

Power to Girls Evaluation Report 2016-2019



Presented by The Students Commission of Canada, August 2019

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Origin Story

Power to Girls Foundation is a non-profit organization that provides mentorship, community interaction, and fun activities that build confidence, self-esteem, and connectedness among Afro-diaspora girls. The purpose of Power to Girls is to guide the youth participants to be cultivated and flourishing members of society. The Power to Girls Foundation hosts four main projects:

- Personal Development
- Mentorship & Relationship Building
- Healing and Art
- Community Outreach

This specific report will focus on the Mentorship and Relationship Building project. This program was created to connect young people with positive role models by setting up mentorships with individuals who share similar personal stories or career aspirations. Another element of this program is that it connects the participants with each other, building a community between the girls. The program also works with the mothers of the participants in order to strengthen their relationships.

Given the common vision of youth flourishing in their transition to adulthood, the Students Commission of Canada and the Power to Girls Foundation have partnered to assess the concrete impact that the Power to Girls Foundation has had on some of their participants, specifically through the Mentorship & Relationship Building program. With the help of the Students Commission, this report was created to celebrate the success of the Power to Girls Foundation!



Art by anonymous Power to Girls program participant.

Executive Summary

The purpose of this report is to evaluate the impact of the Power to Girls program from 2016 to 2019. This was done through measurement of healthy and close relationship experience in participants as well as through a qualitative evaluation of the way youth in the program reflect on their experiences, share ideas for improving the program, and share impacts that participation has had on their lives.

The Power to Girls Foundation provides mentorship, community interaction, and fun activities that build confidence, self-esteem, and connectedness among Afro-diaspora girls. The purpose of Power to Girls is to guide their youth participants to be cultivated and flourishing members of society. In order to evaluate this program, the program leads chose to use three Sharing the Stories (StS) quantitative surveys and a variety of qualitative reflection tools. Out of the three quantitative surveys, only one was used consistently over their three years of programming: the *Healthy, Close Relationships* module.

Overall, with the *Healthy, Close Relationships* quantitative data, the group scored higher in their second year of programming than in the other years. However, when compared to the StS aggregate data (youth who have completed the same measure in other programs), the group scored very similarly in almost all categories. The *Program Connectedness* Key Performance Indicator (KPI) scored higher than the other indicators from the group and it scored higher than the StS aggregate data.

In regard to the qualitative reflections (from 2016 to 2019), many young people reported increased confidence and self-esteem, building new skills and knowledge, and forming close relationships with others. The youth reflections regarding the program's annual conference in 2019 indicate that the conference was well received overall. The youth praised their conference experience; many youth reported the conference as having a welcoming, friendly community of peers and leaders

Youth seem to feel connected to the program and this was shown from the results in this evaluation report. It would be interesting to have a more in-depth discussion with the youth around what works well for them in the program and what additional supports and resources they need in order to improve other spheres of their lives in terms of healthy and close relationships.

Process and Tools to Date

The Power to Girls program chose quantitative survey tools and qualitative reflection tools to identify trends and measure outcomes of the program. Descriptions of each tool and a breakdown of participant numbers can be found below:

- The **Healthy, Close Relationships** tool examines the extent to which youth form and maintain healthy, close relationships, including skills and connectedness with peers more broadly, people in the program, and people in their school.
- The **Families and Caregivers** tool examines the extent to which youth have families and guardians equipped to help them thrive.
- The **Youth Engagement Qualities** tool examines the extent to which youth participating in a program are experiencing key qualities of engagement.
- The **Custom Qualitative Reflections** and the **Head, Heart, Feet, Spirit** tool provided a space for youth to reflect on their experiences, share ideas for improving the program, and share impacts that participation has had on their lives. The qualitative responses were analyzed for significant themes with counts of how many times each theme was mentioned. Significant quotes were drawn from the analysis to support the numbers with participants’ thoughts, feelings, and personal experiences. Names or identifying information have been removed from the quotes and replaced with denotations such as “[name]”.
- Youth in the Power to Girls program also filled out a **demographics** tool to share more about themselves.

Program	Quantitative Tools	Qualitative Tools
Power to Girls	- Healthy, Close Relationships Module:	- Custom Reflections (for programming)
Year 1 (2016-17)	Year 1 (n= 17), Year 2 (n=37), Year 3 at beginning of program (n=16) and	Year 1 (n= 19), Year 2 (n=35)
Year 2 (2017-18)	Year 3 at the end of program (n=16)	- Head, Heart, Feet, Spirit Module (for programming)
Year 3 (2018-19)	- Families and Caregivers	Year 3 (n=55)
	Year 1 (n=20)	- Custom Reflections (for 2019 conference)
	- Youth Engagement Qualities	Year 3 (n=53)
	Year 1 (n=21)	

Each module consists of 15-25 questions.¹ All of the questions within the module used a 5-point scale (1= Strongly disagree, 5= Strongly agree) to determine how much participants agreed or disagreed with the statements.

The Power to Girls program data is graphed alongside the Sharing the Stories aggregate data, which includes youth voices from other programs. The StS aggregate provides a useful comparison to contextualize the results.

¹ Questions are grouped into statistically reliable sets. Reliability is a measure of internal consistency of a set of questions. In other words, each set of questions is good at measuring the related, but different aspects of what is being studied.

Organization of the Report

This report will be broken down into five sections. The sections will be as follows:

- 1) **Demographics:** This section will give an overview and breakdown of the various demographics of participants who took part in the program from 2016 to 2019. The information in this section will be displayed as an infographic to allow for a visual representation of the data.
- 2) **Healthy, Close Relationships Module:** This section is a quantitative analysis of how youth answered the healthy, close relationships module and is graphed alongside the StS aggregate to provide a visual representation and comparison of the data.
- 3) **Families and Caregivers Module:** This section is a quantitative analysis of how youth answered the family and care givers module and is support by the use of graphs to allow for a visual representation of the data.
- 4) **Youth Engagement Qualities Module:** This section is a quantitative analysis of how youth answered the youth engagement qualities module and is support by the use of graphs to allow for a visual representation of the data.
- 5) **Head, Heart, Feet, Spirit Module and Custom Qualitative Analysis:** Power to Girls collected qualitative data through a custom reflection and by using the Head, Heart, Feet Spirit module. Most of the qualitative data was regarding the Power to Girls program except for some reflections that were connected to a conference that took place in 2019 – a separate section has been included for the conference reflections. All responses have been coded according to theme and sub-theme.

Demographics

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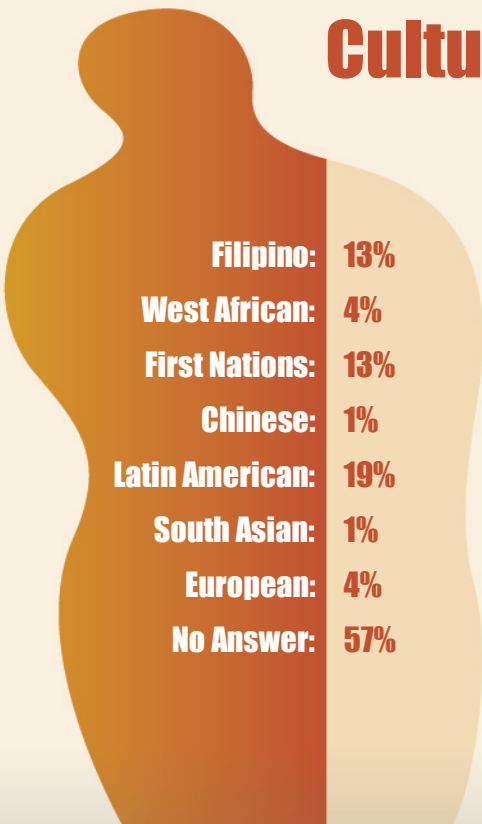
Average Age

This section outlines the demographic breakdown of the Power to Girls program from 2016 to 2019.

Gender

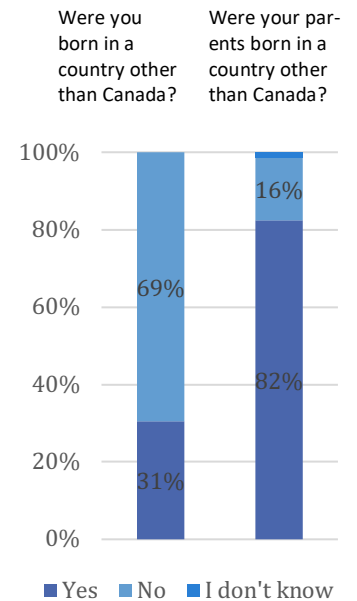
Girl/Woman: 99%
No answer: 1%

Cultural and Racial Backgrounds

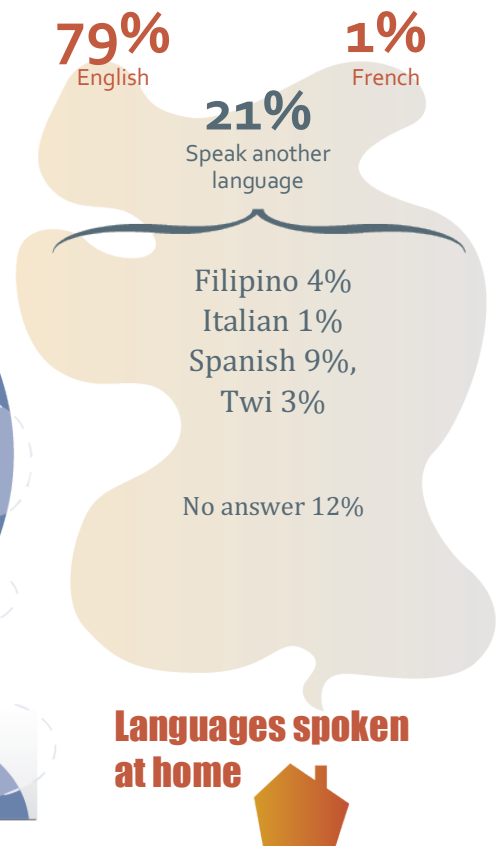
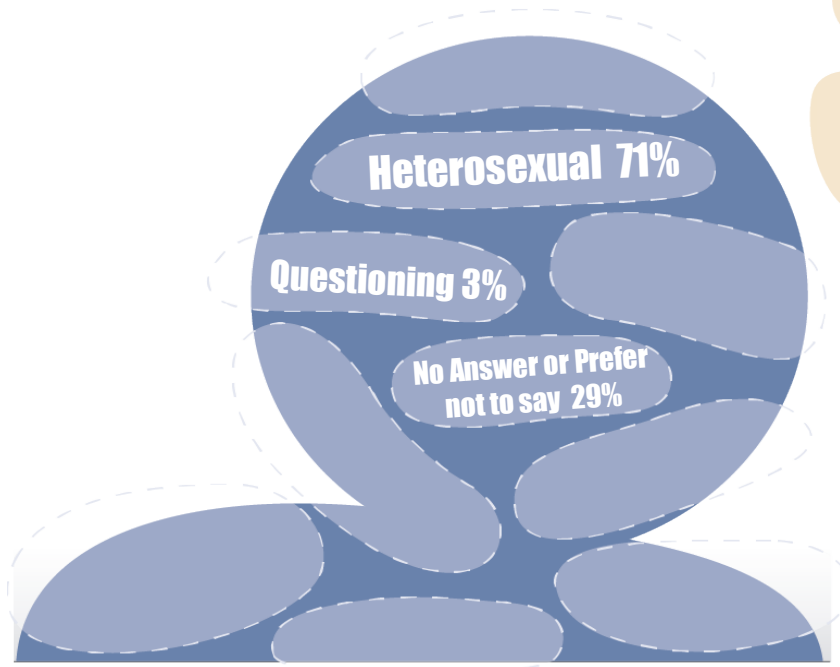


Country of Origin

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

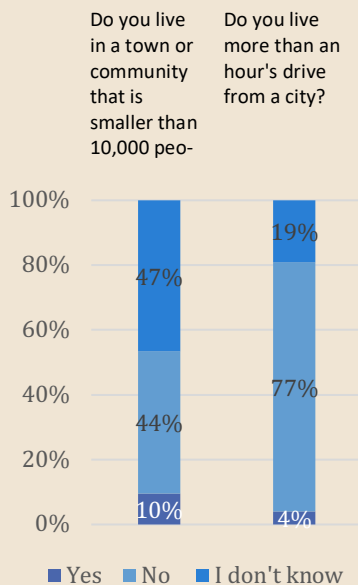


Sexual Orientation



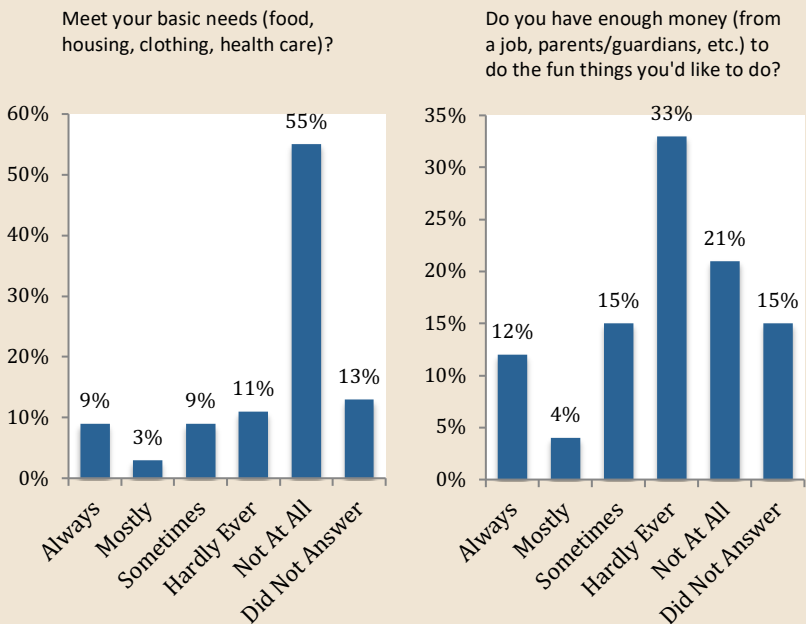
Rural or Urban

Participants were asked two questions to determine whether they lived in rural or urban areas.



Money for Basic Needs & Fun Activities

Finally, participants were asked the degree to which they had enough money to meet their basic needs and participate in fun things.

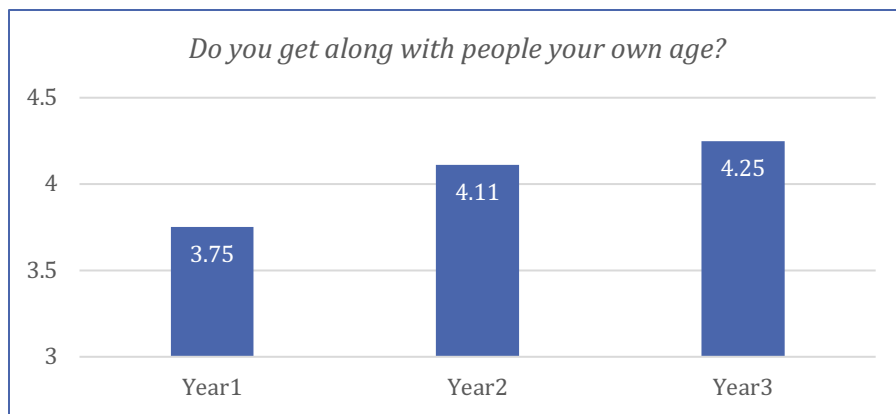


Quantitative Analysis Results

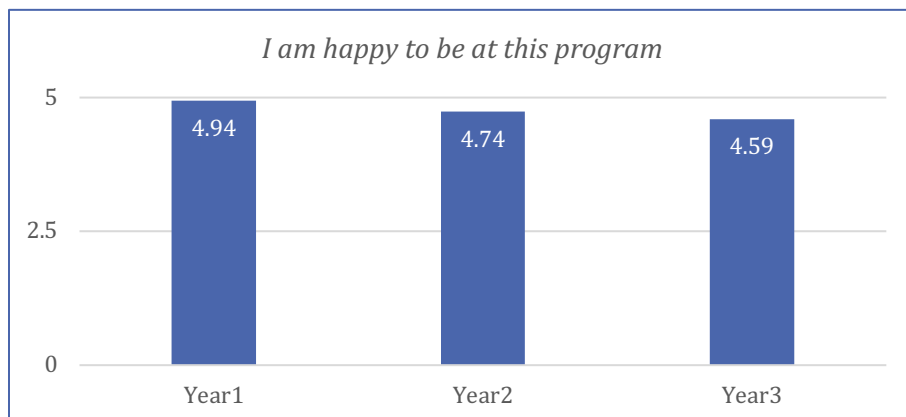
Healthy, Close Relationships Module

The *Healthy, Close Relationships* survey examines the extent to which youth form and maintain healthy, close relationships – this includes relationship skills and connectedness with people in the program, with other people in general, and with their school. 17 participants answered the survey in the first year of the program, 37 participants answered in the second year, and 16 participants answered (once at the beginning and once again at the end of the program) in the third year. Overall, the program youth were quite consistent in the way they answered this survey with averages ranging from 3.82 to 4.09 (out of 5) for the entire survey module. However, when digging deeper into the way the questions were answered according to survey’s Key Performance Indicators (KPIs – subgroups within the survey), an interesting story develops.

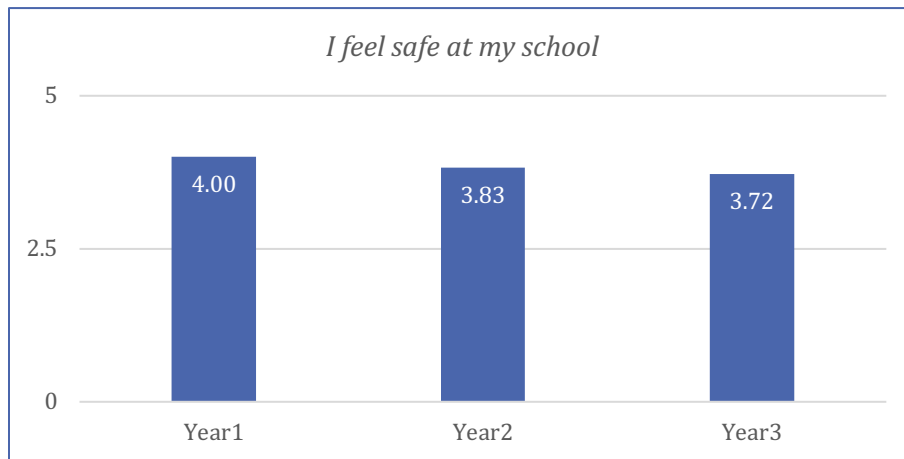
In the first KPI, *Relationship Connectedness & Skills*, we can see that the participants scored progressively higher on the scale as the years go by. For example, the highest scoring question in this section is “*Do you get along with people your own age?*”. Over the years of the program, youth consistently answered higher to this question.



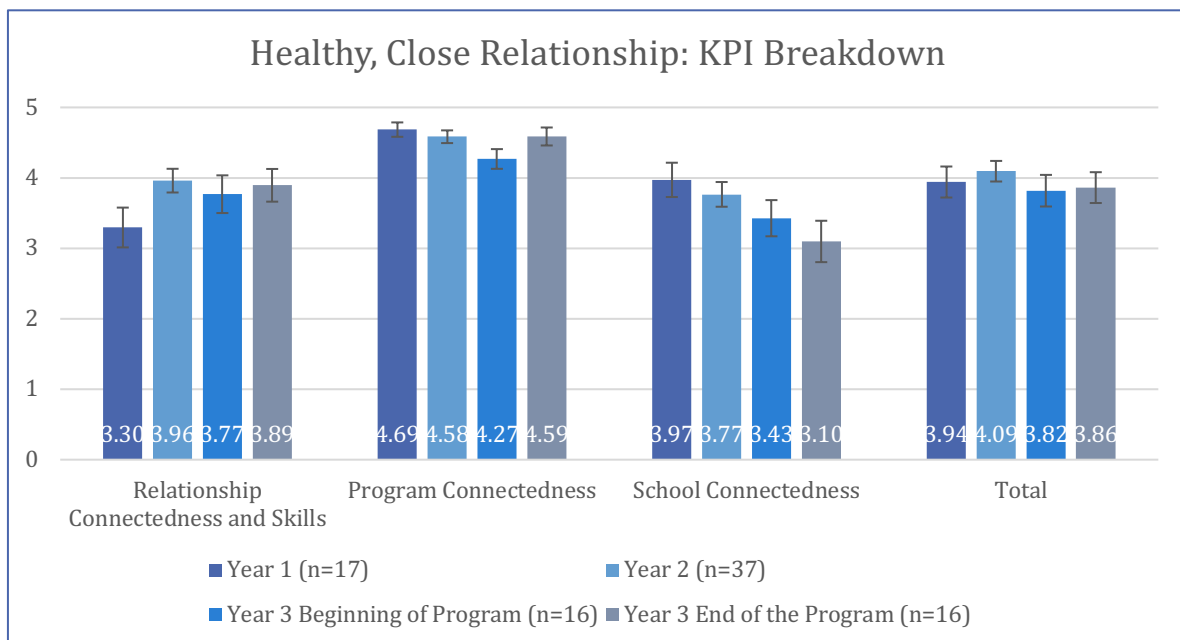
In the second KPI, *Program Connectedness*, it is important to note that the group consistently scored quite high every year with scores ranging from 4.27 to 4.69 (out of 5). It would be a fair assumption that the youth in the program feel particularly connectedness to *Power to Girls*. In this section, the question with the highest score was: “*I am happy to be at this program*”.



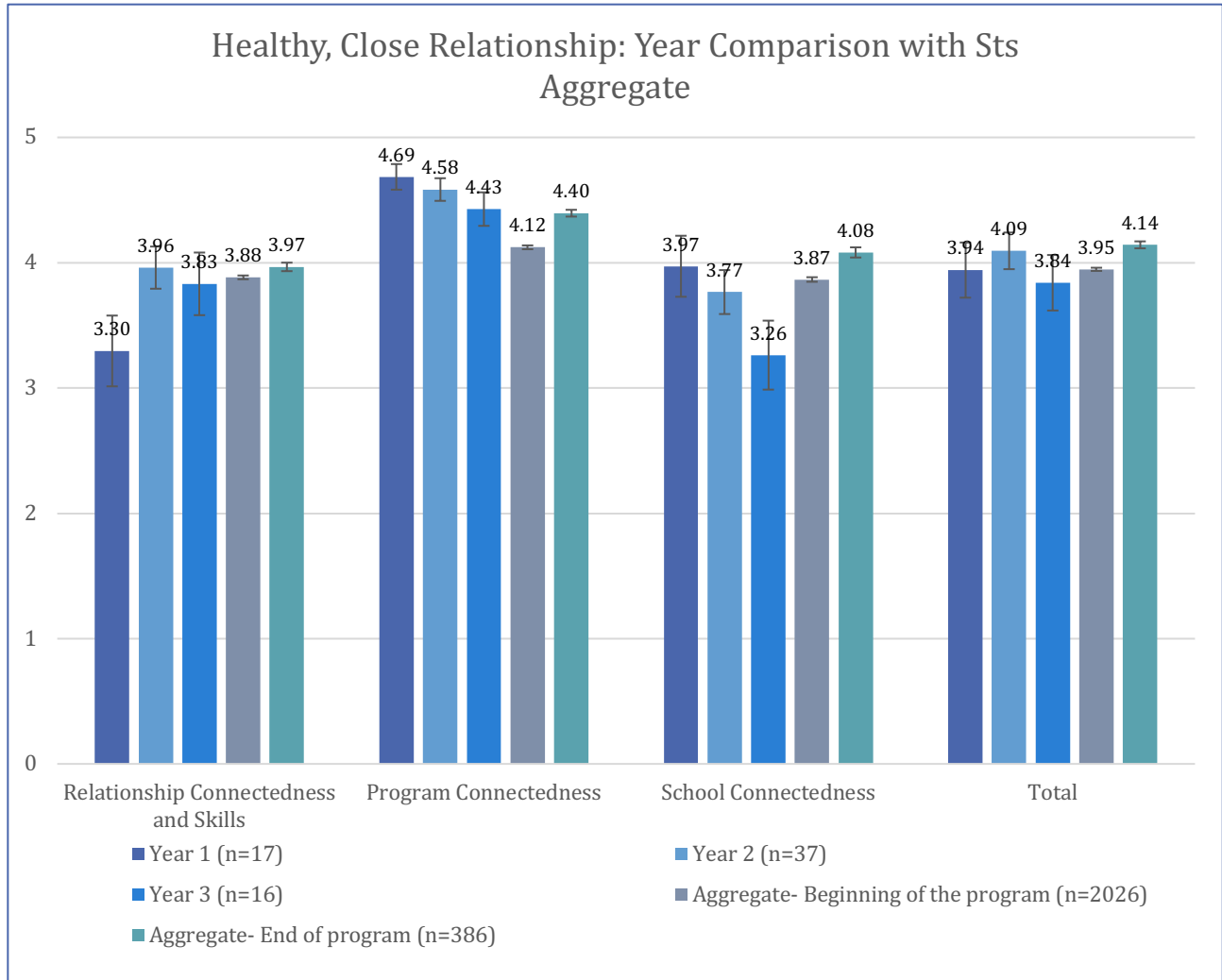
As for the third KPI, *School Connectedness*, it would seem that the trends are going in another direction. Youth reported not feeling especially connected to their school, this is the lowest scoring KPI of the survey. This might suggest that, over the years, Power to Girls is reaching and working with more young women who may not feel connected to their school. Knowing that youth report feeling less *School Connectedness* might be something the group is interested in exploring during the upcoming years of programming. The highest scoring question of this section is: *"I feel safe at my school"*, which indicates that although youth might not be feeling connected, they are generally feeling safe within the context of their school.



Overall, the youth in the Power to Girls program answered this survey module in a consistent manner over time but that does not mean that there were no changes during this time period. The consistent scores could be due to the fact that the group only collected data at one point in time during the program in their first and second year of programming. It is important to note that during the two data collections (beginning and end of program) in year three, there is an increase in scores for both *Relationship Connectedness and Skills* as well as *Program Connectedness* KPIs.

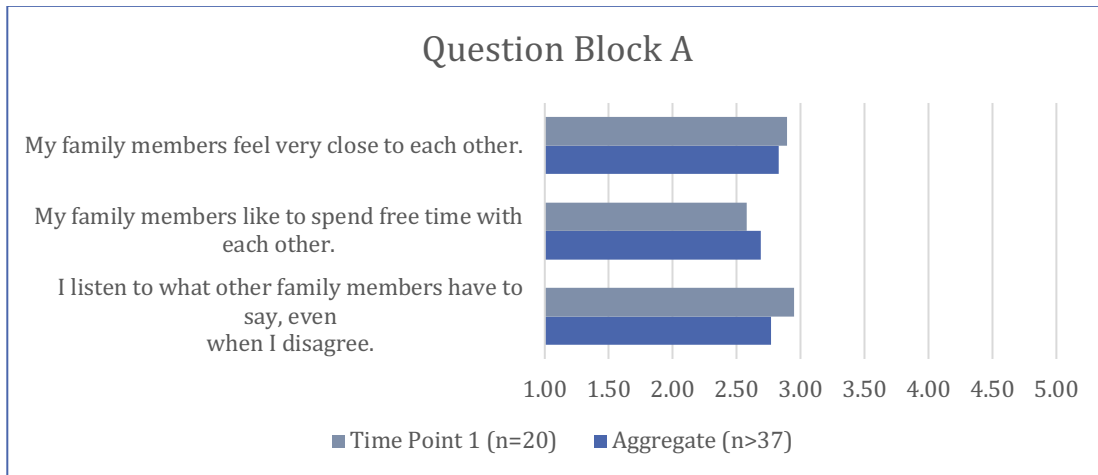


When comparing Power to Girls data to the Sharing the Stories aggregate data (data from youth from other program across Canada), a similar story occurs; the yearly averages (labelled “Total” on the right hand side of the graph, below) are quite similar. This could mean that youth in this program are scoring on average, comparably to youth in other programs across the country.

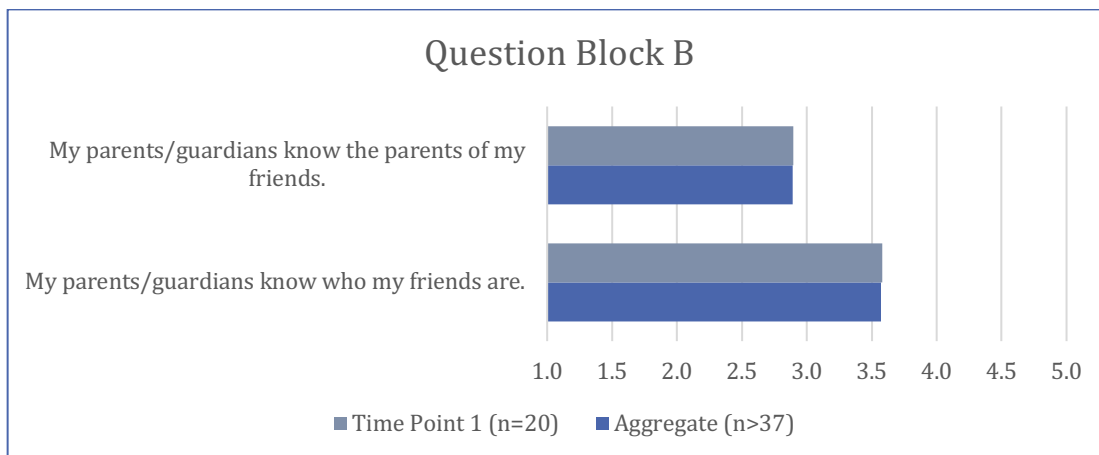


Families and Caregivers Module

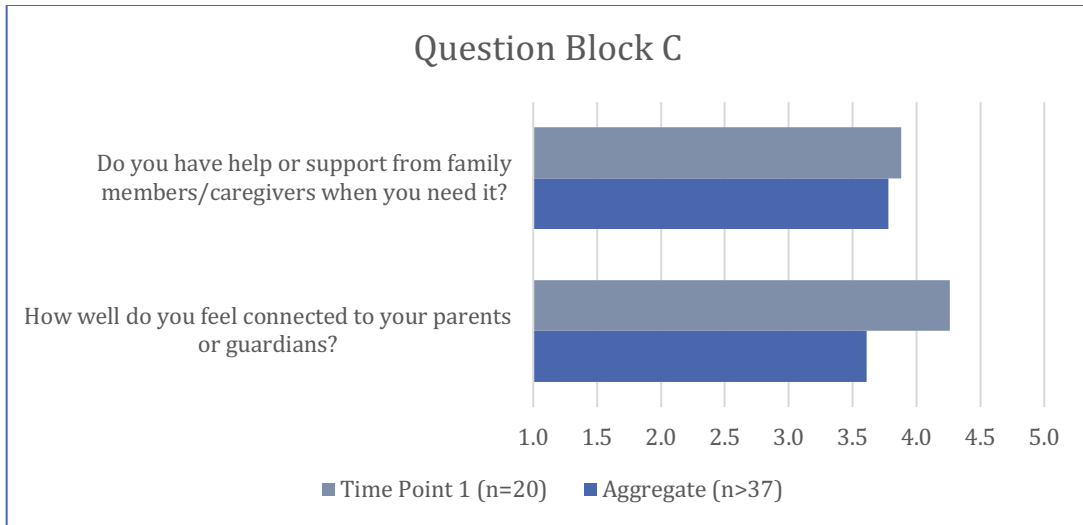
In 2016-17 (first year of the program), young people in the Power to Girls program completed the Families and Caregivers module to examine the extent to which their families and guardians are equipped to help them thrive. The graph below illustrates young people's responses alongside the 2016-17 Sharing the Stories aggregate values, which gives context to the data.



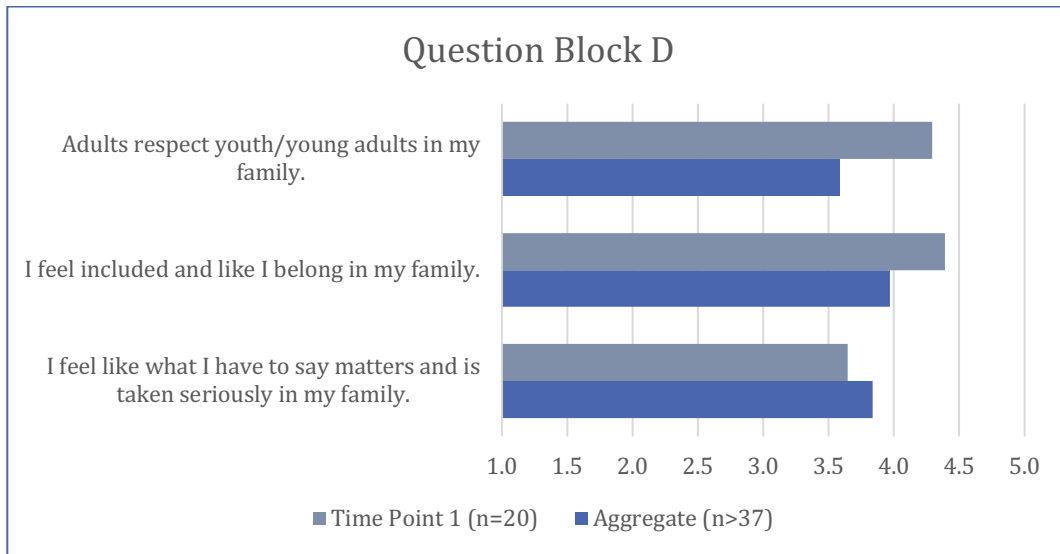
Takeaway: While scores seem to indicate that young people in the program do not feel particularly close to their family, spend a significant time together, or listen to their family even when they disagree, their scores are relatively close to the aggregate. Although the aggregate is a small sample size, this seems to indicate that program participants feel similar levels of closeness to their family members as youth in other programs.



Takeaway: The average responses to these statements were also similar to the aggregate values. This seems to indicate that program participants think that their family members know of and about their friends to a similar extent as youth in other programs.



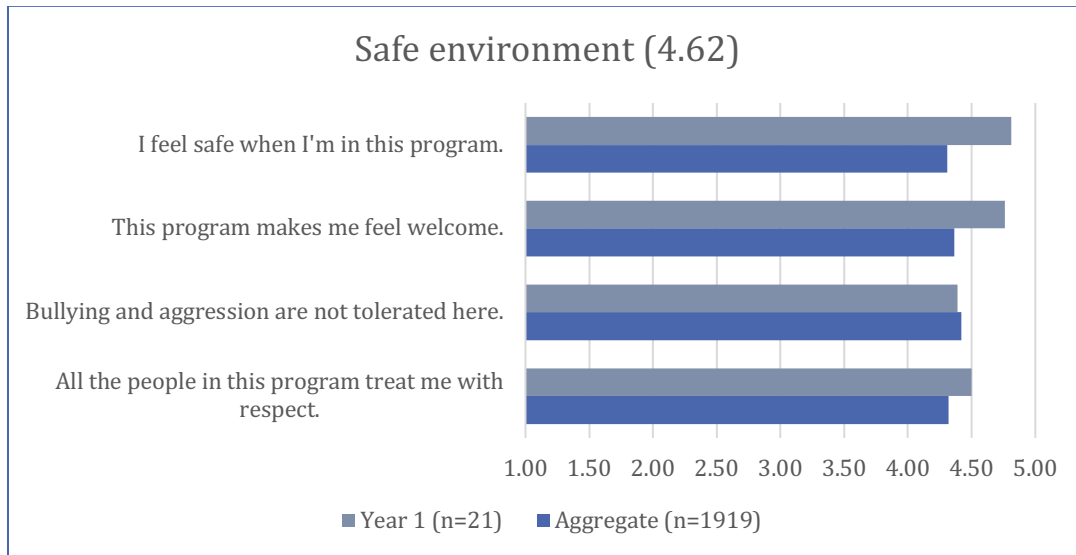
Takeaway: Program participants ranked their feeling of support from and connection to their parents very highly with both statements having average values above 3.88. In addition, these values seem to indicate that program participants feel more connected to their parents than youth in other programs. Due to the small sample sizes of the program and the aggregate, this comparison is not statistically significant.



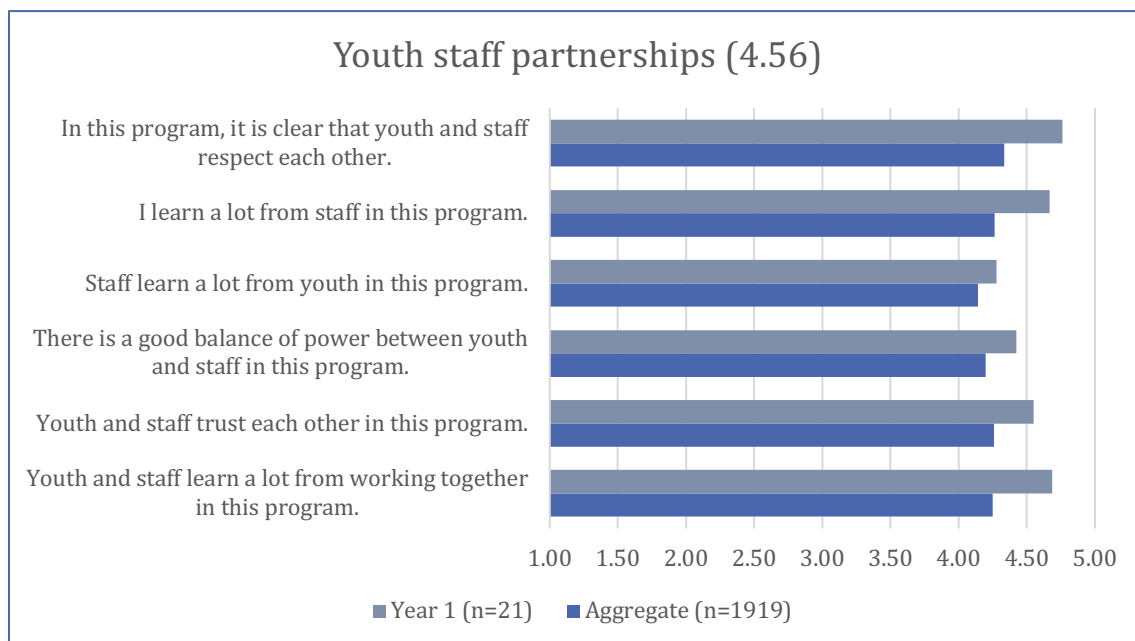
Takeaway: Program participants felt that they really belonged and felt included in their families (4.39). This results were much higher than the aggregate, which would seem to indicate program participants felt more included in their families than youth in other programs.

Youth Engagement Qualities Module

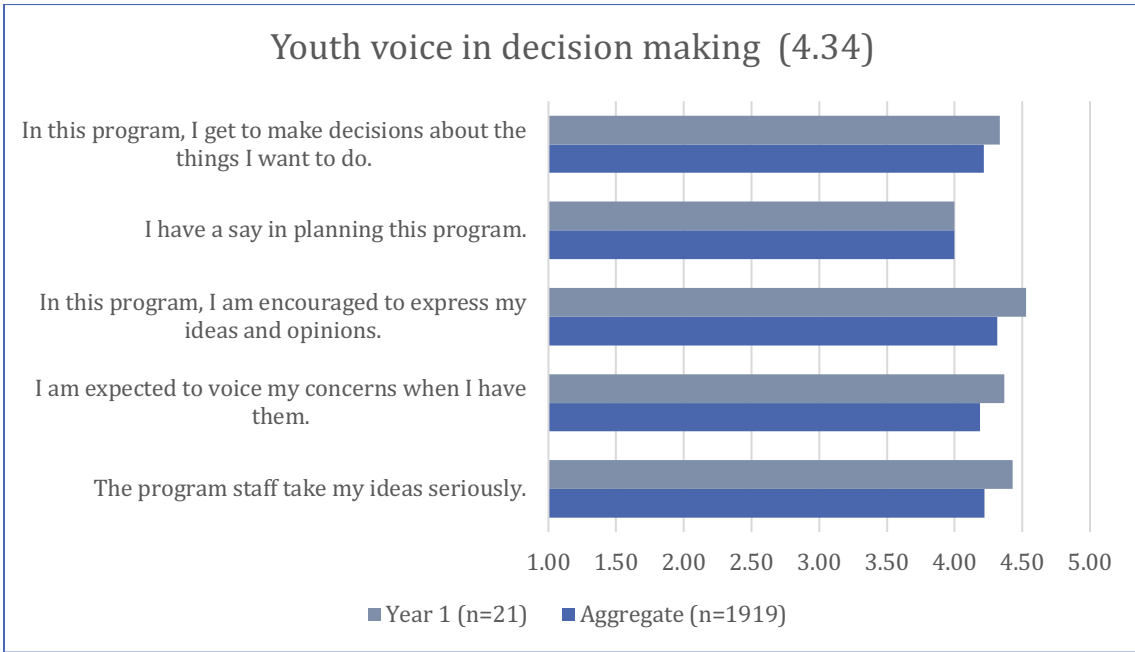
In 2016-17 (first year of the program), youth in the Power to Girls program completed the Youth Engagement Qualities module, which examines the extent to which they are experiencing key qualities of engagement. The average of the responses of the participants are graphed below alongside the 2016-17 Sharing the Stories aggregate values to give context to the data.



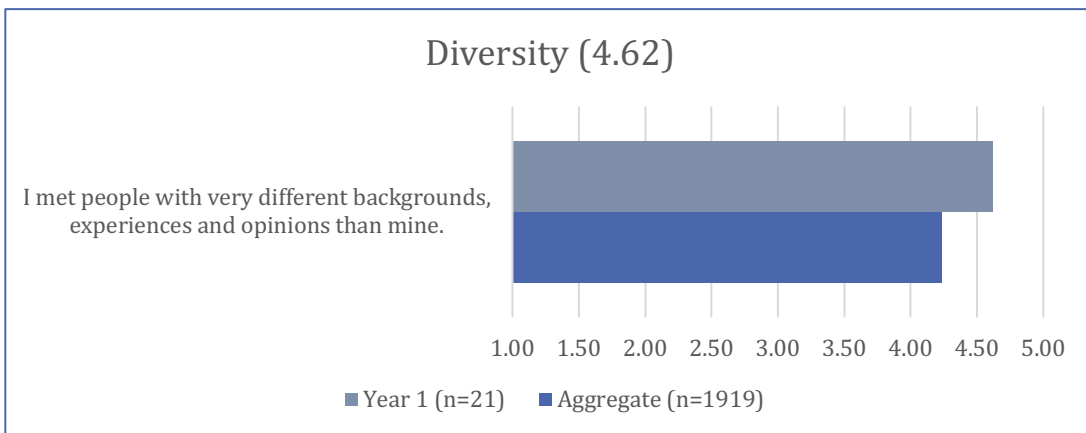
Takeaway: In general, participants in the program report higher scores than the aggregate scores in regards to feeling safe and welcome in the program. Participants feel they are treated with respect.



Takeaway: All of the statements in youth-staff partnerships had average values greater than 4 and greater than the aggregate. These results indicate that youth and staff respect and trust each other, learn from one another, and share power in this program.

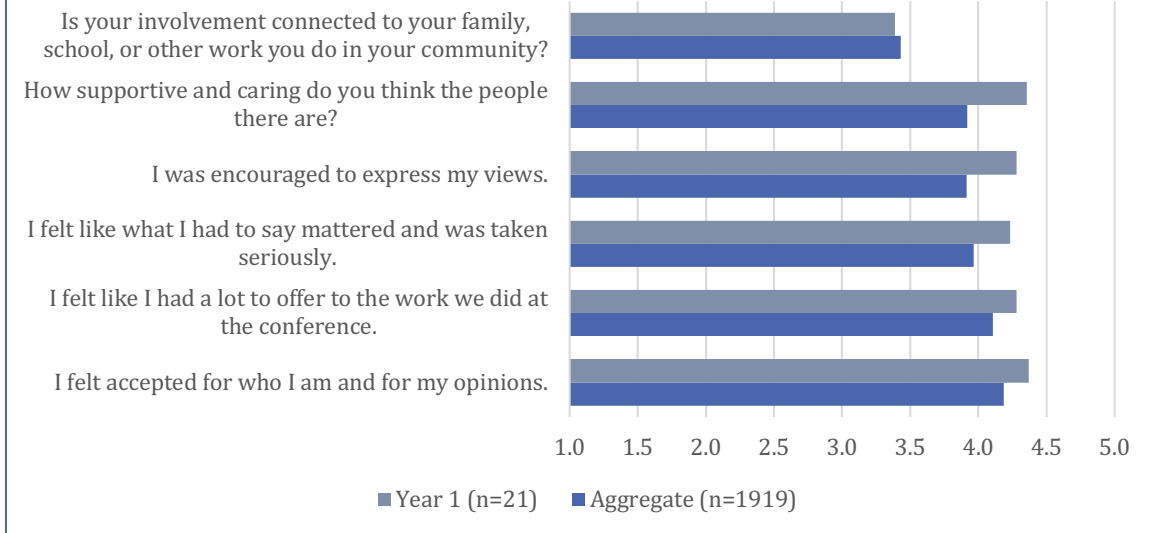


Takeaway: Participants in the program feel they have a say in the planning of the program and in making decisions about things they want to do. They feel that their opinions are encouraged and matter. Scores in youth voice in decision making are equal to or greater than the aggregate on all measures.



Takeaway: Participants in the program feel they have the opportunity to engage diverse populations through this program, with a score slightly higher than the aggregate.

Features of positive developmental settings (4.2)



Takeaway: Overall, participants in the program feel accepted and important. They score this program close to or above the aggregate for all positive developmental settings measures. They feel supported and cared for by the people in the program (4.35), with this score having the greatest disparity with the aggregate (3.92).

Qualitative Analysis Results

Power to Girls Youth Programming

This report includes an analysis of results from qualitative surveys from year 1 (2016-17), year 2 (2017-18), and year 3 (2018-19) of the Power to Girls program.

In years 1 and 2, custom surveys were used to provide an opportunity for youth to reflect on their experiences, share ideas for improving the program, and share impacts that participation has had on their lives. The custom survey was comprised of the following questions:

- How has this program affected you?
- What have you learned about yourself through this program?
- What have you achieved through the program? Or one thing you hope to achieve after this program?
- What will you do with the information you learned for the future?
- What would you like to change about the program? Or what is one thing you would like the program to include?

In year 3, participants completed the Head, Heart, Feet, Spirit tool to share their experiences. This tool answers the following questions:

- Head – what have I learned today?
- Heart – how do I feel about today?
- Feet – what will I do with what I've learned today?
- Spirit – how did I connect today?

The qualitative results for all three years have been analysed together to identify outcomes at the individual, social, and systemic level and to identify areas for program growth and improvement. There is a separate section included for data that was collected from a 2019 annual conference. Approximate frequencies have been included for each theme. Below are the results of the qualitative analysis of the program.

Program Experiences

Some youth commented on aspects related to the experience of being in the program, such as how the activities made them feel.

Positive experiences (38)

Thirty-eight participants had positive comments about the program, including feeling “good/great”, and feeling “positive/hopeful/optimistic”. Others reported that they loved the program or felt that it was amazing. The activities were also described as fun and informative. Participants also liked the teachers and the food that was provided.

“I feel happy because it is important that I interact with my fellow friends or girls my age”

“This program is great I’ve learned a lot, I’m a lot more social!”

“What I like about the program is that we do fun activities and we can meet new people.”

Comfortable/Safe/Supportive (6)

Six participants discussed feeling comfortable and safe in the program. One participant also discussed how there is an understanding community within the program, and that there are good listeners.

“I feel comfortable and safe.”

“I feel safe and protected here and I don’t want that to change.”

“I like that in this program you feel welcomed. Also I feel like you can express yourself any way you feel. I don’t think there is nothing to change.”

Program Improvements

Overall participants reported being very happy with the program and some made suggestions for program improvement.

Changing length/duration of program (4)

Four participants suggested the program last longer, and one expressed interest in meeting more frequently.

“I would like to change the timing and make it end at 6:00 because I feel so confident, and I feel like if they are my sisters and I get to learn more about each other and I love the activities that we do.”

Add new program elements (8)

Two youth suggested more art be included, four suggested more field trips and walks, and one suggested including more games. One suggestion seemed of particular importance:

“I would like this program to include why we shouldn’t commit suicide because of what other people say about us.”

Find focus (3)

Some participants felt that the conversations could get off topic and that there was “too much talking” at times. One participant also felt that people being their phones during the program was disrespectful.

“We have to improve on being quiet.”

Outcomes: Individual Level

Power to Girls has helped its participants achieve a number of personal outcomes. Most notably, youth repeatedly shared that this program made them feel more beautiful, more powerful, and more confident.

Confidence and self-esteem (65)

While it was expressed in many different ways, participants in Power to Girls agreed enthusiastically that the program helped increase their confidence and self-esteem. Below are a few examples of their words:

“This program affected me because it made me feel good about myself.”

“I am unique and special in my own way and that I am pretty.”

“I have learned that I can do more things than I imagined.”

“This program has helped me gain more self-confidence and I feel like whenever I am asked a question in class I feel confident.”

“I feel awesome. I also like how people treat me now, Also, this PTG's really helps a lot and it makes me more confident.”

“I learned that I shouldn't hate my body for the way it is cuz there's nothing wrong for the way I am. As well that I should embrace my weirdness more and come to this program more often.”

“I feel that I've learned about embracing my femininity, to be unafraid of talking about periods or feeling comfortable talking about things like harassment and sexuality.”

“I love the program and I have benefited greatly after attending classes. Such as not to compare yourself to others and not to follow stereotypes.”

Leadership (4)

Three youth specifically identified that this program taught them that they should strive towards being a leader.

“I learned that I shouldn't judge myself. Also, that I should be a leader not a follower.”

Positivity (4)

One participant in Power to Girls reported that the program has helped them to develop a positive mindset.

“I have learned to keep a positive mindset.”

Self-reflection (4)

Four youth used the head, heart, feet, spirit tool as a space for self-reflection about how they were feeling and what they had learned, about themselves and about life in general.

“It felt like I was free. Felt very good.”

Personal care and hygiene (10)

Ten participants reported that the Power to Girls has taught them useful tips and tricks about personal care, including hygiene and hair care. Several participants mentioned that this has helped them feel more confident.

“I’ve learned a lot about hair care, relationships, and how to take care of yourself.”

Increased knowledge (5)

Five participants discussed how the lessons that they have learned in Power to Girls are a source of comfort.

“I feel comforted to know all these new things so I know what and what not to do.”

Applying skills/knowledge (18)

Eighteen participants discussed ways in which they could use the skills that they had learned in the program in their everyday life, including for future decision making and problem solving. One participant discussed using the lessons they had learned to use their own voice.

“What I will do with what I’ve learned today is put in a journal or at the back of my brain so this information will be beneficial to my future decisions.”

“I’ll use it next time this problem comes up.”

Social/Communication skills (13)

Thirteen young people reported that Power to Girls has helped them to develop social and/or communication skills, including how to navigate interpersonal conflicts, and how to communicate with respect.

“I have learned to respect my peers.”

Outcomes: Social Level

Sharing knowledge with others (12)

Participants in the program identified that they intend to share their new learning and skills with those around them, including both peers and children they may have in the future. Two participants also discussed how they can help people in the future.

"I will do the same, telling people that your beautiful and strong and don't think the other way."

"I would talk to other youth and tell them to stop listening to people and social media and be your own person."

"With the information I learned from this program that I will do in the future is that I'll tell my children to always be themselves no matter what."

"I will teach others the good things about life."

"I can help other people in times of need so they can also benefit and so they don't have to feel bad about themselves."

Building relationships (25)

Power to Girls participants discussed building positive relationships and connections with the other participants in the program. Several participants specifically highlighted that they had begun to relate to other girls that they might not have without the program. Young people in Power to Girls report connecting with other members of the program and with friends. Some highlighted the positive aspects of the community within the program, and one person felt connected because of what they had learned. One youth described feeling like part of the group.

"I have learned I can relate to a lot of girls in this program."

"I connected with members of the program and realized how people connect a lot."

"I felt like everyone was just so nice."

"I made new good friends."

"I connected because I understand what I was learning today."

"Likes: Feel part of a group, fun, helped me open up."

New Perspectives (4)

Four participants discussed how their participation in Power to Girls had opened their eyes to new perspectives.

"I've learned a lot about life and the real world. It was really fun and a good way to end off my Friday evenings"

"We all have things in common and not in common."

"How other people have struggles not only us."

“This program help me to learn that are some people who are mean on the outside but nice on the inside.”

Sharing experiences/opinions (11)

Similarly, eleven young people discussed how participating in Power to Girls has helped them to find other people to relate to and to share their experiences with. For many of the participants, sharing their experiences is a source of support.

“The feminine energy in the room is empowering and makes me feel comfortable like I'm in one big family of sisters. I think that it makes me feel good knowing other girls could be going through the same thing as you.”

“The program has been great. This program has allowed me to open up to people.”

“I think the program has helped me with my problems by talking about them. Even if my problems may not be completely solved, I feel like I solve a huge part of it in the program. I would suggest that the program should be focusing more at talking about things.”

“The program help me with lots of things like my problems outside life. I like when they help me.”

Learning about social issues (2)

Two young people described how Power to Girls has taught them about stereotypes and social issues.

“I have learned about self-respect and stereotypes attached to people.”

“This program helped me about problems that women face.”

2019 Conference

Power to Girls held an annual conference in 2019 which brought together girls from different schools for a day of activities and empowerment. At the conference, participants were given the opportunity to share feedback about their experience at the conference by creating artwork and submitting comments. The feedback has been analyzed and broken down into the following four sections: **likes, lessons, dislikes, and suggestions**. Within each section, common themes were identified and approximate frequencies of mentions were counted.

Likes

- Food (37)
- Speakers (27)
- Dancing/music (21)
- Activities/workshops (15)
- Community (13)
- Meeting new people (10)
- Raffle (10)
- T-shirts (9)
- Teachings/messaging (8)
- Positive experience (7)
- Call and response: "Girl power, because I'm worth it!" (6)
- Seeing old friends (4)

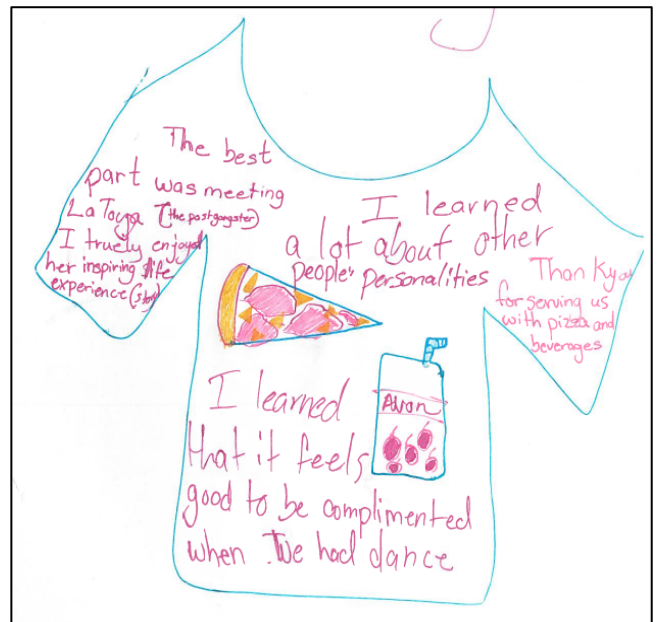
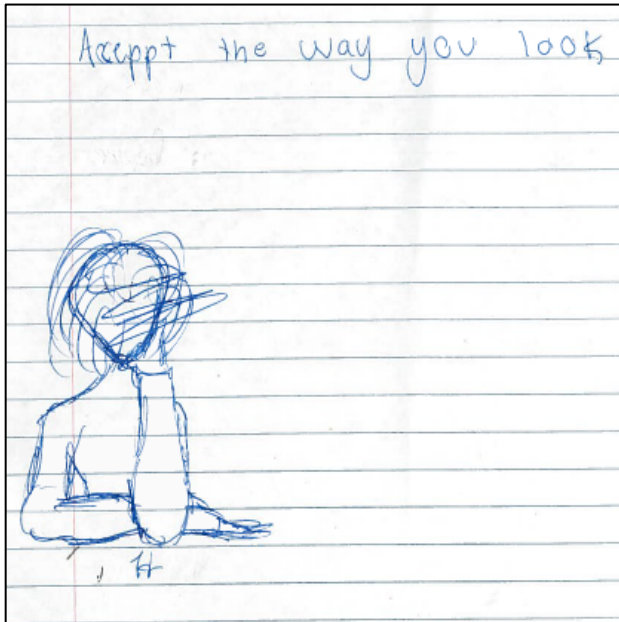


Overall, the Power to Girls conference was well received by the participants. The youth praised the overall experience, with many reporting a welcoming, friendly community of peers and

leaders. The most frequently reported “like” was the food, followed by the speakers and speeches. The speech by Latoya Jane and the presentation by Riya were mentioned most frequently. Four youth were excited to see old friends, and ten were excited to meet new people. Twenty-one youth enjoyed the dancing and music, and another 15 mentioned other activities, including gardening. Youth also enjoyed the opportunity to win prizes during the raffle, and many cited the Girl Power t-shirts as a highlight of the day. As well, eight participants felt that the conference had valuable lessons and messaging. This is further demonstrated by the six participants who reported the call and response as one of their favourite parts of the day, and as something that was meaningful.

Lessons

- Self-acceptance/self-love (6)
- Being a girl of power (5)
- How to be brave (1)
- Learned about other people (1)

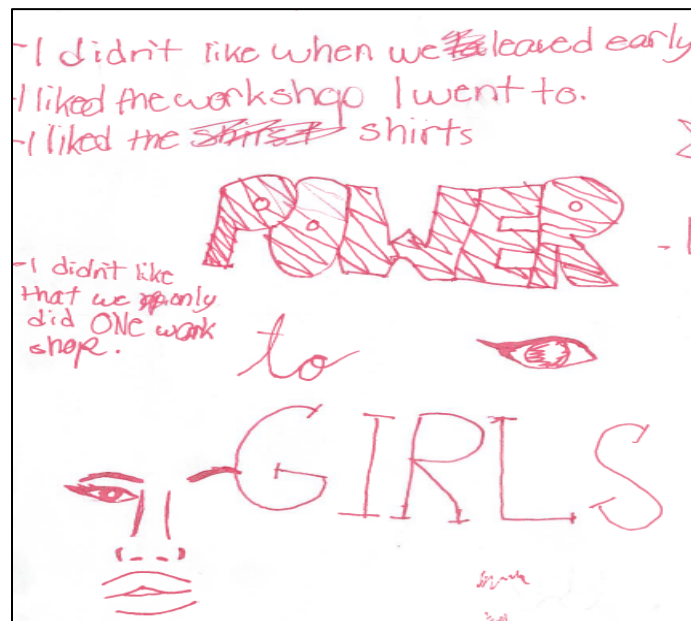


At the conference, the participants learned about self-love and acceptance, and six people left the conference with more confidence. This finding is similar to the comments from participants in the general Power to Girls program, who also reported gaining confidence as a result of their participation. Specifically, five people mentioned something along the lines of “I am a girl of power”, showing that the program’s messaging of female empowerment is resonating with its participants. One participant also discussed learning about bravery. One youth wrote:

“You can do anything no matter the gender and age you are.”

Dislikes

- Food (12)
- Only one workshop per group (10)
- Would like to bring home gift bags (6)
- Timing – leaving early or not enough time (4)
- Too much noise (3)
- Not enough interaction (2)
- Comments from some other girls (2)
- Not all of the content was relatable (1)
- Not having a private space to change (1)



Although the conference was overall positively received by all of the participants who provided feedback, some youth provided information on the aspects of the day that they did not like as much. The most frequent response was the food; several participants suggested having more variety and choices for breakfast and for snacks, and some youth did not like the pizza. However, many more youth cited the food as a positive aspect of the conference. Ten participants also were disappointed that they did not get to try all of the activities; this indicates that the activities were well received by youth to the point that they would like to try more than one. Six youth would have liked to bring home prizes or giftbags for those who did not win the raffle. Another indicator that the conference was a positive experience was that four youth were disappointed that they had to leave early, or felt that the conference was not long enough. Three youth found that there was too much noise, especially during the dance activities; future Power to Girl conferences may consider making arrangements for those with sensory overload issues. Two youth would have preferred more interaction within the workshop that they had attended. Another two participants reported comments from other participants that were hurtful or upsetting. Although most youth found the content to be relatable, one participant felt that the tips were not relatable

for her hair type. Finally, one participant felt uncomfortable changing in an open space and would have preferred to change in a washroom. One youth wrote:

"I really enjoyed the conference but based on my friends their experience on other teams, it seemed like their experience fun too, making me want to experience it too."

Suggestions

- More food choices (7)
- More workshops and outings ("beauty" workshop, how to manage time/money, how to handle pressure from boys, arts & crafts, dance classes, love, competition between girls, attend basketball game) (5)
- More conversations (1)
- Icebreaker activity (1)



Participants in the Power to Girls conference enjoyed the day overall, and some were inspired to make suggestions for future years. Echoing the reported dislikes, the most frequent suggestion was to include more variety for food choices, especially for breakfast. The next most common suggestion was to include more workshops, both more topics and the opportunity to visit more than one. Some of the suggestions for workshop topics included: beauty workshops, how to manage time and money, arts and crafts, dance classes, how to handle competition between girls, more dancing/music, and love/relationships. One participant requested icebreaker activities to help participants from different schools get to know each other. Another youth requested more opportunities for conversations. One youth wrote:

"Maybe have a workshop about money, how to manage time and pressures that males have against female."

Conclusion

The purpose of this report is to evaluate the impact that the Power to Girls program has on its youth participants. Participants were asked to report on their relationship skills and the connectedness that they have with their program, with their peers, and with their school. Youth were also given the opportunity to reflect on their experiences in the program, share ideas for improving the program, and share the impacts that participation has had on their lives. This feedback was gathered through open-ended comments and through artwork evaluating their program (from 2016 to 2019) and their annual conference (in 2019).

Overall, youth participants in Power to Girls program are having a positive experience within the program. In the *Healthy, Close Relationships* survey, results indicate that Power to Girls youth have strong relationship skills and feel connected to their program. These results are consistent with the qualitative data, in which many youth discussed building relationships and making friends. Several youth also expressed that the program has helped them to build their confidence and develop their communication and social skills, which ultimately contributes to building positive relationships.

Some of the qualitative findings are comprised of comments directly from youth about their experience at the annual 2019 conference. Youth at the conference reported an overall positive experience, with many participants describing feelings of empowerment. Some youth had constructive feedback for future conferences, which may indicate that participants were engaged and interested in attending conferences again in the future.

As the program progresses, Power to Girls can continue to seek opportunities that allow its youth participants to share their voices. Next year, quantitative data collected from youth at the beginning and at the end of the program will help further identify trends and changes within the program (similarly to the data results we saw in year 3 of the program). Additionally, a more in-depth discussion with the youth around what works well for them in the program and what additional supports and resources they need in order to be “cultivated and flourishing members of society” will tell us a richer story of the program over the years to come.

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