA groups who had received the first round of funding had been operating for just over one year, while groups who had received the second round of YAA funding had either just begun or had been operating for only a few months. In order to examine differences among those who had been in the program for varying lengths of time, we classified length of involvement in the YAA program into three categories: those new to the program (i.e. Peer Leaders involved in the YAA group for three months or less, $n = 106$), those who had been in the program for a moderate length of time (i.e. Peer Leaders involved four to six months, $n = 39$), and those who are

more experienced or veteran YAA members (i.e. Peer Leaders involved seven months or longer, n = 107). We chose to compare those newest to the program with those most veteran in the program. As shown in Table 19, *t*-tests examining differences between new and most veteran members on youth development scales revealed that the only difference was for the total number of benefits; those who had been in the program for seven months or longer reported a greater number of benefits than those in the program for a shorter period of time. There were no differences for individual mobilization, leadership skills, or empowerment.

Table 19: Results from t-test analyses examining differences between YAA paid youth in the program for three months or less (n = 106) and seven months or longer (n =107)

Scale (range)	*M* (*SD*)		*t* value
	New Members	Veteran Members	
Individual Mobilization (10 – 50)	39.87 (5.13)	40.26 (5.16)	-.56
Leadership (1 – 5)	4.15 (.39)	4.11 (.43)	.68
Empowerment (3 – 15)	12.56 (1.42)	12.51 (1.53)	.25
Total Benefits (0 – 10)	5.79 (1.90)	6.37 (1.84)	-2.27*

*$p < .05$

Geographic and Operating Location and Youth Development

Analyses were also conducted to determine if differences were found on the outcome measures for geographical and operating locations. As shown in Table 20, participants who were located in an urban area did not differ from participants who were located in a rural location on individual mobilization, leadership skills, empowerment, or the total number of reported benefits. In other words, these data suggest that participants are not differentially effected based on whether they participate in an urban YAA group or in a rural YAA group.

Table 20: Results from t-test analyses examining differences between Peer Leaders in urban (n = 193) and rural (n = 58) locations

Scale (range)	*M* (*SD*)		*t* value
	Urban	Rural	
Individual Mobilization (10 – 50)	40.55 (4.85)	39.81 (5.03)	1.01
Leadership (1 – 5)	4.16 (.42)	4.14 (.35)	.31
Empowerment (3 – 15)	12.61 (1.43)	12.58 (1.31)	.10
Total Benefits (0 – 10)	5.91 (1.91)	6.43 (1.55)	-1.89

Table 21 displays the results from the *t*-tests examining youth operating in public health agency locations and those in non- public health agency locations. Participants who reported that their main operating location was the public health agency reported higher scores on individual mobilization and empowerment than did participants who reported operating out of another non- public health agency location. In other words, participants from the public health agency reported greater feelings

of mobilization at the individual level and a greater sense of empowerment than did participants whose main location for group meetings was outside the public health agency.

Table 21: Results from t-test analyses examining differences between Peer Leaders in PHU (n = 173) and non-PHU (n = 77) locations

Scale	*M* (*SD*)		*t* value
	Public Health Agency	non- Public Health Agency	
Individual Mobilization (10 – 50)	40.75 (4.87)	39.14 (5.24)	2.36*
Leadership (1 – 5)	4.16 (.41)	4.11 (.40)	.93
Empowerment (3 – 15)	12.69 (1.42)	12.23 (1.46)	2.30*
Total Benefits (0 – 10)	6.08 (1.85)	5.65 (1.87)	1.70

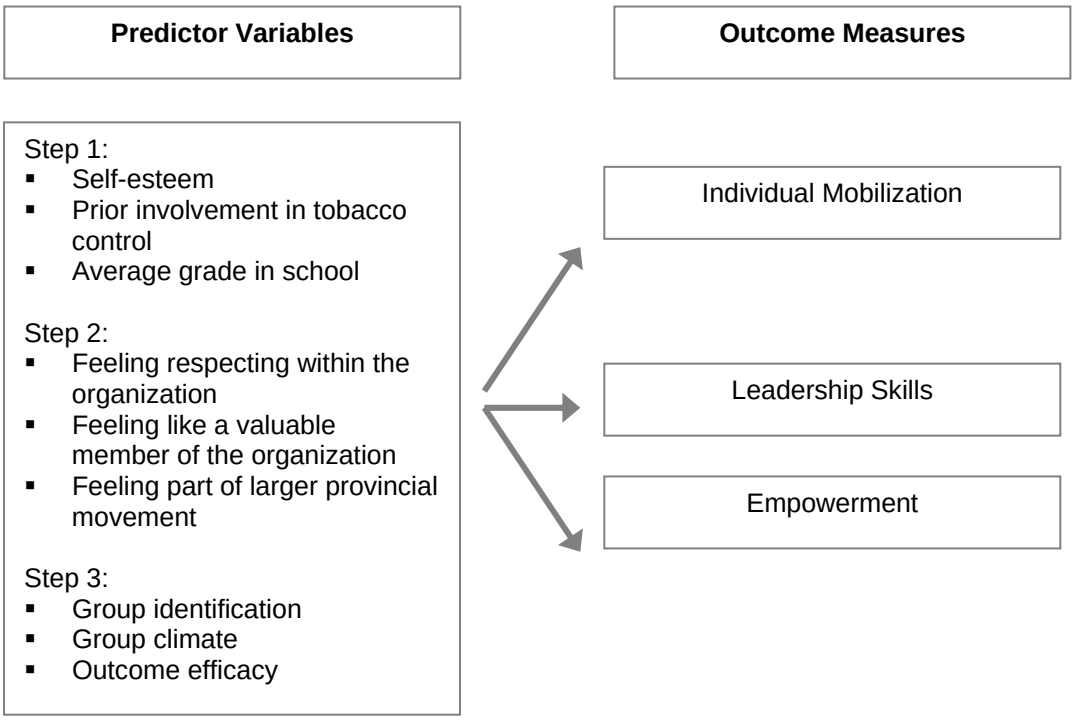
*$p < .05$

Pathways to Youth Development

To illuminate the ways in which the influence of the program on youth development, we explored their associations with a number of 'predictor' variables, using regression analysis. The predictor variables were comprised of individual and group level variables collected in the Questionnaire. Of the twelve variables chosen, length of involvement in the program, regular meeting hours, and events conducted per month were not significantly correlated to the three outcome measures; as such, these were dropped from inclusion in regression analyses.

Regression analyses consisted of three steps (see Figure 3). In the first step, self-esteem, prior involvement in tobacco control, and average grade in school were entered. Because our data suggests that youth may come into the program with a set of certain characteristics and skills, we felt it important to account for these in the first step of the analyses. In the second step, feeling respected within the organization, feeling like a valuable member of the organization, and feeling part of a larger provincial movement were entered. In the third step, group identification, climate, and outcome efficacy were entered.

Figure 3: Predictor variables and outcome measures used in regression analyses



Overall, the individual mobilization, leadership skills, and empowerment regression models were significant (Table 22). Furthermore, each of the three steps within the overall models were significant. Together, the predictor variables accounted for 39% of the variance in individual mobilization, 49% in leadership skills, and 37% in empowerment. Although quite acceptable, this suggests that there are other variables that we did not measure that further account for the variance in these scores.

Table 22: Model statistics for the outcome measures regression analyses

Outcome Variables	*R* model	R^2 model	R^2 Change		
			Step 1	Step 2	Step 3
Individual Mobilization	.63**	.39**	.14**	.08**	.18**
Leadership Skills	.70**	.49**	.31**	.04*	.15**
Empowerment	.61**	.37**	.15**	.12**	.10**

Note. *R* is the statistic that signifies whether the overall model is significant; R^2 describes the overall proportion of variance accounted for by the predictors in the regression model; R^2 change is the change in R^2 produced by adding subsequent sets of predictors.
*$p < .01$ **$p < .001$

For the individual mobilization regression model, each variable was a significant predictor in the first step (see Table 23 for the contribution made by each predictor variable at each of the steps). In Step 2, average grade in school, prior involvement in tobacco control, and self-esteem continued to be

significant predictors. In addition to these, feeling like a valuable member of the organization also made a significant contribution to the prediction of individual mobilization. Lastly, with the addition of Step 3, only prior involvement in tobacco control and feeling like a valuable member of the organization remained significant predictors. Identifying with the group and belief in the group's ability to create change in the community were the strongest predictors of individual mobilization.

Table 23: The contribution of variables to the prediction of individual mobilization scores

Predictor Variables	sr^2		
	Step 1	**Step 2**	**Step 3**
Self-esteem	.06***	.02*	.01
Prior involvement in tobacco control	.03**	.04**	.02*
Average grade in school	.05*	.02*	.01
Respected within the organization	--	.01	.01
Valuable member of the organization	--	.05***	.02*
Feeling part of larger provincial movement	--	.01	.00
Group identification	--	--	.07***
Group climate	--	--	.01
Outcome efficacy	--	--	.11***

Note. sr^2 is the semi-partial correlation squared and refers to the variable's unique contribution made to the prediction of the outcome variable.
$^{*}p < .05$ $^{**}p < .01$ $^{***}p < .001$

For leadership skills, prior tobacco control involvement and self-esteem made unique contributions to the prediction of leadership skills in the first step of the model (Table 24). Prior involvement in tobacco control activities and self-esteem remained significant predictors in Step 2; feeling like a valuable member and respected within the organization also made a unique contribution to the variance accounted for in leadership skills scores. At the final step of the regression model, feeling like a valuable member of the organization, group identification, and outcome efficacy were significant predictors.

Table 24: The contribution of variables to the prediction of leadership skills scores

Predictor Variables	sr^2		
	Step 1	Step 2	Step 3
Self-esteem	.26***	.19***	.17**
Prior involvement in tobacco control	.03**	.03**	.01
Average grade in school	.00	.00	.00
Respected within the organization	--	.01	.02*
Valuable member of the organization	--	.05**	.02*
Feeling part of larger provincial movement	--	.00	.01
Group identification	--	--	.09***
Group climate	--	--	.01
Outcome efficacy	--	--	.09***

Note. sr^2 is the semi-partial correlation squared and refers to the variable's unique contribution made to the prediction of the outcome variable.
*$p < .05$ **$p < .01$ ***$p < .001$

For empowerment, self-esteem was the only significant predictor in Step 1 (Table 25); this remained significant in Step 2, and feeling like a valuable member of the organization also made a unique contribution to the prediction of empowerment scores. These two variables remained significant in the third step, along with identifying with the group, a more positive group climate, and beliefs in the group's ability to create change in the community.

Table 25: The contribution of variables to the prediction of empowerment scores

Predictor Variables	sr^2		
	Step 1	Step 2	Step 3
Self-esteem	.12***	.05***	.03*
Prior involvement in tobacco control	.01	.01	.00
Average grade in school	.01	.00	.00
Respected within the organization	--	.00	.01
Valuable member of the organization	--	.08***	.07***
Feeling part of larger provincial movement	--	.01	.00
Group identification	--	--	.02*
Group climate	--	--	.04**
Outcome efficacy	--	--	.04**

Note. sr^2 is the semi-partial correlation squared and refers to the variable's unique contribution made to the prediction of the outcome variable.
*$p < .05$ **$p < .01$ ***$p < .001$

Taken together, three common predictors emerged from the regression analyses. Individual mobilization, leadership skills, and empowerment were predicted by:

- feeling like a valuable member of the organization,
- greater identification with the YAA group, and
- stronger beliefs in the group's ability to create change in the community

Conclusion
Overall, the impacts discussed by the YAA participants during the interviews were overwhelmingly positive with numerous personal, professional, and social benefits mentioned. The questionnaire data further suggests that many benefits are experienced by those involved with the program. The questionnaire data also points to possible contexts which may be associated with positive outcomes. For example, greater identification with the group, feeling like a valuable member of the organization, and believing the group can create change may be related to more positive outcomes for youth involved in the program. Furthermore, operating within the public health agency may be associated with greater benefits for the youth.

Community Impacts

Throughout the interviews, the topic of community impact was discussed, sometimes in response to a direct question about participants' perceptions of community impact, but other times community impact was spontaneously brought up in relation to another question. The three main areas of discussion concerned: defining community impact; perceptions of the extent of community impact; and the role of the media in attaining community impact.

Community Impact Definition
Although not a specific question on the interview guide, from the interview data we were able to extract how people define community impact and determine whether they believed that their group has in fact made an impact in their communities. The most common definition of community impact addressed awareness of the program by the community. For example, when asked about the impact that the program has on the community, a peer leader responded "Well people know who we are." However, the way in which community awareness was defined and described varied considerably. Many adults and youth focused on the concept of the group's visibility in the community and noted that they become visible through the events they conduct as well as through the media earned. For example, one Tobacco Control Manager commented that "…we're very well known in three of the seven high schools… and [the Peer Leaders] have done a really good job about being visible in their schools." Another comment that illustrates this point comes from a Tobacco Control Manager who stated that "…just looking through the media binder you'll see how much visibility they have."

Reach was another way that community awareness, and thereby community impact, were defined by YAA participants. For example, community awareness and impact were based on the number of people who attended or were *exposé*d to their group's activities. One youth expressed this when saying the following:

> *Yeah, I definitely think we have, especially we had our World No Tobacco Day event which was HUGE. It was way bigger than we intended it to be. It was really exciting and we got lots of media coverage, lots of press, and lots of people who just saw it because it was so big…*

Related to this, youth determined their community impact on the more tangible feedback received from those reached by activities and events. For example, a peer leader stated the following when asked whether he thought the group was making an impact on the community:

> *I've heard of a lot of people quitting smoking. I don't know if it's because of us but a lot of my friends, or friends of friends, that have been telling me about their quitting smoking or thinking about it.*

As another illustration of community impact, a Peer Leader stated "I had a pretty good impact. Like we have people confessing that it's bad for them and they wish they could stop. And we try to help them out with that and we tell people so it's pretty good." Furthermore, when asked how she could tell she was making an impact, a Peer Leader responded, "I guess you can't really tell, but when you go to a presentation and after people come up and talk to you about it, then you know that you've at least gotten to those few people."

Another way some of the adults described community awareness was through gaining community support. Buy-in from the community and partnerships they were able to develop were, in their view, evidence of widespread community awareness and community involvement in the program. For example, in the following quote, a Tobacco Control Manager describes how community partnerships, along with the media, help to increase community awareness:

> *I think [this group] has a much greater community awareness and presence then the [other group] does and I think that's partly to do with the number or the amount of media exposure, the community partnerships and linkages that they been able to further develop…*

Lastly, mentioned by a couple of adults but more frequently by youth, community awareness and impact were achieved because people were wearing or carrying the group's SWAG. Although community awareness was the most common way interview participants defined community impact, there was also mention by one adult that community impact was defined as a reduction of chronic disease and smoking prevalence.

Perceptions of Community Impact

In addition to how participants defined community impact, we examined whether people felt as though they were actually having an impact on the community. There was a wide range in perceptions as to impacting the community. Most participants felt as though the group was definitely having an impact on the community. For example, a female Peer Leader expressed her belief in the

following way, "I just like knowing that it does make a difference. Like even if it's only a few people, it's still a difference." When asked if the group was having an impact on the community, another Peer Leader stated, "Yes, I definitely think so. With even the future events that we're planning I think that we're going to make an even bigger difference in the community." Others felt that the YAA group was making an impact in some communities but not in others. This referred to smaller communities within a larger region or even sub-communities, such as schools, within one region. One Tobacco Control Manager expressed this idea when stating,

> *I think it's a little early in terms of all the communities other than [the two communities the program started in]…and I think the potential is there for a YAA to have a similar impact in the communities we have just started up.*

A third theme expressed by participants regarding whether the group was making an impact in the community was that they were not *yet* having an impact. Most of those who expressed this idea did believe that with time the YAA group would achieve community impact but given that the program was relatively new, it was too early to see evidence of impact on the community. A Tobacco Control Manager expressed this idea when stating, "I think they're on their way…some of our activities have really heightened awareness."

Lastly, there was a group of participants who were not sure whether they were having an impact on the community. For example, according to a Youth Advisor, "It's hard to say…I think if they keep at it though over a period of time I really think it will make a difference and a huge impact." Similarly, a Peer Leader expressed this uncertainty, "I feel like we ARE impacting them at least somewhat because we're going so much in our community that how could it not? But I don't know for sure. I really hope we are." Related to this was the frustration expressed by some with the difficulty in measuring community impact, and if it cannot be measured then how can they possibly know whether they were having an impact.

Community Impact and the Role of the Media

There was a general perception that media is instrumental in achieving community impact. As has already been mentioned, people stated that the media is the vehicle for achieving community awareness, and therefore impact. For example, this idea was expressed by a Youth Advisor with the following, "If you don't have media coverage, if you do things in the community and let's say no media come, then how are people going to know that you're out there are that you're doing things?" An activity's success was defined in part by the media attention it received. A Peer Leader described why she really enjoyed a movie night conducted by the group in the following statement:

> *Cause we had television coverage, media coverage and things like that which helped spread the word throughout the community…and I think that if we continue to do big events like this, then we can get more media coverage and then people will start to recognize who we are more…*

When people were asked explicitly whether they thought their group was having an impact on the community, respondents often stated that they were making an impact because they received a lot of coverage in the media. Even when participants indicated uncertainty as to the impact they were having on the community, they often noted that they were receiving lots of coverage in the media. For example, when one peer leader was asked about her perception of the group's impact on the community, she responded with, "I hope so. I know we're in the newspaper a lot so…" Furthermore, when participants were asked how to achieve community impact, many responded that the group would need to get media coverage.

For the most part, perceptions of the media and its role on community impact were similar for groups operating in urban and rural communities. However, some rural participants felt it was easier to gain media attention in smaller communities. For example, some youth and adult participants felt that in a small community people tend to read the local media and there is less competition for coverage. According to one rural Tobacco Control Manager, "…here local media is, they look for stories." Similarly, a Peer Leader from a rural group stated, "We get a lot more media attention down here with our local paper because we have nothing else to really report about." In contrast to this, one youth made a statement that it is not actually beneficial to receive this rural media as people do not read the local media because there is not much of interest covered in them. On the other hand, some participants from urban locations decried the challenges of trying to get media coverage when so much else is happening. Because of this, a few of the adult participants mentioned the need to branch out and attempt to receive coverage from alternative forms of media, such as the internet.

Media clippings collected from the groups as well as from the Media Network provide further evidence of differences between urban and rural groups in media attention. As mentioned previously, there are inherent problems with the use of this type of data given that not all types of media are captured in all geographical areas and it is possible that media mentions were missed when articles were extracted from the Media Network database. Nonetheless, using the data available, we calculated the mean number of media mentions received per month from September 2005 to the date of our site visit and computed an average monthly score for urban and rural groups. This crude analysis of media mentions supports the interview data as the average number of media mentions per month for rural groups was four times higher than that for urban groups (rural average = 1.28 media mentions/month, urban average = .31 media mentions/month). Although the numbers drop slightly, examining print articles only did not change the results (rural average = 1.13 print media mentions/month, urban average = .28 print media mentions/month).

Although most participants expressed satisfaction with the amount of media attention received, there were some instances where participants reported receiving initial positive media attention that was then followed by negative community reactions, which were sometimes captured by the media (e.g. letters to the editors). Analysis of media clippings provides some support for these statements. In the clippings collected, one YAA group had received negative media concerning two events. Both

events could be considered guerrilla marketing[13] types of events, such as Black Angels or Drop Deads discussed in a previous section. In one event, positive media coverage was first received (five articles appeared in various community papers), followed by a letter in at least one of the papers which appears to have quite a negative tone. This was then followed by two responses framing the group in a positive light, one written by the YAA group. In other words, this one activity actually received at least eight mentions in the print media, with the majority of this media being positive. The second activity was presented somewhat differently. For the second event, one negative editorial appeared in one of the newspapers but this was followed by eight positive mentions and one more negative letter; that is, this event received coverage in a total of 10 articles in the print media.

exposé

Group Impacts

Table 26 displays the means for each of the group and organizational variables for Youth Facilitator and volunteer *exposé* participants.

Table 26: Means (and standard deviations) for group variables, organizational variables, feeling part of a larger youth movement for Youth Facilitators and volunteers in the *exposé* program

Variable (range)	Youth Facilitators		Volunteer	
	n	***M* (*SD*)**	***n***	***M* (*SD*)**
Group Identification (10 – 50)	13	46.62 (3.48)	39	44.31 (5.10)
Group Climate (1 – 5)	13	4.55 (.34)	39	4.23 (.49)
Outcome Efficacy (1 – 5)	13	4.41 (.41)	39	4.12 (.56)
Respected (1 – 5)	13	4.46 (.66)	39	4.56 (.60)
Valuable Member (1 – 5)	13	4.54 (.66)	38	4.24 (.82)
Larger Movement (1 – 5)	13	3.69 (.95)	39	3.97 (.84)

Means for the Youth Facilitators are quite high suggesting that the Youth Facilitators identify with the group, feel the group climate is a positive one, believe in their group's ability to create tobacco-related change in their community, and feel respected and valued within the organization. Feeling part of a larger provincial youth movement was slightly lower but still above the item's midpoint. Perhaps responses to this item were less positive because the *exposé* group had been a unique program in the province up until the YAA program began. The means for the high school students were similarly high.

[13] We have not disclosed the actual events conducted in order to protect the confidentiality of the group.

Youth Impact

Interview and questionnaire data regarding the impacts and benefits that youth are receiving as a result of their involvement in the *exposé* program were very similar to those described in the YAA program.

Leadership Skills
Leadership was commonly mentioned as a benefit that both Youth Facilitators and high school students experience from their involvement with *exposé*. According to this Youth Facilitator:

> *Leadership is the biggest one because you are taking on a leadership role, even if you're not the co-president of the group you are still a leader in the group because you are taking on some individual task or something.*

Participants from *exposé* discussed how the Youth Facilitators model leadership behaviour so that the high school students can learn and become leaders themselves. A few participants also mentioned how the leadership within the program has shifted from the adults to the Youth Facilitators, and the hope is that this will continue to shift until the high school students are truly the leaders of their school groups.

Other Skills
According to the interview participants, as in the YAA program, Youth Facilitators develop numerous skills through their involvement with the program, as illustrated in the following quotation from an adult involved in the *exposé* program:

> *It's just amazing to see the Youth Facilitators start up, start off at the beginning of the year or at the beginning of their time and then to see them leave when they've matured and they've been able to really develop their skills.*

Organizational skills, presentation skills, advocacy skills, communication skills, and media skills were commonly mentioned among the benefits obtained by the Youth Facilitators. Although the discussion of skills was focused on the benefits gained by the Youth Facilitators, some participants did mention that high school students also benefit by developing knowledge and skills.

Personal Benefits
As in the YAA program, there were also a number of benefits that affected youth on a more personal level. For example, Youth Facilitators noted the development of good friendships from their involvement in the program. Participants indicated the personal growth of Youth Facilitators and how they've become more open-minded as a result of their involvement in the program; one participant even commented that she had become a better person as a result of her involvement with *exposé*. Furthermore, youth also mentioned the satisfaction they felt from being a part of the *exposé* program and from learning how to make a difference. It is not only the job that they are doing that

makes the youth feel good, but according to this Youth Facilitator, it is also the environment they are working in: "To come here where you are respected as an adult, and your opinion is extremely valued -- your opinion is probably the most valuable thing to the program -- is very, very motivating." As with the YAA program, the impacts experienced by the youth involved were overwhelmingly positive, and can perhaps be summed up in this statement made by a Youth Facilitator, "Honestly it's the best job that I've ever had and part of that, a big part of it is what we're doing, working towards something and it's very fulfilling that way…"

Individual Mobilization, Leadership and Empowerment

The findings from the questionnaire data for *exposé* were also quite similar to those found for the YAA data. Table 27 displays the means of the outcome measures for Youth Facilitators and volunteer youth from the *exposé* program.

Table 27: Scale means (and standard deviations) for YAA and *exposé* Youth Facilitators and volunteer youth

	exposé			
Scale (range)	**Youth Facilitators**		**Volunteer**	
	n	***M* (*SD*)**	***n***	***M* (*SD*)**
Individual Mobilization (10 - 50)	13	41.23 (4.59)	39	39.26 (6.25)
Leadership (1 - 5)	13	4.20 (.35)	39	4.05 (.47)
Empowerment (3 - 15)	13	13.49 (.80)	38	12.28 (1.57)
Total Benefits (0 - 10)	13	6.62 (.96)	39	3.77 (1.95)

For the single item questions considered among the outcomes related to the program, as with the YAA program, the majority of participants agreed or strongly agreed with most of the statements (Table 28). *exposé* participants reported that they felt able to discuss tobacco control issues with others, believed that they could stop friends and family from starting to smoke, and would recommend working on tobacco control issues to other youth. Although a good proportion of participants felt they could deal effectively with the media, participants endorsed this statement to a lesser degree than other statements.

Table 28: Frequencies (and percentages) of responses from the *exposé* youth to questionnaire items

Youth Facilitator Response Frequencies (%)					
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
Start discussions	0	0	0	5 (38.5)	8 (61.5)
Deal with media	1 (7.7)	4 (30.8)	2 (15.4)	5 (38.5)	1 (7.7)
Convince family	0	3 (23.1)	1 (7.7)	7 (53.8)	2 (15.4)
Convince friends	0	1 (7.7)	3 (23.1)	7 (53.8)	2 (15.4)
Recommend	0	0	0	4 (30.8)	9 (69.2)
Volunteer Youth Response Frequencies (%)					
	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
Start discussions	0	6 (15.4)	6 (15.4)	13 (33.3)	14 (35.9)
Deal with media	1 (2.6)	9 (23.1)	7 (17.9)	15 (38.5)	7 (17.9)
Convince family	1 (2.6)	5 (12.8)	5 (12.8)	6 (15.4)	22 (56.4)
Convince friends	1 (2.6)	5 (12.8)	4 (10.3)	12 (30.8)	17 (43.6)
Recommend	0	3 (7.7)	3 (7.7)	9 (23.1)	24 (61.5)

All Youth Facilitators reported that having an opportunity to make a difference was a benefit they received from their involvement in the program; a second benefit identified by all Youth Facilitators was money (Table 29). The vast majority also identified that the opportunity to learn new things and skills, spend time with friends, and having fun were benefits experienced. For the *exposé* volunteers, opportunities to learn new things and skills, and spending time with friends were the most commonly reported benefits.

Table 29: Frequencies (and percentages) of responses for the benefits received from involvement in the YAA and *exposé* programs for paid and volunteer youth

Benefits	Youth Facilitators	Volunteers
Make a difference	13 (100)	27 (69.2)
Money	13 (100)	0
Learn new things/skills	12 (92.3)	33 (84.6)
Time with/meet friends	12 (92.3)	28 (71.8)
Fun	12 (92.3)	18 (46.2)
Looks good	10 (76.9)	16 (41.0)
Travel	6 (46.2)	8 (20.5)
Gifts, prizes	3 (23.1)	10 (25.6)
Community service hours	0	4 (10.3)

Community Impacts

Sentiments similar to those expressed by the YAA participants were made by the *exposé* participants in terms of community impact. Awareness and visibility were central concepts to defining the impact *exposé* is having on the community. There was general consensus from the interview participants that *exposé* has had a positive impact on school communities. However, there was disagreement over the extent to which the group has had an impact on the greater community, with some believing that they have made a positive impact while others are less certain. These points of view are captured in the following two quotes, the first from an adult in the *exposé* program and the second from a Youth Facilitator:

> *I don't think that the exposé name is as renowned in the adult population because we really don't target them at all. But I do know that a huge variety of high school youth, like I'm throwing out numbers, I don't know we didn't do the research but I'd say that close to 80% of youth would definitely know exactly what exposé is and what they stand for and what they do in the community but really have to do that survey (exposé adult)*

> *I like the fact that five years ago you would talk about exposé and they're like huh, what? You had that one ad. There was this one person who was chained to cigarettes; there was one media winner. Then the year after if you talked about exposé, people were really involved in exposé in their schools and they knew what it was. That was about as far as it went. Then another year later so you have sort of the schools that know what it's about but now we're up to the fifth year and the community knows what it is. Everyone who goes to a 67's [hockey] game knows about exposé and they're constantly repeating what exposé is, it's a youth-led anti-tobacco company thing, we're not against smokers, we help encourage youth not to smoke and to ask questions, to help those who want to quit. We all have our three goals stated out so the community knows it. We're all over buses and I mean ultimately so many people take the bus every day. You talk to university students who just got out of high school, they know what exposé is. I mean it's really starting to spread out. I love the fact that Ottawa knows what it's about…*

In contrast to the perceptions of community impact expressed by the majority of *exposé* participants interviewed, one Youth Facilitator did not feel as positively about the group's ability to make an impact outside the schools, stating that they were not able to connect as well in the community as they do in the schools.

exposé participants attributed their community awareness and impact to a number of factors, including the media, the branding of the *exposé* name, community events and partnerships, and the length of time *exposé* has been in operation. Those interviewed felt that the group's awareness and impact were a result of the program having been operating for some time (5 years at the time of the interviews) and that this level of awareness had not always been the case. Participants described how

exposé's awareness has grown over the years, starting with being known only in the specific schools which had an *exposé* group, to the larger Ottawa school community, and then to the larger general community population. These ideas are expressed not only in the previous quote but also in the following quote made by a public health staff working in *exposé*:

> *Wow! I think the fact that it's been around for a few years is a big part of it. You know the first year nobody knew about exposé, nobody heard about it so the longer we're around, the more visible it's become. I don't think you can go to any school, I could probably safely say there's not one single high school you could go to in this city and say the word exposé and somebody would say "what are you talking about." From the administration right down to the students, the VP's, the principles, they all have heard the words, they all know it has something to do with smoking and not smoking kind of thing so it's very visible.*

Many of those interviewed also attributed the extent to which the group is known in the community to the community events conducted and the community partnerships they had developed over the years. For example, many people discussed how the group's partnership with the Ottawa 67s Ontario Hockey League team really helped them become known and make an impact on the community. As one Youth Facilitator stated,

> *We go to home games of the Ottawa 67's and we have a massive booth, one of the biggest booths there and we play games and that's our chance to kind of target families. You have families that go there, you have younger kids. You might not have high school students who go to an OHL Hockey Game but you have family members and that's where you get to hit the younger kids and hit the parents as well. You'll be like "hey, do you have any children who are in high school?" and you kind of give them info and they're like "oh, I didn't know that" so I think we've had a positive impact in the community.*

This quote also demonstrates the perception that *exposé's* different community events and partners help them reach a different audience than that reached by the school component.

Similar to the YAA program, *exposé* participants felt the media played an important role in the group's attainment of community awareness and impact. As one Youth Facilitator stated, "What better way to reach the community?" The media was viewed as a resource that assists with the branding of the *exposé* name but also helps to showcase the role of youth within *exposé* and within tobacco control. Many participants discussed the ease at which the group received attention from the media and were extremely positive about the amount of coverage received. For example, one adult stated that "We do get a lot of coverage and I don't think have we ever, ever, not once, had a bad report on our program." Similarly, another adult stated "…we're ALWAYS in the media. In fact, our communications department comes to us to say you're in the media too much." Examining the media collected from program documents and the Media Network database supports these claims as

we found *exposé* averaged two media mentions per month (or 1.29 print articles/month) from September 2005 to the date of the evaluation site visit. This overall number is quite a bit higher than that found in the YAA program, especially compared to other urban groups (see Table 30 for a comparison). However, the average number of *exposé* print articles per month is only slightly higher than that for the YAA rural groups.

Table 30: Average monthly media mentions for YAA and *exposé* programs for the period of September 2005 to the date of the site visits

Media	YAA			*exposé*
	Urban	Rural	Total	
All media mentions	.31	1.28	.66	2.00
Only print articles	.28	1.13	.58	1.29

Although most participants talked about how easy it was for *exposé* to get media coverage, a few participants mentioned that this applied to the community newspapers and discussed how it was much more difficult to gain attention from the radio stations and the daily newspapers. Lastly, there was some discussion about the strategic use of the media in order to increase the group's reach. For example, the group has partnered with a number of radio stations that are tailored to different audiences (e.g. hip hop, alternative rock) as a way to extend the reach of the group into those various demographics.

Conclusions

Making it Work

Youth Action Alliance

Interview participants were asked to provide their perceptions of what was making the program work. Surprisingly, there was not a great deal of variation in responses to this question. The people involved in the program, the role of youth, resources, and other types of support were the most frequent responses provided by YAA participants to answer the question of "What's making it work."

The People Involved
By far, the most common perception was that it was the people who were involved in the YAA program that were responsible for making it work. Participants spoke about the passion and enthusiasm of the people involved in the program that contribute to its success, as illustrated in this quotation from a Peer Leader:

> *The people behind it. I mean we have got a lot of interesting characters and a lot of very excitable, enthusiastic people and everything and I think that's what really drives the program…all these fun, crazy enthusiastic people get together and it's just, it's awesome. So I think what really drives the program is just the enthusiasm for it and the whole, you know, the whole togetherness of it all.*

Although some participants spoke generically about the people in the program, others made specific mention about who they attributed to this success. Peer Leaders were commonly mentioned as the ones who make the program work. According to one Tobacco Control Manager, "…where we have success is because we've got Peer Leaders who drive that success, who are comfortable, who lead, who develop, who make up the roads, put the effort forward and they're doing a great job." Attributing program success to the Peer Leaders was often noted by the adult interview participants, although some youth did acknowledge their important role in the program, as demonstrated in this quotation from a Peer Leader, "I think without our initiative, without our enthusiasm, without our willingness to work, that this program would not have worked so well."

The Youth Advisors are a second group of people involved in the program that received a lot of acknowledgement for their role in helping to make the program work. Many of the youth participants spoke about the importance of the support they receive from the Youth Advisors, as illustrated in this quotation from a Peer Leader, "…they're really like at the front of everything we've done so far and, we've planned the events but if it wasn't for them we couldn't really, we wouldn't really get it off the ground I don't think." Furthermore, youth also mentioned that the enthusiasm of Youth Advisors is important in making the program a success as it sets the tone for the entire group. The role of the Youth Advisor was also viewed as important to the success of the program because

they are the ones who are imparting knowledge and skills to the Peer Leaders. This idea is captured in the following Peer Leader quotation:

> *She has good work ethic and she really takes us into that and like provides good work ethic for us, shows us how to like utilize our time and like manage all our time and stuff like that…she takes a good leadership role by letting us, like giving us space to function and freedom to think of ideas and stuff like that. But also by keeping us kind of in line and I think that's probably why we're successful and stuff.*

A couple of participants also made mention of the support received from Tobacco Control Managers as something that helps to make the program a success. Also related to the people involved in the program, the teamwork of the group was also a very common response to the question of "What's making it work." Participants mentioned that the program worked because of people working well together and that they were all working for the same cause. Participants spoke of the support they provided to one another and how the group members bring different strengths to the group.

Role of Youth

The role of youth was also commonly mentioned by participants. Both adults and youth commented that it is the peer-to-peer approach of the program that is responsible for the success of the program. Related to this, many also discussed that it is the youth-led component of the program that helps to make the program work. Using a youth-led, peer-to-peer approach allows for the youth perspective to be heard. Participants mentioned that it was much easier for youth to reach other youth than it is for adults to reach youth as youth know what speaks to other youth. A couple of youth contrasted this YAA program approach to that of a school classroom setting, which is viewed as "preachy." By having youth develop, plan, and implement program activities, it is possible to avoid the lecture-type format and preachy messages, thereby making the program work, at least according to some of the interview participants.

Other Factors

Resources, including funding, the public health agency, and other facilities, were also accredited with helping make the program a success. A couple of participants spoke about the benefits of working outside the public health agency (e.g. greater freedom to do what youth want to do) whereas a couple of participants discussed the benefits of being in the public health agency (e.g. a great deal of support and access to resources). Other sources of support were also mentioned. These other sources included support from the Ministry of Health Promotion, from the community, as well as from parents. Other less commonly mentioned responses to the question of "What's making it work" included creative and engaging activities and messaging, that tobacco is an important issue, and the fact that the program is fun and participants enjoy what they are doing.

Finally, a number of participants acknowledged that the program is a puzzle with each piece being a necessary component to making it work. This sentiment is illustrated in the following quote from a Peer Leader:

> *Everything, from the Youth Advisors to the Peer Leaders themselves to the people giving us the money and to the Youth Action Alliance…we're all pieces to the big puzzle that's making the Smoke-Free Ontario movement and the Youth Action Alliance. So I'd have to say every little piece is making it work.*

exposé

Role of Youth

As with the YAA participants, the role of the youth within the program was a factor to which many *exposé* participants attributed the success of the program. In fact, almost all youth and many of the adults interviewed discussed that it was the youth approach, and the ability for the adults of the program to allow youth to lead, that makes *exposé* work. According to one Youth Facilitator:

> *The adults and the public health staff, they're always saying we really need your contribution on this and I really like that the youth is so respected in this role because in most places you're entry level, you're basically worthless…but in this position, you're constantly consulted and I think the fact that they do, that gives them an edge that other organizations don't have.*

Another example of how the youth model is supported by the whole public health agency is provided by this Youth Facilitator:

> *By the year I was doing it, we were designing the Mass Media Contest. I remember the communications person in this side of the building coming over to my cubicle saying how does this look on the brochure? I mean, this is someone who obviously went through significant education, multiple careers and jobs that have a communication specifically in the City of Ottawa and coming to me, a first year university student to double check it…that says a lot. That says they really want this program to work and they really want youth to be involved in designing the program, be involved in developing the program throughout the years to make sure that it succeeds and so it's really -- the success of it has really been public health allowing youth to design and develop this program and also be the ambassadors for public health.*

People Involved

The staff involved in the *exposé* program was another common reason provided to the question of "What makes *exposé* work." As with the YAA program, *exposé* participants discussed how the dedication, motivation, creativity, enthusiasm, and passion of the staff involved in the program, both youth and adults, are in part responsible for the program's success. In the words of this adult, "… the public health staff and the Youth Facilitators are just so dedicated and so passionate that, you know, it just makes it work."

School Relationships
Given the structure of the *exposé* program, it is not surprising that the high schools were also mentioned as a contributing factor to the success of the program. A few participants discussed how it was important to have a good relationship with the participating *exposé* schools, with supportive principals and lead teachers playing a role in making *exposé* work. One adult even mentioned that having a popular lead teacher is further helpful.

Other Factors
As with the YAA program, teamwork, resources, including funding, and support from public health and the community were other factors mentioned as helping to make *exposé* a success. However, these were touched upon only briefly and were mentioned much less frequently than the youth approach, the *exposé* staff, and the relationships with the schools.

Suggestions for Change

Youth Action Alliance

Interview participants provided several suggestions for how to improve upon the program or to fill gaps in what the program is offering. Many youth did not have any suggestions for improvement or for future directions for the YAA program as they were already satisfied with how things were going in their groups and in the larger YAA program. For example, "No, I really like the way the program is run" represents a common response from Peer Leaders when asked if there was something they would change about the group or program. Common suggestions were related to youth cessation, the target population, the age of the Peer Leaders, program funding, networking, flexibility in the program specifications, training, and program guidelines. Each of these is discussed below.

Cessation
One common suggestion mentioned by participants from approximately half of the groups visited was to move beyond prevention to include youth cessation as well. Participants discussed the need to move into youth cessation as it was something often requested with very little resources being available to them. According to this Youth Advisor:

> *Like I know we need to work out these kinks first and get this program running perfectly before you try and bring something else in, but everyone keeps pushing it and pushing it and pushing it away and it's like no we should keep it, we should keep it close by and we should be trying to implement it in because so many teens have already – like we're targeting these youth. And we're saying we don't want you to smoke, but there's so many out there smoking. What are we doing for those ones other than telling them these are all the bad things and you really need to stop…but you've got to go outside of us for support.*

There were not many concrete suggestions about what is needed in youth cessation. Some felt the YAA program did not need to provide the cessation services but could at least be the link between people who smoke and cessation resources, as stated by this Peer Leader, "I feel like the youth should be better equipped with those situations. When people approach us we should have like the names of nurses and cessation programs and contact information just so we don't leave them hanging." Another way the YAA program could get involved in cessation, according to one public health staff, is for the Peer Leaders to be responsible for recruiting the youth into cessation programming that is run by public health nurses.

Age of the Target Population

Somewhat related to the need for cessation concerns the age of those to which the program is targeted. At the time of the evaluation, the YAA program was to focus on targeting their messages to youth of high school age. Many participants felt the need to expand this target age to include elementary school aged youth and children. A number of participants mentioned that high school might be too late to actually prevent tobacco use as many youth would have already tried smoking by the time they reached high school. Participants speculated that there would be a greater effect on youth prevention if a younger audience is targeted.

Age of Peer Leaders

Greater flexibility with respect to the age of Peer Leaders was another suggestion mentioned. This can be related back to the challenges the participants discussed concerning the high rate of youth turnover due to Peer Leaders having to leave the program once they have graduated from high school. One Tobacco Control Manager even suggested that YAA groups should ensure there is an equal number of younger and older Peer Leaders in order to avoid all youth leaving at the same time and then having to train all the new Peer Leaders at once. Furthermore, some participants felt that older, post-secondary students would be beneficial to have as Peer Leaders in the program as they could provide mentorship to younger students and provide leadership to the group. However, as discussed previously, adults described that many of the existing high-school aged Peer Leaders provide excellent leadership to the group. Although it makes sense to have greater flexibility with respect to Peer Leader age due to the turnover issues, there is no guarantee that youth will be good leaders just because they are older.

Funding

There were also suggestions made with respect to funding. Some participants mentioned the need for increased funding while others discussed the need to know that their existing funding is secure. In addition to funding for cessation, a few participants discussed the need for additional funding for the administrative costs of supporting the program that are accumulated by the organization hosting the YAA program. At the time of the evaluation, there was no room in the budget to cover administrative costs. A number of participants, largely from rural groups, also discussed the need for additional funding to cover the high costs of travel expenses. As mentioned previously, groups located in the regional hubs where trainings are held do not have the same travel expenses as groups

located outside these centres. Participants felt that these extra costs should be taken into account and that groups with high travel needs should be provided with additional funding.

Resource Sharing, Networking and Collaboration

A few participants also discussed their desire to have a YAA toolkit. This toolkit would provide a way to exchange ideas and activities and other information related to the YAA program. Related to this, a number of participants suggested that there should be greater networking opportunities both for youth and for the Youth Advisors. Like the toolkit, greater networking would provide individuals with the opportunity to learn from others and to learn what is and is not working within the YAA groups across the province. Some participants also suggested that the program would be improved by greater branding of the YAA program as a whole (as opposed to the branding of each separate group) as well as by greater collaboration between the YAA groups. However, there was some disagreement on the best way to achieve this collaboration. One Tobacco Control Manager questioned the feasibility around regional collaboration due to the difficulty of getting people together to meet as a group but also because of the different issues that are problematic in various communities. She suggested that this might better be achieved through other Smoke-Free Ontario programs:

> *Like I think it's good to network and share that whole support and ideas, but as far as collaborating on projects, it's so different from one community to the next…I don't really see the value. I know what they're looking for. I understand the ideas of synergy and, but I think the Ministry can continue that through the web stuff. That's a really good way to do it.*

Flexibility in the Program

In addition to flexibility in the age of Peer Leaders, participants suggested that the program could be improved by having greater flexibility in the number of hours Peer Leaders can work and in where the program is located. A couple of participants, both adults and youth, thought that Peer Leaders should be able to work more than the 10 hours allocated per week, commenting that Peer Leaders wanted to work more than this. Furthermore, recall that the need to have a job that offered more hours was one of the reasons that youth left the YAA program.

A number of participants also mentioned that they would like to see greater flexibility in where the group is focusing their activities and events. A couple of participants commented that they would like to work more in the schools, providing the argument that schools are part of the youth community. One participant also questioned the best location for housing the YAA program, suggesting that a grassroots organization might be better than a public health agency as it would have fewer regulations and allow youth greater freedom to conduct the activities and events they want.

Although only mentioned by one participant, a Tobacco Control Manager felt very strongly about the need for flexibility around the regulation that prevents government employees from buying food

for meetings, something she sees in need of modification for the youth involved in the YAA program:

> *And I would strongly suggest that if you have any feedback that the Ministry acknowledge that, cause in the guidelines for government employees, like we're not supposed to buy food for, and it's just kind of ridiculous. [The youth] really need some kind of snack after school when they come...Just to acknowledge that their developmental stage and, you know, they need to eat. So, even if it's a minimal kind of providing snacks…we should be able to use out budget for that, you know.*

Training

A number of participants also made suggestions related to training issues. For example, a number of Youth Advisors mentioned that there was a need for Youth Advisors to have greater training in tobacco control, stating that youth development (for which they receive ample training) is only one component of their jobs. Greater training for Peer Leaders was also suggested but participants did not discuss in further detail what type of training was needed. Many youth did, however, suggest that the program could use more conferences as they really enjoyed the first Youth Summit attended. As a result of a negative training experience, one Youth Advisor suggested that all YAA groups be provided with anti-oppression training.

Guidelines

Changes to a number of program guidelines were also suggested. Participants from two groups felt there was greater need for guidelines with respect to the salaries of Youth Advisors. This challenge was discussed previously in which it was speculated that this was related to a high degree of Youth Advisor turnover. Participants speculated that if there was greater consistency concerning Youth Advisor pay then there would be less dissatisfaction and less turnover. A couple of participants also mentioned the need for consistency concerning the smoking status of staff. While some felt that the program guidelines specified that YAA staff must be smoke-free, others thought there was no such guideline. This creates confusion when groups get together and discuss what is happening in their groups. Lastly, there was some disagreement over whether the level of detail provided by the YAA program scope of service was sufficient. While some participants suggested that the scopes of service provide greater guidance for program operation, others liked that it was broad enough to be adapted to meet the specific needs within their own communities.

exposé

There were some suggestions made by *exposé* interviewees that were shared by the YAA participants in addition to the unique suggestions made. The most common suggestions heard during the *exposé* interviews were related to the target population, the high schools, and to networking and collaboration.

Target Population

exposé participants suggested that moving beyond high school students would be an improvement to the program. As in the YAA program, participants felt that the *exposé* program should move into the elementary schools and target a younger population. Furthermore, participants suggested that *exposé* also move into post-secondary institutions as tobacco rates are high among this population and Youth Facilitators are already a part of these communities.

School Suggestions

A number of suggestions were made that were related to working in the schools. For example, participants suggested that high schools be provided with guidelines for how they can spend the $1000 funding each school receives. Since *exposé* has been operating for a number of years, some of the high schools are being "graduated" from the program, meaning that the public health staff and Youth Facilitators are no longer actively working in those schools. One participant cautioned that the high schools might be graduating too quickly, which could result in tobacco use rates climbing back up. Furthermore, a couple of participants suggested the use of booster activities in the schools to keep the message going. Lastly, a couple of participants suggested that high school students receive greater access to the same opportunities experienced by their YAA counterparts; specifically, having the opportunity to attend YATI trainings was mentioned.

Networking and Collaboration

As in the YAA program, a few participants from the *exposé* program felt that there should be a common branding for the youth programs across the province, suggesting that this would better facilitate collaboration among the YAA groups and *exposé*.

Similarly, a couple of participants felt the need for greater province wide initiatives.

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Appendix A

YAA Group Survey

Smoke-Free Ontario Youth Program Survey

The purpose of this survey is to gather some general information about your Smoke-Free Ontario youth program (e.g., Youth Action Alliances, *exposé*, T-DOT). Based on this information, we will be selecting a sample of groups to participate in the larger phase of a formative evaluation, which is being conducted to assist in program development and improvement. This in-depth program exploration will consist of a site visit to review documents and program materials, observe group meetings and events, and interview adults and youth involved in the program.

On the following pages, please respond to the questions as best as you can, using check marks (☑) to indicate your choice of a response. Where you are asked to write an answer, please ensure your answer is legible. All of the questions should be answered to reflect the work and activities of your specific Smoke-Free Ontario youth program or cluster(s). Where numbers or percentages are requested, please provide your best estimate for the time period specified. Please answer all questions for the period of **September 2005 – present.** When you have finished responding to the survey, place the survey and your consent form in the postage paid envelope and return it to the evaluators.

Your Smoke-Free Ontario Youth Program Group Name: _____

Group Start Date (e.g., the date your first youth started with the program)**:** _____

Public Health Unit: _____

City/Town in which the Group Operates: _____

Today's Date: ___ ___/ ___ ___/ ___ ___
dd/mm/yr

Section I: Youth Program Group Characteristics

1. **How long has this group been involved in tobacco control issues?**

   _____ years _____ months

2. **To what extent are the youth in the group dispersed geographically?**

   _____

   _____

3. **Where does your group operate?** _____
   (e.g., health unit, school, etc)

4. **How many youth (both paid and volunteers) are currently members of this youth program?**

   _____ number of **paid** youth _____ number of **volunteer** youth

5. **What compensation do these youth receive for working with your program?**

   $_____ per hour other compensation: _____

6. **What is the age range of current youth members of this youth group?**

   Paid youth are from _____ to _____ years old

   Volunteer youth are from _____ to _____ years old

7. **What is the composition of youth in terms of gender in this youth program?**

   Paid youth**:** _____ females _____ males

   Volunteer youth**:** _____ females _____ males

8. What is the range in the length of time youth have been involved in the group?

Paid youth have been involved from _____ months to _____ months

Volunteer youth have been involved from _____ months to _____ months

9. Do you use criteria to ensure the recruitment and involvement of youth from a variety of economic, ethnic, and linguistic backgrounds?

	Yes	No
Economic	☐	☐
Ethnic	☐	☐
Linguistic	☐	☐

10. To what extent have these criteria been met regarding the youth currently involved in the program?

	A Great Deal the group is very diverse, youth from many backgrounds are represented	Somewhat we have some diversity in our group	A Little we have very little diversity in our group	Not At All no diversity, all youth share the same background
Economic	☐	☐	☐	☐
Ethnic	☐	☐	☐	☐
Linguistic	☐	☐	☐	☐

11. How many current members of this youth program are <u>actively involved</u> in the group (count a member as "actively involved" if she or he has attended at least half of the group's meetings and events since joining)?

_____ of **paid** youth are actively involved

_____ of **volunteer** youth are actively involved

12. Since September 2005, how many previously <u>actively involved</u> youth members stopped attending meetings and events for reasons other than moving out of the area or graduating from school?

_____ previously actively involved members have stopped attending

13. Are the group activities conducted in an urban or rural location?

_____

14. Since September 2005, how many meetings and activities have occurred in this youth program?

_____ number of meetings _____ of activities/events

15. On average, since September, how frequently does this youth program meet for regular meetings?

_____ times weekly **OR** _____ times monthly

16. Is this group (or does this group plan on being)… (check only one)

- ☐ Fully active all year round?
- ☐ Active all year round but more active during the school year?
- ☐ Active only during the school year?
- ☐ Other, please specify. _____

17. In general, since September 2005, how frequently have <u>paid</u> youth participated in the following aspects of this youth program? Please provide an answer for each activity.

Activity	Always	Often	Sometimes	Seldom	Never	N/A
Designing activities	☐	☐	☐	☐	☐	☐
Making decisions about implementation/design	☐	☐	☐	☐	☐	☐
Implementing activities	☐	☐	☐	☐	☐	☐
Supervising other youth	☐	☐	☐	☐	☐	☐
Designing promotional materials	☐	☐	☐	☐	☐	☐
Recruiting other youth	☐	☐	☐	☐	☐	☐
Developing budgets	☐	☐	☐	☐	☐	☐
Making decisions about organizational expenditures	☐	☐	☐	☐	☐	☐
Evaluating programs	☐	☐	☐	☐	☐	☐

18. In general, since September 2005, how frequently have <u>volunteer</u> youth participated in the following aspects of this youth program? Please provide an answer for each activity.

Activity	Always	Often	Sometimes	Seldom	Never	N/A
Designing activities	☐	☐	☐	☐	☐	☐
Making decisions about implementation/design	☐	☐	☐	☐	☐	☐
Implementing activities	☐	☐	☐	☐	☐	☐
Supervising other youth	☐	☐	☐	☐	☐	☐
Designing promotional materials	☐	☐	☐	☐	☐	☐
Recruiting other youth	☐	☐	☐	☐	☐	☐
Developing budgets	☐	☐	☐	☐	☐	☐
Making decisions about organizational expenditures	☐	☐	☐	☐	☐	☐
Evaluating programs	☐	☐	☐	☐	☐	☐

19. Since September 2005, please estimate the number of activities that targeted each of the following tobacco control issues.

Tobacco Control Issue	Number of Activities Targeting this Issue
Clean indoor air (e.g. smoke-free restaurants)	_____
Restricting youth access (e.g. test shopping of retail sales to minors)	_____
Economic disincentives (e.g. raising taxes or tobacco product prices)	_____
Advertising restrictions/anti-tobacco marketing (e.g. banning billboards)	_____
Adult primary prevention (e.g. talking to and giving presentations to adults about the dangers of tobacco)	_____
Youth primary prevention (e.g. talking to and giving presentations to youth about the dangers of tobacco, benefits of not starting)	_____
Cessation (e.g. encouraging others to quit, providing quit resources)	_____
Tobacco industry marketing practices/denormalization education	_____
Other (please specify): _____	_____
Other (please specify): _____	_____

20. Since September 2005, please estimate the number of times each of the following types of activities was conducted:

Activity Category and Definition	Category Examples	# of Times Conducted
(1) Distribution of Educational Materials. Coordination of, or participation in, an event where the youth group team's primary activity is distributing tobacco control (and/or smoking cessation) educational materials	▪ Health fair ▪ Community Tobacco Education Booth	
(2) Educational Presentation. Formal or informal education, by youth, through presentations (to individuals or groups) about tobacco risks, tobacco control policy options, smoking cessation programs, etc.	▪ Reminding store owners of importance of cigarette location ▪ Discussion with youth regarding media impact on tobacco use	
(3) Promotional Event. "Promotional" event designed to raise awareness of tobacco control issues (and/or the group's mission and activities) through media, performances, audience participation in contests, or other (non-presentation) activities	▪ Tobacco prevention poster contest	
(4) Recruiting for Youth Group. Youth group coordination and/or sponsorship of an event whose primary purpose is to explain the youth group's organizational objectives, needs, and participation opportunities, and thereby recruit new members	▪ Bring a friend recruitment night	
(5) Community Event Participation. Participation in an event sponsored and primarily coordinated by another community organization(s)	▪ March to city council sponsored by third party organization	
(6) Community Improvement Event Coordination. Youth group coordination of a community improvement activity whose purpose is, at least in part, to publicize the negative impacts of tobacco use	▪ Beach Clean Up sponsored by the youth group	
(7) Youth-group Sponsored Survey. A youth group project where youth investigate the level of knowledge or attitudes of the general population, or specific populations, about tobacco risks, tobacco control policy, etc., through surveys	▪ Community survey regarding school smoking policy ▪ Survey of teens at school	
(8) Advocacy. Formal or informal presentation by youth to an official regulatory or policy-making (private or public) or legislative body, for the purpose of educating to influence decision making on tobacco control policy	▪ Guerrilla theatre at the legislature ▪ Presentation to school board advocating tobacco-free grounds	

Activity Category and Definition	Category Examples	# of Times Conducted
(9) Entertainment/Social events. Social/entertainment event coordinated/sponsored by the youth group with at least the anti-tobacco youth group sponsorship visible in publicity or in promotional/educational activities at the event	▪ Dance party ▪ Smoke-free bowling	
(10) Training of Youth Group Members and Leaders. Participation in training for leaders and/or members of the youth group to increase their tobacco control knowledge or skill building. Coordinated by the youth group or by another organization	▪ Advocacy skill-building workshop ▪ Provincial tobacco prevention conference	
(11) Compliance Check. An event where tobacco retailer compliance with advertising or sales regulations is tested. Coordination and/or participation by youth group members	▪ Compliance check ▪ Sting	
(12) Media Development and Implementation. Youth group member involvement in any/all aspects of the development and implementation of anti-tobacco media (either originally created media, or borrowed from other sources)	▪ Tobacco prevention billboards ▪ Youth made radio PSAs ▪ Created anti-tobacco coloring book	
(13) Conference/SUMMIT/Multi-activity Event. Meetings of youth from multiple youth groups where youth training and education, youth policy decision making on tobacco control strategy, persuasive advocacy and socializing, may all take place. At least in part coordinated by youth.	▪ SUMMIT ▪ Peer leader conference	
(14) Tobacco Victim Remembrance. Ceremonies for the purpose of public education where victims of smoking-related diseases are remembered	▪ Wall of Memory	
(15) Other (*please specify*): _____ _____		

21. What is the total operating budget for activities (excluding salaries)?
Check one only

- ☐ We do not have a budget.
- ☐ Less than $1000
- ☐ $1001 to $5000
- ☐ $5001 to $10,000
- ☐ $10,001 to $20,000
- ☐ $20,001 to $30,000
- ☐ $30,001 to $40,000
- ☐ $40,001 to $50,000
- ☐ More than $50,000

Section II: Youth Program Description

1. Please describe the goals and objectives of the program.

_____

_____

_____

2. To what extent are the group's activities youth-directed and youth-led?

_____

_____

_____

3. Please describe the general approach applied to youth Smoke-Free Ontario youth program.

_____

_____

_____

4. **What is the role (or what is the anticipated role) of volunteers in your group?**

_____

_____

_____

5. **Is there a history of youth tobacco control groups in your area?**

☐ **Yes**
☐ **No**

Is there a history of youth programming using an engagement/empowerment approach in your area?

☐ Yes
☐ No

Please explain.

_____

_____

_____

6. **What have been the main challenges you have encountered in program implementation and/or operation?**

_____

_____

_____

Section III: Your Position

1. **What is your position/job title?** _____

2. **How long have you been the coordinator for this youth program?**

   _____ years _____ months

3. **Is coordinating this youth program your sole job responsibility?**

   ☐ Yes ☐ No

4. **If you answered NO to the above question, please provide your best estimate of the percentage of your overall work duties that are devoted to tobacco control.**

   _____ %

5. **If coordinating this youth program is NOT your sole job responsibility, what are your other job responsibilities?**

   _____

   _____

   _____

Thank you very much for taking the time to complete this survey.

Appendix B

Interview Protocols

Tobacco Control Manager Interview Protocol

Program Models & Structure

1. Please tell me what you see to be the goals of your program.

   ⇒ *Prompt: Tobacco Control* *i.e. youth prevention, TID*

   ⇒ To what extent do you think the program goals are being achieved?
   ⇒ *If you were asked to rank the components of this program, which is more of the focus, Tobacco Programming or Youth Development?*

2. What resources are available to the program?

   ⇒ *Physical resources*, e*quipment, supplies, human resources*, *training*, e*xternal supports*, f*inancial resources*

   ⇒ Have resources had an effect on program activity? Explain.

Environment

3. Do you feel that it is a benefit or a disadvantage to being located in a rural/urban environment? Why?

4. How is it operating out of this location? (Health Unit vs. Teen Centre)

   ⇒ *What is available to you here? Is anything unavailable or difficult to obtain?*

5. Is youth development, in general, a part of this health unit's mandate? How important is Youth Development to this PHU?

Youth Characteristics

6. Please describe how you recruited Peer Leaders for this program?

   a. Were there any particular characteristics you looked for in the youth
   b. How many candidates did you have for the available positions?
   c. How did you select the youth?

7. How varied are the youth in the program (*Prompt: high achievers / risk, ethnic / SES diverse)*

8. One aspect of youth development involves professionalism (appropriate conduct, presentations, being part of a corporation/business). How would you define professionalism in this community?

    ⇒ *What type of professional skills are necessary for a young adult to learn in order to succeed in this community's corporate environments?*

9. *Community Impact Questions …*

    ⇒ To what extent has your program become known in the community?
    ⇒ *Timeline* – What are the future expectations of community awareness? What do you need for this to happen? When do you see these expectations being realized?

    ⇒ What are the obstacles to community awareness of the program?

    ⇒ Is media "Buy-in" difficult to obtain in this community? (ie. Is it difficult to get the media to come to events?)

    ⇒ Are there any other programs in the community with similar goals/objectives to yours (tobacco control, youth development, both)?

Youth Advisor(s)

10. What types of qualities were you looking for in hiring a youth advisor?
    ⇒ Where there any specific skills or previous experience you felt the YA must have to be a promising candidate?
    ⇒ How many people did you interview for this position? How did you select?

11. Is the YA position a full-time permanent one, or a contract? Why was the decision made to hire this way?

Facilitators and Barriers

12. In your opinion, what is making this program work?

13. What are the challenges and obstacles to program implementation and operation?

    ⇒ *<u>Prompt</u>: Setting, Geography, Youth characteristics (i.e. motivation), Scheduling youth, Financial resources, Staff capacity / ability to work with the youth development model*

14. What suggestions do you have for change in program implementation and operation?

Youth Advisor Interview Protocol

Program Models & Structure

1. Please tell me what you see to be the goals of your program.

    a. To what extent do you think the program goals are being achieved?
    b. If you were asked to rank the program's components, which focus is of moref importance, Tobacco programming or Youth Development?

2. Describe the way that the positive youth development model is incorporated in your day to day program activity:

    ⇒ How does the program (how do you) encourage Peer Leaders to take on leadership roles in planning, conducting, and/or evaluating activities and events?
    ⇒ Specifically, How do you play a role in "developing" the youth? (i.e. Do you model behaviors? Or do you allow the youth to learn through trial and error?)
    ⇒ How do you define "leader"? (i.e. What makes a person a leader?)

3. When you meet as a group, what is the general feeling/atmosphere? How are things going?

    ⇒ *Prompt: Motivating/suppressive, Supportive, Awkward, Energetic, Encouraging/ frustrating*
    ⇒ *Prompt: I understand that the group is generally (cooperative/uncooperative), can you tell me about any (positive/negative moments)?*

    ⇒ Has this changed over time? *Prompt: How was it at the start? How is it now?*

4. What is the predominant role you take with your youth? Are there any others?

    ⇒ *Prompt: Policemen, Babysitter, Parent, Friend, Employer, Supervisor, Manager, Colleague, Consultant, Resource (ideas), Motivator*

5. What resources are available to the program?

    ⇒ *Physical resources*, e*quipment, supplies, human resources*, *training*, e*xternal supports*, f*inancial resources*

    ⇒ Have resources had an effect on program activity? Explain.

6. How is it operating out of this location? (Health Unit vs. Teen Centre)

Youth Characteristics

7. Please describe how you recruited Peer Leaders for this program?
   ⇒ *Prompt: Were there any particular characteristics you looked for in the youth*

   - How many candidates did you have for the available positions?
   - How did you select the youth?
   - Did / would your strategies change over time?
   - Why do you think the youth got involved in the program?

8. How varied are the youth in the program (*Prompt: high achievers / risk, ethnic / SES diverse)*

9. *Optional Question: Your survey response indicates that _____ (i.e. Volunteers are used as support / same role). Can you elaborate on the role your volunteers take?*

   ⇒ Describe the strategies employed for recruiting Volunteers.
   ⇒ How did your recruitment strategy work out for you?

10. Of those youth recruited into the program, did any leave or were asked to leave?

    ⇒ Describe the youth that left the program – do any characteristics stand out?

Program Components & Preliminary Impacts

11. Could you list the activities your program has conducted to date:
    (W*rite down on a separate sheet of paper for reference in the following questions)*

    ⇒ What benefits have come from these activities? *Prompt: Knowledge, skills etc*
       i. … On the Youth
       ii. … On the event Attendees / audience

    b. Have all the youth benefited in similar ways? What is unique about those that have benefited / changed from those who have not?

    c. Are there some youth for which the program is not suited for?
       i. Have there been any unintended or negative impacts?

12. What further impacts/benefits do you hope to see in the youth over the long term that you do not currently see?

13. How do you feel about your program's activity level to date?

    ⇒ Would you want more / less? Why?

14. (Community Impact Questions …)

- ⇒ What are your target community areas?
- ⇒ To what extent has your program become known in the community?
- ⇒ *Timeline* – What are the future expectations of community awareness? What do you need for this to happen? When do you see these expectations being realized?
- ⇒ *Is it difficult to gain media buy-in in this community? (i.e. do media come out to events when asked?)*

Facilitators and Barriers

15. In your opinion, what is making this program work?

16. What are the challenges and obstacles to program implementation and operation?

- ⇒ *Prompt: Setting, Geography, Youth characteristics (i.e. motivation), Scheduling youth, Financial resources, Staff capacity / ability to work with the youth development model*

17. Please describe any resistance or opposition you have received from other organizations.

- ⇒ *Prompt: Tobacco companies? Businesses/Convenience stores?*

18. What suggestions do you have for change in program implementation and operation?

Youth Interview Protocol

Program Involvement

1. How did you learn about the program?

2. Why did you get involved in the program? Why do you keep coming?

3. What other activities or programs are you currently involved in? (over the past few years)

4. How long does it take you get to the YAA Program's meetings / events?

Program Models & Structure

5. Please tell me what you see to be the goals of your program?
- ⇒ *Prompt: Tobacco Control* *i.e. youth prevention, TID*
- ⇒ *Prompt: Skill Development* *i.e. employment skills, leadership opportunities.*

6. What role do youth have in running the program?

Prompts:
- ⇒ Overall, how much do you / other youth have a say in planning events or activities?
- ⇒ Overall, how much are youth provided with leadership opportunities?
- ⇒ Is there a difference among group members in how much say they have in planning / leading events?

    a. How would you define a "leader"? What makes a person a good leader?
    b. What is the role of your Youth Advisor?

7. When you meet as a group, what is the general feeling/atmosphere? How are things going?

- ⇒ *Prompt: Motivating / suppressive, Supportive, Awkward, Energetic, Encouraging / frustrating*
- ⇒ *Prompt: Were there any occasions where the group functioned differently (i.e. negatively)*

    a. Has this changed over time? (*Prompt: How was it in the beginning? How is it now?)*
    b. How is it being here in this (agency, room, PHU, community)?
    c. Do you feel like you are an equal employee of the Health Unit, just like a Public Health Nurse or your Youth Advisor is?
    d. What types of things do you go to the Tobacco Control Manager for?

8. What do you like about how decisions are made? (*Prompt: Describe how decisions are made*)
   a. Are there things that you don't like about the way decisions are made?

9. What do you like about the way activities / events are conducted?
   a. Are there things that you don't like about the way activities / events are conducted?

Program Components & Preliminary Impacts

10. What activities would you like to see or do more of in the program?

   a. If it were up to you, what activities would there be less of or none at all? Why?

11. Who do you see as the target audience for your activities?

   a. What impact do you think your program has on its target audience / Community at large?

12. To what extent do you feel that your group can help to ….
   a. *Prevent youth from starting to smoke?*
   b. *Help smokers to try to quit?*
   c. *Improve protection from second hand smoke?*
   d. *Denormalize the tobacco industry? Smoking?*

13. What do you get out of being a member of this group?
   ⇒ *Prompt:* What kinds of things have you gotten the most out of and/or learned the most?

   a. What changes have you noticed in yourself that you think are related to the program?
      ⇒ *Prompt: any new skills?*

14. Do you feel that you have the skills (or are developing skills) necessary to make change happen?

15. Do you feel that the YAA is part of a provincial movement?

Facilitators & Barriers

16. What's making this program work?

a. What resources have you used (i.e. internet sites etc)

17. What are your feelings about YATI (YATI training), and about Stupid.ca?

18. What bugs you about how this program is run?

⇒ *Prompt: What things have you noticed that may make the program less successful?*

- *Personal: scheduling, transportation, commitment, how program is perceived by others*
- *Group: Setting, Policies, group dynamics,*

a. Do you ever feel like you cannot do something you want to because of health unit policies or other "rules" that are out of your control? Please Explain.

19. Have you experienced any resistance or opposition from other organizations? Describe:

⇒ *Prompt:* Tobacco companies, Businesses/Convenience stores, Schools

20. Would you recommend becoming involved in this program to other youth?

a. What is it about the program you would recommend?
b. What kinds of youth would you recommend this program to?
c. What kinds of youth do you think would not be appropriate for this program?

21. What changes would you make in how the program is run?

Appendix C

Observation Form

SFO Youth Program:_____

Observer: _____ Date: _____

# of Youth Present: Peer Leaders: _____
Volunteers: _____

# of Adult Staff Present _____

Describe the activity or event (name, location, and description of what is happening).

Describe the physical environment.

- How is the room set up (e.g. board room layout, small group spaces)?
- How, if at all, is it decorated?
- Who is present? (i.e. participant demographics)

To what extent are youth involved or invested in the activity?

- Describe how the youth interact with one another (group dynamics, respect for each other).
- Are some youth more dominating than others?
- Are some youth excluded from the group/discussions (self-excluded, excluded by the group)?

To what extent do youth lead the activity (who is chairing, who is facilitating)? To what extent are efforts made to equalize input (equalize adult-youth input, input from all youth)?

Youth-Led = predominantly youth-led and youth initiated
Youth-Adult Shared = appropriate balance between youth/adult involvement
Adult-Led = predominantly adult-led and initiated

With reference to the youth development model, are adults facilitating skill development in youth? i.e. doing it rather than providing support for it, helping to develop the following skills:

- Discussing, planning, and implementing activities
- Campaigning, fighting for a cause/issue, initiating change
- Conducting presentations, drafting reports, managing other youth
- Group dynamics, personal skills (overcoming shyness, anger management)

To what extent do youth and adults respect each others' opinions and perspectives?

To what extent is the interaction free from adultism and stereotypes of youth?

Adultism (df): Behaviours and attitudes that flow from the assumption that adults are better than youth and children. Does the adult disrespect the youth or treat them as less important,

How would you describe the climate and atmosphere of the activity (e.g., structured, informal, friendly, etc.)? i.e. *Motivating – suppressive; Supportive – not supportive; Awkward – comfortable/ease; Energetic – lethargic; Encouraging – frustrating*

Appendix D

Youth Questionnaire

THE ONTARIO TOBACCO RESEARCH UNIT
UNITÉ DE RECHERCHE SUR LE TABAC DE L'ONTARIO

FACULTY OF MEDICINE
University of Toronto
Department of Public Health Sciences
Health Sciences Building
155 College Street, 6th Floor
Toronto, ON M5T 3M7

Smoke Free Ontario Funded Tobacco Control Youth Group Questionnaire

Instructions

The following pages contain a list of questions about your involvement with your Smoke Free Ontario (SFO) funded tobacco control youth group. More specifically, the questionnaire asks questions about the community in which you work, your motives for being involved in the program, how your group works together, and skills or qualities you have gained as a result of your involvement in the SFO youth program. This questionnaire may be administered twice a year in order for us to examine whether changes occur over time.

Before beginning, please make sure you have read and signed the consent/assent form should you agree to complete the questionnaire. Please note that **if you are under the age of 16 years**, you are also required to obtain parent or guardian consent in order to participate. This form has been provided in the questionnaire package given to you.

The questionnaire should take approximately 30 minutes to complete. After you have completed the questionnaire, place your signed consent/assent form and questionnaire in the postage paid envelope provided, along with your signed parent consent form if you are under the age of 16 years, and return it to the evaluators. Once we have received your envelope, we will immediately separate your consent form from your survey to ensure your confidentiality. It is very important that you answer questions as honestly as you can.

All participants who complete a questionnaire will have their name entered in a draw to win one of four $100.00 gift certificates to an electronic retail store (e.g. Future Shop). Should you wish to enter your name for the prize, please complete the entry ballot and return it with your questionnaire and consent/assent forms. This ballot will also be separated from your questionnaire immediately once it has been received.

Thank you for your cooperation. Please do not hesitate to contact a member of the evaluation team listed below if you have any questions.

Dorrie Fiissel (Project Coordinator)	416-978-5824
Jessica Schnoll (Project Assistant)	416-978-6930
Robert Schwartz (Lead Researcher)	416-978-3901

The following questions ask you to tell us a bit about yourself. Please read the questions carefully. If you remained involved in this tobacco control youth group, you may be asked to complete this questionnaire at a later time. As such, we are asking for some information (for example, initials, date of birth) that would allow us to match your subsequent questionnaires to this one in order to monitor changes in your responses over time. Please note that your name will not be identified with your questionnaire and all data will be kept confidential.

What is the name of your tobacco control youth group? _____

What Health Unit are you from? _____

What are your first and last initials? ____ ____

What is your date of birth?

☐☐	☐☐	☐☐☐☐
Month	Day	Year

What is your gender?

1 ☐ Male
2 ☐ Female
3 ☐ Other

What is your affiliation with the Youth Action Alliance?

1 ☐ Paid Employee 2 ☐ Volunteer

How do you describe your race or ethnicity? *(Fill in all categories that apply to you).*

01 ☐ Aboriginal
02 ☐ Arab/West Asian (e.g. Armenian, Egyptian, Iranian, Lebanese)
03 ☐ Black (African, Caribbean, Somali)
04 ☐ Chinese
05 ☐ Filipino
06 ☐ Japanese
07 ☐ Korean
08 ☐ Latin, Central, or South American
09 ☐ South Asian (e.g. East Indian, Pakistani, Punjabi)
10 ☐ South East Asian (e.g. Vietnamese, Laotian, Thai)
11 ☐ White (Caucasian)
12 ☐ Other (please specify): _____

Below are a series of questions regarding your involvement with your Youth Action Alliance. Please read the questions carefully and appropriately check the boxes that are relevant to your answers.

1. What is the primary reason you became involved in this province wide initiative against tobacco? *(Choose only one)*

- **01 ☐ To spend time with my friends**
- 02 ☐ To meet new people
- 03 ☐ Because an adult asked me to
- 04 ☐ Because a family member or close friend has been negatively affected by tobacco use
- 05 ☐ Because I have been affected by my own tobacco use
- 06 ☐ To try and make a difference
- 07 ☐ To learn new skills
- 08 ☐ To get involved in a political issue
- 09 ☐ To gain knowledge about tobacco (e.g., tobacco industry practices, tobacco use)
- 10 ☐ Incentives (e.g., food, travel, gifts, get out of school, put on college application)
- 11 ☐ Because I needed a job/community service hours
- 12 ☐ Negative personal opinions about tobacco or tobacco use (e.g., hate it when friends smoke; smoking is dangerous; smells bad)
- 13 ☐ Other (please specify): _____

2. What is the secondary reason you became involved in this province wide initiative against tobacco? (Choose only one)

- **01 ☐ I have no secondary reason**
- 02 ☐ To spend time with my friends
- 03 ☐ To meet new people
- 04 ☐ Because an adult asked me to
- 05 ☐ Because a family member or close friend has been negatively affected by tobacco use
- 06 ☐ Because I have been affected by my own tobacco use
- 07 ☐ To try and make a difference
- 08 ☐ To learn new skills
- 09 ☐ To get involved in a political issue
- 10 ☐ To gain knowledge about tobacco (e.g., tobacco industry practices, tobacco use)
- 11 ☐ Incentives (e.g., food, travel, gifts, get out of school, put on college application)
- 12 ☐ Because I needed a job/community service hours
- 13 ☐ Negative personal opinions about tobacco or tobacco use (e.g., hate it when friends smoke; smoking is dangerous; smells bad)
- 14 ☐ Other (please specify): _____

3. Where does your group usually hold meetings?

1 ☐ Public Health Unit
2 ☐ Teen Centre
3 ☐ School(s)
4 ☐ At a restaurant/coffee shop
5 ☐ Other (please specify): _____

4. On average, how many hours do you participate in regular work meetings (i.e. planning, brainstorming, training, group discussions) conducted by this group <u>each month</u>?

Less than 10 hours	10 – 20 hours	21-30 hours	31-40 hours	More than 40 hours
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

5. On average, how many special events (i.e. planned activities, programs, presentations) are conducted by this group <u>each month</u>?

Less than 1 event	1 event	2 events	3-4 events	More than 4 events
☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

6. How long have <u>you</u> been participating in events or meetings conducted by this group?

1 ☐ Less than 1 month
2 ☐ 1-3 months
3 ☐ 4-6 months
4 ☐ 7-11 months
5 ☐ 1 year or more

7. How long had <u>you</u> been participating in tobacco-related events or meetings <u>BEFORE</u> joining this specific group?

1 ☐ I have never worked on tobacco issues before now
2 ☐ Less than one month
3 ☐ 1 to 5 months
4 ☐ 6 to 11 months
5 ☐ 1 to 2 years
6 ☐ More than 2 years

8. Please indicate on the list below the events or meetings of this group that <u>you</u> have attended since September, 2005.

A ☐ **Youth summit**
B ☐ Health fair or other community event
C ☐ Regularly scheduled meetings of this group
D ☐ Meetings with community officials or educators
E ☐ An awareness raising event (e.g. black angel, drop dead, anti-tobacco rally or demonstration, etc.)
F ☐ A training or workshop
G ☐ A regional group meeting
H ☐ A fun or leisure event (e.g. dance, carnival, etc.)
I ☐ Presentations (either as an attendee or a presenter)
J ☐ Smoke-Free Movie Night
K ☐ Flyer/Information distribution
L ☐ Media-related activities (i.e. interviews, commercials, posters, etc.)
M ☐ Other (please specify): _____

9. What are some of the benefits you get from being a member of this group? *(Fill in all that apply)*

A ☐ **Opportunities to learn new skills or new things**
B ☐ Opportunities to spend time with friends and/or meet new friends
C ☐ Opportunities to travel
D ☐ Money for your time (ex., salary, hourly pay, stipend)
E ☐ Gifts, prizes, or tokens
F ☐ Opportunities to make a difference or create a change in others or in my community
G ☐ Community service hours for school
H ☐ Fun
I ☐ Looks good on college applications, transcripts, or resume
J ☐ Other (please specify): _____
K ☐ Nothing I can think of

The following questions ask about your feelings about your group as a whole. Please indicate your level of agreement with each of the following statements.

10. Our group is united to reach its tobacco-related goals.

1 ☐ Strongly disagree
2 ☐ Disagree
3 ☐ Neutral or no opinion
4 ☐ Agree
5 ☐ Strongly agree

11. I'm unhappy with my group's level of commitment to its tobacco-related goals.

1 ☐ Strongly disagree
2 ☐ Disagree
3 ☐ Neutral or no opinion
4 ☐ Agree
5 ☐ Strongly agree

12. Members of this group work well together to accomplish our goals.

1 ☐ Strongly disagree
2 ☐ Disagree
3 ☐ Neutral or no opinion
4 ☐ Agree
5 ☐ Strongly agree

13. Youth in this group can make decisions without hurting anyone's feelings.

1 ☐ Strongly disagree
2 ☐ Disagree
3 ☐ Neutral or no opinion
4 ☐ Agree
5 ☐ Strongly agree

14. I am confident that this group can work through problems.

1 ☐ Strongly disagree
2 ☐ Disagree
3 ☐ Neutral or no opinion
4 ☐ Agree
5 ☐ Strongly agree

15. This group does not give up during tough times.

1 ☐ Strongly disagree
2 ☐ Disagree
3 ☐ Neutral or no opinion
4 ☐ Agree
5 ☐ Strongly agree

16. If this group fails to accomplish one of our tobacco-related goals, we keep trying to find a way to reach it.

1 ☐ Strongly disagree
2 ☐ Disagree
3 ☐ Neutral or no opinion
4 ☐ Agree
5 ☐ Strongly agree

17. This group can influence how adults in this community feel about tobacco.

1 ☐ Strongly disagree
2 ☐ Disagree
3 ☐ Neutral or no opinion
4 ☐ Agree
5 ☐ Strongly agree

18. This group can influence how people my age, who are not in this group, feel about tobacco.

1 ☐ Strongly disagree
2 ☐ Disagree
3 ☐ Neutral or no opinion
4 ☐ Agree
5 ☐ Strongly agree

19. This group can reduce the amount of tobacco use in our community.

1 ☐ Strongly disagree
2 ☐ Disagree
3 ☐ Neutral or no opinion
4 ☐ Agree
5 ☐ Strongly agree

20. I feel that I am treated with respect within this organization.

1 ☐ Strongly disagree
2 ☐ Disagree
3 ☐ Neutral or no opinion
4 ☐ Agree
5 ☐ Strongly agree

21. I feel that I am a valuable member of this organization.

1 ☐ Strongly disagree
2 ☐ Disagree
3 ☐ Neutral or no opinion
4 ☐ Agree
5 ☐ Strongly agree

22. As a member of a YAA, I feel that I am a part of a larger, PROVINCIAL, youth movement that is working towards the same goals.

1 ☐ Strongly disagree
2 ☐ Disagree
3 ☐ Neutral or no opinion
4 ☐ Agree
5 ☐ Strongly agree

23. My community treats youth with respect.

1 ☐ Strongly disagree
2 ☐ Disagree
3 ☐ Neutral or no opinion
4 ☐ Agree
5 ☐ Strongly agree

The following questions ask about your feelings as a member of <u>your specific tobacco control youth group</u> (e.g., O-YAA, MDOT, *exposé*) . Please check how often each of these statements is true.

24.	**I am a person who considers this tobacco control youth group important.**	**Never** ☐ **1**	**Seldom** ☐ **2**	**Sometimes** ☐ **3**	**Often** ☐ **4**	**Very Often** ☐ **5**
25.	I am a person who identifies with this tobacco control youth group.	Never ☐ 1	Seldom ☐ 2	Sometimes ☐ 3	Often ☐ 4	Very Often ☐ 5
26.	I am a person who feels strong ties with this tobacco control youth group.	Never ☐ 1	Seldom ☐ 2	Sometimes ☐ 3	Often ☐ 4	Very Often ☐ 5
27.	I am a person who is glad to belong to this tobacco control youth group.	Never ☐ 1	Seldom ☐ 2	Sometimes ☐ 3	Often ☐ 4	Very Often ☐ 5
28.	I am a person who sees myself as belonging to this tobacco control youth group.	Never ☐ 1	Seldom ☐ 2	Sometimes ☐ 3	Often ☐ 4	Very Often ☐ 5
29.	I am a person who makes excuses for belonging to this tobacco control group.	Never ☐ 1	Seldom ☐ 2	Sometimes ☐ 3	Often ☐ 4	Very Often ☐ 5
30.	I am a person who tries to hide belonging to this tobacco control youth group.	Never ☐ 1	Seldom ☐ 2	Sometimes ☐ 3	Often ☐ 4	Very Often ☐ 5
31.	I am a person who feels held back by this tobacco control group.	Never ☐ 1	Seldom ☐ 2	Sometimes ☐ 3	Often ☐ 4	Very Often ☐ 5
32.	I am a person who is annoyed to say I'm a member of this tobacco control group.	Never ☐ 1	Seldom ☐ 2	Sometimes ☐ 3	Often ☐ 4	Very Often ☐ 5
33.	I am a person who criticizes this tobacco control group.	Never ☐ 1	Seldom ☐ 2	Sometimes ☐ 3	Often ☐ 4	Very Often ☐ 5

The following statements deal with issues related to tobacco or its usage. Please read the statements carefully and respond according to the answer choices provided for each question. Be sure to check only ONE answer.

34. I would recommend working on tobacco issues to others my age.

1 ☐ Strongly disagree
2 ☐ Disagree
3 ☐ Neutral or no opinion
4 ☐ Agree
5 ☐ Strongly agree

35. I can start discussions with others, outside of this group, about tobacco issues.

1 ☐ Strongly disagree
2 ☐ Disagree
3 ☐ Neutral or no opinion
4 ☐ Agree
5 ☐ Strongly agree

36. I am confident that I can effectively deal with the media (i.e. interviews, sending media releases).

1 ☐ Strongly disagree
2 ☐ Disagree
3 ☐ Neutral or no opinion
4 ☐ Agree
5 ☐ Strongly agree

37. I am sure that I can convince family members not to start to smoke.

1 ☐ Strongly disagree
2 ☐ Disagree
3 ☐ Neutral or no opinion
4 ☐ Agree
5 ☐ Strongly agree

38. I am sure that I can convince my friends not to start to smoke.

1 ☐ Strongly disagree
2 ☐ Disagree
3 ☐ Neutral or no opinion
4 ☐ Agree
5 ☐ Strongly agree

39. I think the tobacco companies are responsible for health problems smokers have because of their smoking.

1 ☐ Strongly disagree
2 ☐ Disagree
3 ☐ Neutral or no opinion
4 ☐ Agree
5 ☐ Strongly agree

40. How confident are you that you can work effectively against the tobacco industry?

1 ☐ I definitely cannot do it
2 ☐ I probably cannot do it
3 ☐ Maybe I can do it
4 ☐ I probably can do it
5 ☐ I definitely can do it

41. How many of your four closest friends smoke cigarettes?

1 ☐ None
2 ☐ One
3 ☐ Two
4 ☐ Three
5 ☐ Four
6 ☐ Not Sure

The following questions ask about your involvement within your community. Please indicate whether or not you agree with the following statements according to the scale provided.

42. I know I can make a difference in my community.

1 ☐ Strongly disagree
2 ☐ Disagree
3 ☐ Not Sure
4 ☐ Agree
5 ☐ Strongly agree

43. I do <u>not</u> feel a personal responsibility to participate in community projects.

1 ☐ Strongly disagree
2 ☐ Disagree
3 ☐ Not Sure
4 ☐ Agree
5 ☐ Strongly agree

44. I can influence community members to take action on important issues.

1 ☐ Strongly disagree
2 ☐ Disagree
3 ☐ Not Sure
4 ☐ Agree
5 ☐ Strongly agree

45. I feel driven to participate in community activities.

1 ☐ Strongly disagree
2 ☐ Disagree
3 ☐ Not Sure
4 ☐ Agree
5 ☐ Strongly agree

46. I can influence the decisions that are made by the lawmakers in my community.

1 ☐ Strongly disagree
2 ☐ Disagree
3 ☐ Not Sure
4 ☐ Agree
5 ☐ Strongly agree

47. I usually do <u>not</u> want to get involved in making decisions that will affect my community.

1 ☐ Strongly disagree
2 ☐ Disagree
3 ☐ Not Sure
4 ☐ Agree
5 ☐ Strongly agree

48. I do <u>not</u> have the ability to change things that I don't like about my community.

1 ☐ Strongly disagree
2 ☐ Disagree
3 ☐ Not Sure
4 ☐ Agree
5 ☐ Strongly agree

49. I have the desire to be active in my community.

1 ☐ Strongly disagree
2 ☐ Disagree
3 ☐ Not Sure
4 ☐ Agree
5 ☐ Strongly agree

50. I am <u>not</u> able to influence the laws that govern my community.

1 ☐ Strongly disagree
2 ☐ Disagree
3 ☐ Not Sure
4 ☐ Agree
5 ☐ Strongly agree

51. I am motivated to be involved in my community.

1 ☐ Strongly disagree
2 ☐ Disagree
3 ☐ Not Sure
4 ☐ Agree
5 ☐ Strongly agree

Below is a list of statements dealing with your general feelings about yourself. Please indicate how strongly you agree with each statement.

52.	**On the whole, I am satisfied with myself.**	**Strongly Disagree** ☐ **1**	**Disagree** ☐ **2**	**Agree** ☐ **3**	**Strongly Agree** ☐ **4**
53.	At times, I think I am no good at all	Strongly Disagree ☐ 1	Disagree ☐ 2	Agree ☐ 3	Strongly Agree ☐ 4
54.	I feel that I have a number of good qualities.	Strongly Disagree ☐ 1	Disagree ☐ 2	Agree ☐ 3	Strongly Agree ☐ 4
55.	I am able to do things as well as most other people.	Strongly Disagree ☐ 1	Disagree ☐ 2	Agree ☐ 3	Strongly Agree ☐ 4
56.	I feel I do not have much to be proud of.	Strongly Disagree ☐ 1	Disagree ☐ 2	Agree ☐ 3	Strongly Agree ☐ 4
57.	I certainly feel useless at times.	Strongly Disagree ☐ 1	Disagree ☐ 2	Agree ☐ 3	Strongly Agree ☐ 4
58.	I feel that I'm a person of worth, at least on an equal plane with others.	Strongly Disagree ☐ 1	Disagree ☐ 2	Agree ☐ 3	Strongly Agree ☐ 4
59.	I wish I could have more respect for myself.	Strongly Disagree ☐ 1	Disagree ☐ 2	Agree ☐ 3	Strongly Agree ☐ 4
60.	All in all, I am inclined to feel that I am a failure.	Strongly Disagree ☐ 1	Disagree ☐ 2	Agree ☐ 3	Strongly Agree ☐ 4
61.	I take a positive attitude toward myself.	Strongly Disagree ☐ 1	Disagree ☐ 2	Agree ☐ 3	Strongly Agree ☐ 4

Below are statements regarding skill and attributes you may or may not possess. Please indicate your level of agreement with each of the following statements.

62.	**I know how to write things down clearly and persuasively.**	**Strongly Disagree** ☐ **1**	**Disagree** ☐ **2**	**Not Sure** ☐ **3**	**Agree** ☐ **4**	**Strongly Agree** ☐ **5**
63.	I can listen respectfully to others.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
64.	I am comfortable speaking to a group.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
65.	I am comfortable speaking up or raising issues.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
66.	I am comfortable expressing my feelings.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
67.	I usually understand people when they are talking to me.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
68.	I am comfortable talking to people from other groups (YAAs, schools, businesses).	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
69.	I know how to control my emotions.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
70.	I am aware of other people's body language.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
71.	I am skilled at planning events and activities for groups of people.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
72.	I know how to make activities safe.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
73.	I know how to get projects going.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
74.	I can appropriately set goals.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
75.	I know what activities are appropriate for different age levels.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
76.	I know what type of physical space or environment is	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5

	needed for different types of programs					
77.	I can effectively set priorities.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
78.	I can easily get along with people.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
79.	I make friends easily.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
80.	I am sensitive to others.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
81.	I always consider the needs of others.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
82.	I am good at meeting new people.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
83.	I am open-minded.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
84.	I am good at helping people settle their conflicts and arguments.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
85.	I am good at working in a team.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
86.	I am good at helping people come to a decision.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
87.	I know how to help people stay focused on their goals.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
88.	I am comfortable working with adults.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
89.	I know how to delegate and share responsibilities to/with others.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
90.	I always consider input from all group members.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
91.	I can work cooperatively with people from my group.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5

92.	I am good at making people feel comfortable.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
93.	I learn from mistakes.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
94.	I am flexible.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
95.	I am good at discussing problems calmly.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
96.	I lead group discussions.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
97.	I encourage others to participate.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5
98.	I know how to get group members to work together.	Strongly Disagree ☐ 1	Disagree ☐ 2	Not Sure ☐ 3	Agree ☐ 4	Strongly Agree ☐ 5

The following statements refer to your feelings about your involvement in this group. Please read the statements carefully and indicate your level of agreement for each one.

99. I am inspired by the goals of the group.

1 ☐ Strongly Disagree
2 ☐ Disagree
3 ☐ Not Sure
4 ☐ Agree
5 ☐ Strongly Agree

100. I am enthusiastic about working toward the group's objectives.

1 ☐ Strongly Disagree
2 ☐ Disagree
3 ☐ Not Sure
4 ☐ Agree
5 ☐ Strongly Agree

101. I am inspired by what we are trying to achieve as a provincial movement.

1 ☐ Strongly Disagree
2 ☐ Disagree
3 ☐ Not Sure
4 ☐ Agree
5 ☐ Strongly Agree

102. I can influence the way work is done in my group.

1 ☐ Strongly Disagree
2 ☐ Disagree

3 ☐ Not Sure
4 ☐ Agree
5 ☐ Strongly Agree

103. I have the authority to make decisions at work.

1 ☐ Strongly Disagree
2 ☐ Disagree
3 ☐ Not Sure
4 ☐ Agree
5 ☐ Strongly Agree

104. I can influence decisions made in my group.

1 ☐ Strongly Disagree
2 ☐ Disagree
3 ☐ Not Sure
4 ☐ Agree
5 ☐ Strongly Agree

105. I have the skills and abilities to do my job well.

1 ☐ Strongly Disagree
2 ☐ Disagree
3 ☐ Not Sure
4 ☐ Agree
5 ☐ Strongly Agree

106. I have the competence to work effectively.

1 ☐ Strongly Disagree
2 ☐ Disagree
3 ☐ Not Sure
4 ☐ Agree
5 ☐ Strongly Agree

107. I have the capabilities required to do my job well.

1 ☐ Strongly Disagree
2 ☐ Disagree
3 ☐ Not Sure
4 ☐ Agree
5 ☐ Strongly Agree

THANK-YOU FOR YOUR EFFORT! These final questions are important for us to know a little about you. Please answer them to the best of your ability.

108. What grade in school are you currently in?

1 ☐ Grade 8
2 ☐ Grade 9
3 ☐ Grade 10
4 ☐ Grade 11
5 ☐ Grade 12
6 ☐ College/University
7 ☐ Other (please specify): _____
8 ☐ I am not currently in school

109. In comparison to a "C" grade (60-69%), how well would you say you usually do in school?

1 ☐ Much better than "C"
2 ☐ Better than "C"
3 ☐ "C"
4 ☐ Below "C"
5 ☐ Much worse than "C"
6 ☐ Don't know

110. Do you plan on going to University or College?

1 ☐ Yes
2 ☐ No
3 ☐ Still Undecided

111. Other than the Youth Action Alliance, what other type of group are you <u>MOST</u> actively involved with? *(Fill in only one)*

01 ☐ I am not involved in any other group
02 ☐ Academic club or society (e.g., honor society, language club, or school publication)
03 ☐ Service or charity activity (e.g.. volunteering, tutoring)
04 ☐ Governance (e.g., student government, student council, student court)
05 ☐ Performing group (e.g., choir, drama production, debate team)
06 ☐ Faith-based activities (e.g., not attendance at a religious school, but a church or other faith-based activity)
07 ☐ Community programs/groups (e.g., Boy/Girl Clubs, Big Brother/Sister, Scout clubs, 4-H)
08 ☐ Other club or group that deals with substance abuse (e.g., tobacco, alcohol, drugs)
09 ☐ Leadership group or program
10 ☐ Sports Team(s)
11 ☐ Other civic group or club (e.g., diversity education, AIDS awareness, environmental issues)
12 ☐ Other (please specify):_____

112. Please check all other types of group that you are, or have been, involved with in the past year:

a ☐ **I am not involved in any other group**
b ☐ Academic club or society (e.g., honor society, language club, or school publication)
c ☐ Service or charity activity (e.g.. volunteering, tutoring)
d ☐ Governance (e.g., student government, student council, student court)
e ☐ Performing group (e.g., choir, drama production, debate team)
f ☐ Faith-based activities (e.g. Attendance at a church or other faith-based activity/group)
g ☐ Community programs/groups (e.g., Boy/Girl Clubs, Big Brother/Sister, Scout clubs, 4-H)
h ☐ Other club or group that deals with substance abuse (e.g., tobacco, alcohol, drugs)
i ☐ Leadership group or program
j ☐ Sports Team(s)
k ☐ Other civic group or club (e.g., diversity education, AIDS awareness, environmental issues)
l ☐ Other (please specify):_____

113. In total, approximately how much time do you spend in one month on activities or working with groups other than this tobacco control youth group?

1 ☐ Less than 10 hours
2 ☐ 10 to 20 hours
3 ☐ 21 to 30 hours
4 ☐ 31 to 40 hours
5 ☐ More than 40 hours