Implementation Assessment and Outcome Evaluation Planning for the Restorative Action Program (RAP)

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Final Report

**Implementation Assessment and Outcome Evaluation Planning
for the Restorative Action Program (RAP)**

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Executive Summary

This report is the third in an on-going, multi-phased evaluation of the Restorative Action Program (RAP). It includes two components:

- An **implementation assessment** examining the functionality and sustainability of the new program monitoring system as well as assessing the consistency of RAP's implementation based on these performance indicators.
- An assessment of RAP's **outcome evaluability** examining the options for evaluating RAP's effectiveness as a program and providing recommendations on how to proceed.

2013-14 Program Data Highlights

The data generated in RAP's first official year of program monitoring were compiled, analyzed, and summarized. The full data summary is presented in the Appendix while the report contains selected highlights organized in five profiles:

- **Service use profile:** The level of student participation in RAP and volume of service delivery was consistent between this year and the pilot year.
    - Overall, 915 individual students received direct RAP services in addition to those students who participated in special activities offered in the classroom or school
    - RAP workers reported 1719 one-on-one support cases, 143 mediations, and 217 special activities

- **Student user profile:** The profile of students accessing the one-on-one and mediation services was also consistent with the pilot year in terms of the distribution by gender, grade, other demographic characteristics, and RAP usage characteristics.
    - RAP students were evenly balanced by gender (although this varied by school) and most likely to be Grades 9 and 10
    - 52% of the students were reported to be first-time users of the program
    - The student profile characteristics varied more by school than by year

- **Service partner profile:** Service partner involvement continued to be a substantial component of RAP's service delivery, particularly as a source of referrals and collaboration
    - The majority of referrals for one-on-one and mediation services came from the school administration or the students themselves
    - The majority of collaborations were with school administration and teachers, or, in the case of special activities, with teachers and other RAP workers

- **Issue profile:** As with the pilot year, RAP workers reported helping students address a wide range of issues and conflicts
    - The majority of reported conflicts were with peers (particularly for mediations) or with the self
    - The majority of conflicts were categorized as "other interpersonal conflict" or "other personal troubles"

- o Six key conflict indicators were identified representing the types of issues that are the most significant for tracking purposes (bullying, physical violence, criminal acts, mental health concerns, substance abuse, and suicidality/self-harm) and of these bullying was the most prevalent (13% of one-on-ones and mediations)

- **Asset target profile:** As with the pilot year, no clear trends emerged regarding the frequency of the different asset targets identified by RAP workers, which include five skill sets and ten leadership traits. Although every asset was incorporated to some extent across all service delivery types, otherwise the lack of consistency in how these assets are targeted reflects the high degree of discretion that RAP workers have in incorporating asset development in their service delivery

Implementation Assessment: Conclusion and Recommendations

Based on the review of this year's program monitoring data, the following recommendations were made regarding certain outstanding issues with the data collection mechanism:

- **Minimizing technical errors and system failures:** In the short-term, keep the database design simple and continue to provide technical support as needed. In the long-term, upgrade to a more stable centralized database which is managed by a professional database administrator

- **Minimizing user error:** Keep the database system simple and user-friendly, incorporate basic data quality controls, provide constructive feedback to RAP workers on problem areas, and keep staff motivation and investment in the program monitoring process high

- **Inclusion of irregular services:** Continue to assess service variations as they arise and incorporate these into data collection as needed, keeping in mind that a program monitoring system requires some level of program standardization and continuity and cannot adapt to all short-term or highly localized variations

- **Addressing variance in underlying school populations:** There is normal and unavoidable variation in the populations, needs, and opportunities associated with each school. Be aware of and account for these underlying differences when interpreting the program monitoring data and when setting standard benchmarks for program delivery

- **Addressing variance in how RAP workers deliver their services:** Where necessary, define appropriate benchmarks for consistent service delivery across sites. Communicate these to frontline staff with clear and explicit guidelines, taking into account the unique circumstances and needs of the different service delivery environments

- **Addressing variance in how RAP workers report on their services:** Focus the program monitoring system on simple and objective indicators which can be collected reliably across time, location, and staff person, and ensure that any necessary subjective indicators are straightforward and well-defined

RAP Outcome Evaluation Planning

While the program monitoring system is useful for providing reliable quantitative information on key indicators of the routine activities of RAP, it does not provide conclusive information on RAP's effectiveness at achieving its program goals. To do this requires outcome evaluation.

Outcome evaluation can take many forms, and the various approaches differ in their complexity, scope, cost and time required, the type of information they produce and the type of questions they can answer about the program.

Given the current status and needs of RAP, **three methodological considerations** for the outcome evaluation of RAP are that it be:

- **Theory-driven:** RAP has recently developed a relatively well-defined program model and theory which includes assumptions about how the program works and how it achieves the outcomes it is intended to. However, this model is currently unverified and requires testing.
- **Cost-effective, timely and sufficiently rigorous:** RAP's current evaluative needs do not require the most complex and rigorous evaluation methodologies, as these are likely to be costly and time-consuming. While it is important to conduct valid and reliable evaluations, the first step is a preliminary investigation of key accessible indicators which can generate relatively quick and efficient insights into whether it is worth pursuing more extensive outcome evaluation or not at this time.
- **Methodologically-mixed:** All evaluation methodologies have advantages and limitations, and the strongest designs are typically those which include complementary strategies, usually qualitative (descriptive) and quantitative (numeric) components, in which the strengths of each balance out the weaknesses of the other.

Based on these three considerations, an outcome evaluation incorporating two complementary methodologies is suggested:

- **Interrupted time-series analysis:** This quantitative approach entails looking at trends over time in indicators relevant to RAP's intermediate school-level outcomes (e.g., rates of suspensions, attendance, and major incidents), both before and after the program was implemented, to identify trends and changes that can be attributed to RAP.

    The strengths of this approach are that it is relatively cost-effective and timely, can incorporate a number of design controls to increase the validity of the findings, and presents an opportunity to do a cost-savings analysis (depending on data quality). Limitations are that it is highly dependent on having access to archival school data, that the necessary data exist and are of sufficient quality for analysis, and that the program effects are not too subtle, indirect, or obscured by other factors to detect.

- **Success case method:** This qualitative case study approach involves identifying key instances where the program was most successful and conducting extensive interviews

with program beneficiaries to learn what made their experience positive, what impact the program had on them and how (or, if the experience was a failure, what made it so).

The strengths of this approach is that it is relatively cost-effective and timely, that it will provide rich, informative feedback and potentially surprising insights into what aspects of the program work best and how, and it will generate compelling, student-centric narratives of the program's potential. Limitations are that the findings will not be generalizable or representative of the 'average' experience, that they will rely on individual perceptions of what makes the program successful, and that there will be an enhanced need to protect student privacy.

Outcome Evaluation Planning: Conclusion and Recommendations

Together these methods will provide relatively rapid preliminary feedback on key RAP outcomes which can be used to determine what if any additional evaluation is appropriate.

However, before the outcome evaluation can proceed, there are a number of issues that must be addressed regarding RAP's ability to collect and use school-based data. Recommendations for the **next steps in moving forward with RAP's outcome evaluation** are:

- **Make outcome evaluation an explicit priority:** To create and sustain the necessary momentum for a project of this complexity to be completed in a timely manner, there must be a clear and explicit commitment to this on the part of all major stakeholders. This includes the identification the individual or group within RAP with the responsibility to oversee the evaluation and liaise between the evaluators, the RAP board and the other stakeholders.

- **Plan an extensive consultation period with school partners:** By necessity any data used in evaluating RAP will be collected in or by the schools themselves, and therefore the cooperation and collaboration of the school stakeholders, at the school and division level, is paramount. A consultation and discussion period should be undertaken during a time when the necessary stakeholders will be available for participation and follow-up (i.e., September to April). This process will be most effectively led by representatives of RAP with input provided by the evaluators on issues of methodology as needed.

- **Prepare for the cost of the evaluation:** Without a detailed evaluation plan, it is not possible to estimate an exact cost figure. The scope and type of analysis conducted will depend on what information is available and what specific methods are approved for use in the schools. However, given that the proposed design includes two separate methodologies and that it will take approximately a year to complete both concurrently, it is likely that the cost will be at least twice that of previous projects or more depending on the possible scope of the project.

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Introduction and Overview

This report is the third in an on-going, multi-phased evaluation of the Restorative Action Program (RAP). The completed phases of the RAP evaluation are as follows:

- Phase 1, 2011: An **evaluability assessment** was conducted to define RAP's program theory and operational model and generate an overview of its evaluative potential in order to identify evaluation priorities.

- Phase 2, 2012-13: Informed by the results of the evaluability assessment, an updated **program monitoring system** was developed and piloted in order to provide detailed and reliable data on program operations and inform program and evaluation planning.

The focus of the current report was to:

- An **implementation assessment** was done to examine the functionality and sustainability of the new program monitoring system as well as assess the consistency of RAP's implementation based on these performance indicators. The results of this year's data collection have been analyzed and summarized and recommendations have been made for how to further refine and make use of this system.

- Concurrently, a specific assessment of RAP's **outcome evaluability** was undertaken to examine the options for evaluating RAP's effectiveness as a program. Based on consultation with program administrators and school division stakeholders as well as a review of the available program data and status, recommendations were made for how to move forward in this process.

The findings and recommendations of this report are based on the data provided by the RAP program monitoring system, feedback from RAP administrative and frontline staff, and consultations with RAP stakeholders in the Greater Saskatoon Public School Division (GSCS) and the Saskatoon Public School Division (SPSD), as well as the relevant program evaluation literature. Thanks and acknowledgement are given to all those who participated and contributed their time and commentary.

RAP Program Monitoring 2013-14 Data Highlights

RAP's program monitoring process was developed in 2012 based on extensive consultation with the RAP workers and program administrators. The program monitoring system allows RAP workers to report details of their day-to-day activities and services in a systematic and standardized manner. This provides a baseline of RAP's routine service delivery and allows overall trends in how the program operates to be tracked (see Camman & Wormith, 2013, for a complete review of the program monitoring system and components).

RAP workers collect information on their services using a series of standardized forms:

- **Intake:** Basic demographic information (e.g., grade, gender, date of intake) for each new student seen in the year.

- **One-on-one & conflict mediation:** Detailed information about the issue at hand and how it was resolved (e.g., who referred the student, what the conflict was about, what service partners were involved) for every one-on-one case and mediation.

- **Activity:** Detailed information on every group-oriented service (e.g., presentations, workshops, regular group activities, special events) provided.

The information collected on the forms is then entered into a computer database designed specifically for RAP. The hardcopy forms are stored securely and the databases themselves can only be accessed by the RAP worker assigned to that school. At the end of the school year, RAP workers submit de-identified datasets for consolidation and analysis by the evaluator. The RAP workers can also generate simple automated summary reports of their own data throughout the year to share with their management committees.

A full summary of the data analysis is presented in the **Appendix**. This summary includes the raw counts for each measured indicator as well as calculated percentages and averages where applicable. It also includes two columns "Min %" and "Max %" which display the minimum and maximum proportions of indicators from the school-level analysis (e.g., overall 52% of RAP students were female, from a minimum of 37% at one school to a maximum of 62% at another school; where applicable, averages are also presented in this manner). The purpose of these columns is to give a sense how RAP's service use and delivery varies across schools while maintaining the anonymity of the schools themselves.

Highlights of the analysis are presented here in five profiles:

A) **Service use profile:** Degree of student participation in RAP and volume of service delivery.
B) **Student user profile:** Characteristics of students accessing the one-on-one and mediation services.
C) **Service partner profile:** Nature and frequency of the involvement of service partners.
D) **Issue profile:** Nature and frequency of specific issues and conflicts addressed by RAP workers.
E) **Asset target profile:** Nature and frequency of the skill sets and traits targeted by RAP workers for enhancement.

A) Service Use Profile

Overall, the services delivered this past year were similar to those delivered in the pilot year (see Table 1). RAP workers reported **915 individual students** accessing their direct services in addition to those students who had indirect contact via presentations, workshops, events, and other programming around the school.

The most common service offered was one-on-one support, with **1719 individual cases** reported, where each "case" represents a separate issue that the RAP worker helped the student address. Consistent with the pilot year, most students were involved in 1 or 2 cases each, with only 16% of students bringing 3 or more cases to their RAP worker. Each case involves at least one sit-down meeting with the RAP worker, but it is also common for there to be some form of **follow-up contact**, whether it is more sit-down sessions or brief hallway check-ins. Half of the reported cases (50%) involved at least one follow-up contact with an average of just over 1 additional contact per case.

In the instances where one-on-one support is not enough to address the issue, RAP workers also offer conflict mediations for groups of 2 to 6 individuals at a time. There were **143 conflict mediations** reported in the 2013-14 school year. As with the one-on-one support, very few students (4%) participated in multiple mediations.

Finally, RAP workers also engage in a number of **additional activities**, from classroom presentations and workshops to helping organize special events like school days and field trips. Presentations accounted for the largest proportion of these (38%).

Table 1. Comparison of 2012-13 and 2013-14 service use profiles.

	In 2013-14	In 2012-13
Total students	915	850
Total one-on-one cases	1719	1407
% of students with 3+ cases	19%	16%
Total cases with follow-up	861 (50%)	-
Average follow-up contacts per case	1.1	-
Total mediations	143	184
% of students with 2+ mediations	4%	8%
Total activities	217	184
Presentations	38%	42%
Workshops	9%	14%
Regular programming	22%	23%
Special events	30%	12%

Note. The manner in which follow-up contacts were counted changed substantially from the pilot year and cannot be compared to current data. Regarding special events, some of the reported instances referred to event planning activities, not the events themselves.

B) Student User Profile

The profile of the students using RAP services was also highly consistent (see Table 2), though the variability between schools on some of the profile characteristics (see Table 3) suggests the stability of these indicators may change as more schools implement the program.

There was a fairly even breakdown by gender overall (52% female, 47% male, 1% other). However, when analyzed by school (not shown), the typical breakdown was actually 60-40%, with a tendency for schools with male RAP workers to see more male students and vice versa for female RAP workers. This was also conflated with school division (i.e., the majority of SPSD RAP workers are women and the majority of GCSC RAP workers are women). The reason for the moderate skew in gender is therefore unclear.

For the distribution of students by grade, **Grade 9 and 10 students** made up the largest proportion of participating students (60% combined), also consistent with the year before. A comparable proportion of students were also identified as being **new Canadians** (i.e., not born in Canada and having lived in Canada for four years or less); **First Nations, Inuit, or Métis**; and having been enrolled in a **non-mainstream class** (e.g., Bridges), although the proportion of Aboriginal students varied considerably by school (5% to 60%; Table 3). This means the baseline for this indicator may shift as new schools are added. As well, without comparison to school-level data, it is not possible to say whether these groups are being represented proportionately at their respective schools.

Finally, just over half the students seen (52%) were reported to be **using the program for the first time** ever and 13% of students were reported as having **regular check-ins** with their RAP worker. These indicators were measured differently in the pilot so no baseline has been established.

Table 2. Comparison of 2012-13 and 2013-14 student user profiles.

		In 2013-14	**In 2012-13**
Gender	Female	52%	55%
	Male	47%	44%
Grade	Grade 9	32%	36%
	Grade 10	28%	27%
	Grade 11	19%	21%
	Grade 12	19%	16%
	No grade	1%	n/a
Other demographics	In non-mainstream class	5%	6%
	New Canadian	10%	7%
	First Nation/Inuit/Métis	33%	30%
RAP Use	First-time RAP user	52%	n/a
	Has regular check-ins	13%	n/a

Table 3. Comparison of minimum and maximum proportions for 2013-14 student user profile.

		Overall %	Min % per school	Max % per school
Gender	Female	52%	37%	62%
	Male	47%	37%	62%
Grade	Grade 9	32%	18%	54%
	Grade 10	28%	19%	38%
	Grade 11	19%	8%	27%
	Grade 12	19%	15%	28%
	No grade	1%	0%	4%
Other demographics	In non-mainstream class	5%	2%	10%
	New Canadian	10%	2%	20%
	First Nation/Inuit/Métis	33%	5%	60%
RAP Use	First-time RAP user	52%	33%	75%
	Has regular check-ins	13%	0%	27%

C) Service Partner Profile

Partnership is a core aspect of RAP's program operation, with RAP workers engaging with a number of partners in and outside of the school to support various aspects of their services. This collaboration takes three forms: referrals to RAP, collaboration in service delivery, and referrals made by RAP workers (see Figure 1).

Figure 1. Distribution of RAP's partner involvement by role.
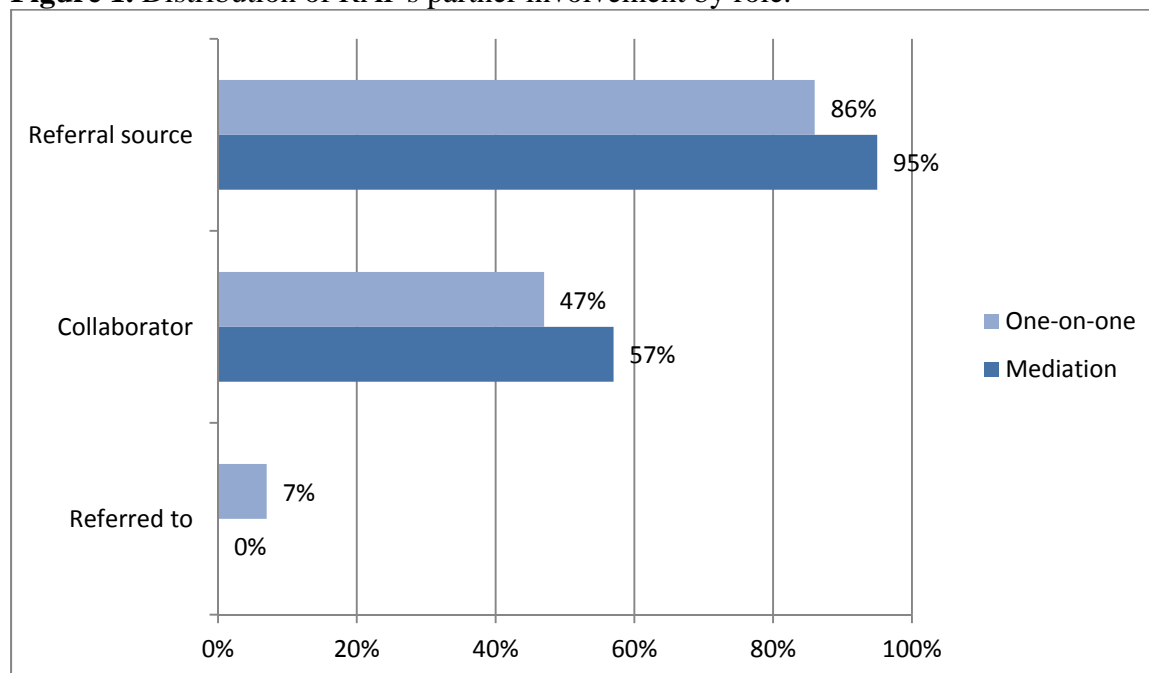
As shown in Figure 1, the majority of RAP's one-on-one cases (86%) and mediations (95%) were instigated based on **referrals**. Similarly, 67% of reported RAP activities were initiated by someone other than the RAP worker. The partners most involved in providing the impetus for services varied depending on the specific service (see Table 4).

For one-on-one services, the most common referral source was the students themselves, for 36% of cases, although this varied somewhat from school to school, with administration providing the most referrals at some sites (see Appendix). For mediations, school administration were the most common referral source overall (37%), but again on a school-level analysis some RAP workers reported a higher proportion of referrals coming from students or teachers. Teachers were also the most common activity initiators (37%).

Table 4. Top referral sources or initiators by service type.

	One-on-One		Conflict Mediation		Activity	
1	Self	36%	Administration	37%	Teacher	37%
2	Administration	17%	Self	24%	RAP worker	33%
3	Teacher	14%	Teacher	15%	Administration	8%
4	Peer	12%	Peer	10%	Other	8%

Collaborations, where another individual worked directly with the RAP worker to deliver a service, were also common, occurring in 47% of one-on-ones and 57% of conflict mediations (Figure 1), as well as 52% of activities. It should be noted that the level of collaboration also varied by school, particularly for mediations (13% to 91%; Appendix) and activities (0% to 72%), though reasons for this are unknown.

According to the RAP workers, collaboration can occur before, during, or after service delivery, and, in the case of one-on-ones and conflict mediations, typically involves discussing the particular case or conflict and how to best address it. For both one-on-ones and conflict mediation, the school administration were the most common collaborators, with teachers next (although at some schools, teachers were the most common collaborators for one-on-one cases).

Table 5. Top collaboration partners by service type.

	One-on-One		Conflict Mediation		Activity	
1	Administration	35%	Administration	52%	Another RAP worker	26%
2	Teacher	19%	Teacher	20%	Teacher	23%
3	Student services	19%	Student services	10%	Service agency	11%
4	Parents/guardian	13%	Parents/guardian	10%	Student services	11%

Finally, RAP workers also **make referrals** where necessary. This occurred in 7% of the one-on-one cases this past year and none of the conflict mediations. The top three partners to whom RAP workers referred students were, in descending order, addiction and mental health services (25%), student services (19%), and family services (14%).

D) Issue Profile

Although RAP workers focus helping students address non-academic conflict issues, this still encompasses a substantial number of different and complex issues which arise in students' lives. Quantifying these issues has been one of the more challenging aspects of developing the program monitoring system, with RAP workers often reporting the difficulty of conveying the complexity of their work in simple categories. This limitation should be kept in mind when considering these findings.

The students' issues/conflicts are broken down into three components:
- **Conflict partner:** Who the other individual or groups involved in the conflict were (in the case of mediations, it is assumed that at least one person involved is a student). It is also possible for the conflict to be with the "self", in which case the issue is more personal than interpersonal (such as problems with substance abuse or emotional difficulties) or the "environment", such as the school or community in general rather than with a specific other person or group of people.
- **Conflict type:** What the nature of the issue or conflict was (e.g., bullying, physical violence, mental health needs, suicidality/self-harm).
- **Conflict role:** Whether the identified student was the initiator of the conflict, the target, both, or a bystander (or "not applicable" in the case of conflicts with the self). This is not included in conflict mediation data collection as there are multiple individuals involved.

Overwhelming, most of the conflicts reported involved **peers** as the primary conflict partner, particularly for mediations (85%; Table 6). This was consistent with the data collected in the pilot year, although changes in how the data were captured prevent direct comparison. For one-on-one cases, conflicts with the self were also frequently reported (35%). It should be noted that at a minority of schools, conflicts with the self were the most frequently reported with peer conflicts as a close second.

Table 6. Top primary conflict partners by service type.

	One-on-One		Conflict Mediation	
1	Peer	44%	Peer	85%
2	Self	35%	Administration	6%
3	Family	7%	Teacher	4%

In order to make precise analysis and comparisons possible, RAP workers were asked to identify only one "primary" conflict partner per case or mediation, and then indicate any "secondary" conflict partners separately. A secondary conflict partner was reported in 16% of one-on-ones and 3% of mediations, and the most common secondary conflict partner was a family member.

In order to identify the types of conflicts being addressed, RAP workers were given a long list of options based on the types of conflicts discussed in interviews during the development phase. This list was then augmented following the pilot. However, as with last year, the most common type of conflict reported was "**other interpersonal conflict**", a catch-all

category used to describe conflicts which did not fit a more definitive category, such as physical violence, bullying, harassment, and so on. For one-on-one cases, 31% of issues were classified as "other interpersonal conflict" and 17% were reported as "other personal troubles". For mediations, 50% were reported as addressing "other interpersonal conflict". Moreover secondary conflict types were also frequently included, with at least one reported in 23% of one-on-ones and 17% of mediations, usually also as "other interpersonal conflicts".

In order to understand what situations these "other" categories were being applied to, RAP workers were asked to include a brief description of the issue which were then coded with the goal of identifying other salient categories for inclusion. The identified categories included:

Other interpersonal conflicts:
- Arguing/drama/not getting along
- Break-ups
- Cultural conflict
- Poor communication/coping
- Not following rules/inappropriate behaviour
- Teasing/rumours/gossip

Other personal troubles:
- Attendance
- Academic/work performance
- Emotional struggles
- Motivation
- Physical health
- Poor attitudes/behaviour/choices/coping

These 12 categories are in addition to the 14 initial categories summarized in the Appendix. While it is enlightening to know the scope of issues that RAP workers help students address, it was determined in discussion with RAP program administrators to narrow the focus of the program monitoring to six key indicators that are especially significant: bullying, physical violence, criminal acts (e.g., theft, vandalism), mental health concerns, substance abuse, and suicidality/self-harm (Table 7). While these figures cannot be directly compared to the pilot year because of differences in data collection methods, they are relatively consistent across both time periods as well as across schools as the majority of these indicators are low occurrence events.

Table 7. Key primary conflict type indicators by service type.

	One-on-One	Conflict Mediation
Bullying	13%	13%
Criminal acts	3%	2%
Physical violence	8%	17%
Mental health	5%	1%
Substance abuse	4%	0%
Suicidality/self-harm	4%	0%

Finally, for their **role in the conflict**, which only applied to one-on-one support, in most cases the RAP workers reported that this did not apply (42%; Table 8), which is consistent with the fact that many of the reported issues pertained to self-conflicts. However, when there were discernable roles, RAP workers most often reported that the student they were working with was both an initiator and a target (30%) and least frequently was the initiator alone (5%).

This varied depending on the type of conflict being addressed, however. When looking specifically at cases of physical violence, RAP workers reported most frequently working with students who were both targets and initiators (51%). For bullying the roles were more evenly distributed with a slight preference to targets (35%).

Table 8. Distributions of conflict roles by key conflict indicator.

	All Conflicts n=1719	Bullying n=216	Physical Violence n=132
Initiator	5%	25%	21%
Target	13%	35%	15%
Both	30%	31%	51%
Bystander	10%	9%	12%
Not applicable	42%	-	-

At this early stage in the program monitoring process, there are only a limited number of identifiable trends to report. However, it is clear that the RAP workers are addressing a **wide range of students' conflicts and troubles**, including a significant minority of serious issues.

E) Asset Target Profile

One of RAP's major program assumptions is the expectation that building students' personal resources or 'assets', such as those defined in the 40 Developmental Assets model (Benson, 2007), will help youth address and cope with the inevitable conflicts in their lives more productively and will ultimately lead to their positive development and a better school environment. There is some support for strengths-based approaches for positive youth development in the research literature (e.g., Smalls & Memmo, 2004), though RAP's particular approach is not directly derived from a specific established model.

Through discussion with RAP workers and other stakeholders, fourteen key RAP asset targets were identified, **five skill sets** and **ten leadership traits** (Figure 2 and 3).

Figure 2. RAP skill set asset targets.

Skills Sets	
Communication	Communicating effectively with others (e.g., listening, paraphrasing, expressing self clearly)
Handling Conflict	Managing or resolving conflicts (e.g., using a win-win approach, negotiating, developing effective strategies for individual conflicts)
Healthy Personal Choices	Positive decisions about health/wellbeing, (e.g., personal hygiene, self-care, resilience to peer pressure)
Healthy Relationships	Developing/maintaining healthy interpersonal relationships (e.g., boundaries, recognizing abusive behaviour)
Positive School Environment	Promoting more positive and supportive school environment for other students (e.g., cultural competence, anti-bullying skills)

Figure 3. RAP leadership trait asset targets.

Leadership Traits	
Belonging	Feeling welcomed and valued within their environments
Empathy	Able to recognize other people's needs and imagine different experiences from their own
Empowerment	Feeling capable, able to use their skills, and make decisions for themselves
Engagement	Being actively and enthusiastically involved in their environments
Respect for Others	Actively acknowledging the different needs of others and not behaving in ways that violate these needs
Responsibility	Willing to take action on behalf of themselves and others and to be accountable for the consequences of these actions
Self-Awareness	Having insight into their emotions and experiences and recognizing how these impact their behavior
Self-Esteem	Feeling generally good about themselves and having a positive self-concept
Sense of Safety	Feeling physically, emotionally, or in any other way safe in their environments
Trust	Able to express confidence in or rely on other people

Although it is not possible to determine if students' assets are being built through the program monitoring mechanism, RAP workers were asked to report what assets they were targeting in order to assist with later evaluation efforts. A full summary of these data are available in the Appendix.

RAP workers have considerable leeway over the extent and manner in which they incorporate asset development into their services as there are no strict programmatic guidelines for which and how many assets workers are intended to target under which circumstances. It is left to the discretion of the RAP workers to identify which assets the youth requires help with in each situation. As such, it is not surprising that there was considerable variation in what the RAP workers reported regarding their asset development targets. This was also identified as an issue in the pilot data (Camman & Wormith, 2013) and in response RAP workers were asked to only report those assets which they spent considerable time on. However, as with last year, no clear trends could be identified beyond the fact that each RAP worker either conceptualizes or reports this aspect of their services differently.

For example, RAP workers can target multiple assets per case, depending on the needs presented, and overall RAP workers reported targeting an average of 3.5 assets per one-on-one case. However, this finding is misleading because in fact some RAP workers reported an average of as few as 0.7 assets per case while others reported an average as high as 6.7, reflecting enormous range (Table 9). There was also little consistency in which particular assets were targeted the most. For example, RAP workers reported targeting "healthy personal choices" in 39% of one-on-one cases, the highest proportion of all of the assets, but this frequency ranged from as little as 2% at one school to as much as 70% at another (Table 10). The same lack of consistency was present for the mediations and activities.

Table 9. Frequency of asset development by service type with range by school.

		Overall	Min per school	Max per school
One-on-one support	% with asset targets	90%	43%	100%
	Average asset targets	3.5	0.7	6.7
	Average skill set targets	1.6	0.4	2.9
	Average trait targets	1.9	0.2	3.7
Conflict mediations	% with asset targets	90%	42%	100%
	Average asset targets	4.5	0.8	7.9
	Average skill set targets	2.3	0.8	3.6
	Average trait targets	2.0	0.0	5.1
Activities	% with asset targets	59%	36%	89%
	Average asset targets	5.2	2.0	8.1
	Average skill set targets	2.4	1.0	3.6
	Average trait targets	2.8	0.6	4.7

Table 10. Top skill set and trait targets by service type with range by school.

	Skill Set / Trait	Overall	Min per school	Max per school
One-on-one support	Healthy personal choices	39%	2%	70%
	Responsibility	36%	12%	83%
Conflict mediation	Communication	64%	14%	92%
	Respect for others	54%	0%	90%
Activities	Healthy relationships	60%	22%	93%
	Responsibility	49%	0%	88%

All RAP workers did report incorporating asset development into their services, with at least one asset target reported for 90% of one-on-ones and mediations, and with either 'asset development' or 'putting assets into action' identified as the primary goal for 59% of activities. Each asset was also targeted at least once for every service type.

However, while a substantial amount of data has been collected on the asset targets, the interpretation of this information is not clear. Definitions for each of the assets were developed based on discussions with the RAP workers. These definitions were then provided to them at the outset of data collection. However, it is not clear that each RAP worker has applied the same definition of these somewhat subjective concepts to their work, or that they define spending a 'substantial' amount of time on an asset the same way, given the range in how many assets they reported targeting per service. Moreover, there is currently no clear link between how RAP workers report their asset targets and the quality of their service delivery or their effectiveness in achieving program outcomes. Overall these data confirm only that RAP workers include asset development as a component of their services, but in a highly variable manner.

Implementation Assessment: Conclusion and Recommendations

Overall the second year of program monitoring was successful in generating informative program data while addressing some of the issues noted as a result of the pilot process. There were some remaining areas of concern, including some technical problems, the difficulties of capturing irregular services, human error in data entry, natural program variance, and the overall sustainability of the program monitoring system.

Technical error: The majority of technical support requests made by RAP workers throughout the year pertained to clarifications about definitions and how to classify different aspects of the service. A small number of technical faults in the database itself occurred during the year, all of which were addressed through technical guidance provided over the phone.

Because of privacy concerns, it is not possible for anyone other than the RAP workers themselves to interact with the database once student information has been entered. Therefore all technical support is provided at a distance. There is also a policy of routine back-ups of both the database and its data to ensure that minimal data are lost in the event of data corruption. Fortunately no failures of this magnitude have occurred. Nonetheless, there is an on-going vulnerability with all databases for possible technical failures.

- **Recommendation 1:** In the short-term, keep the database design simple to minimize the occurrence of system failures and continue to provide technical support as needed. In the long-term, upgrade to a more stable centralized database which is managed by a professional database administrator. This will not eliminate all technical problems, but it will allow errors to be addressed and corrected directly. It will also enhance opportunities for analysis, including longitudinal tracking of program usage, and allow for more security and data quality control features to be included.

User error: In addition to system or technical problems, the other major source of bad data is through human error. As with technical errors, it is impossible to completely eliminate human error from the data collection process. Safeguards have been incorporated into the database wherever possible, but there are still some areas where user-contributed problems have occurred. Errors which can be caught include RAP workers forgetting to enter additional clarifying information when they select "other (please specify)" options, using "other (please specify)" when an existing category would be more appropriate, or forgetting to enter certain required information. These errors are typically caught during routine reviews for data quality or the data-cleaning process that takes place before the datasets are amalgamated and analyzed at the end of the year. There may be other errors that cannot be caught by these processes (e.g., the RAP worker selects the incorrect category or fails to select something which is applicable but not required).

No data collection system is perfect and there will always be a certain contribution of user error. Maintaining high quality data entry in light of this is a function of a number of factors, including the presence of built-in checks and safeguards, the overall ease of using the system, and the motivation of the RAP workers to enter their data as accurately as possible. As mentioned, there are already a number of data quality controls incorporated into the system

design. The motivation of the staff is apparent through their willingness to participate in the program monitoring and evaluation process, ask relevant questions, and provide feedback on the system. Ease of use has been identified as a high priority in the development of the program monitoring system and continues to be a consideration in all refinements made to it.

- **Recommendation 2:** To maintain high data quality, keep the database system simple and user-friendly, continue to incorporate basic data quality controls including routine data checks, provide constructive feedback to RAP workers on problem areas, and keep staff motivation high by ensuring that staff are aware of the significance of program monitoring to RAP and the importance of their role in this process.

Irregular services/situations: RAP workers occasionally reported situations which they felt were not fully represented by the current program monitoring system. These were typically infrequent or irregular services or service aspects which were specific to particular issues or opportunities within the school. This issue arose in the pilot year as well and can occasionally be addressed by adding additional descriptive components to the data collection mechanism, such as the ability to indicate whether a one-on-one case involved a "home visit" (requested by two RAP workers). However it is not possible in all circumstances to capture every unique nuance of the RAP workers' services without over-complicating the data collection process.

- **Recommendation 3:** Continue to assess service variations as they arise and incorporate as needed. However, the purpose of a program monitoring system is to report on key indicators for which data can be reliably and routinely collected and this should not be used as a substitute for a comprehensive and nuanced description of all program services.

Overall program variance: There was relatively high consistency in many of the data indicators between the pilot year and this year's data collection. This was particularly so for the more objective and reliable indicators, including the number of services delivered, user characteristics, and service partner involvement. However, even for indicators which were stable across years, there was substantial variability between schools on some factors. This was especially true for the highly subjective indicators like asset targets, but also occurred for more objective indicators such as whether the students were first-time users of the program or the distribution of service partner involvement.

This variability could be related to a number of possible underlying causes, including underlying differences in the school populations, differences in how RAP workers conceptualize and approach their work, and differences in how RAP workers use the program monitoring system to report their services.

1. *School population variance:* Each school will have a unique population of students with different needs and opportunities for service delivery. This could explain variations in the student profiles as well as differences in the number and type of special activities offered (e.g., RAP workers at some school have taken responsibility for existing programs or events which are not offered at other schools). Confirming that RAP is being accessed by a representative sample of students at each school would require comparing RAP's user profiles to overall school population data. It is more difficult to accurately assess differences

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in service delivery opportunities by school, but this program reality should be kept in mind when interpreting variance in the program monitoring data, especially if there is interest in further standardizing the program across sites.

- **Recommendation 4:** As much as possible, be aware of and account for underlying differences between schools in terms of their populations and their opportunities and needs for services when interpreting the program monitoring data and when setting standard benchmarks for program delivery.

2. *Service delivery variance:* An overarching model of RAP's expected processes has been identified and agreed upon by the program stakeholders. However, within this model, RAP workers have a significant degree of discretion over certain aspects of program delivery, including how they work with service partners and how they incorporate asset development into their services. Therefore a certain degree of variability in these indicators across schools is expected.

   With the acknowledgement that the schools themselves vary, the flexibility of the RAP worker role may in fact be an advantage in adapting to the different needs and opportunities of each site. However, when interpreting the program monitoring data, it is important to reflect on what aspects of the program are expected to vary, to what extent, and which are expected to reflect core program processes in order to maintain a cohesive program identity regardless of location. Continued monitoring will provide additional data from which appropriate trends and baselines can be identified in order to guide expectations of future program performance.

- **Recommendation 5:** Where necessary, identify and define appropriate benchmarks or expectations for consistent service delivery across sites. Communicate these to frontline staff with clear and explicit guidelines for how to meet these expectations. Adherence to benchmarks will be improved with the inclusion of clear and logical rationales for how these expectations reflect core program processes. Any expectations should also take into account the unique circumstances and needs of the different service delivery environments.

3. *Reporting variance:* Finally, some of the variation may be due not to how RAP workers deliver their services, but how they translate the complexity of their experiences into the program monitoring system. This is unlikely to impact objective indicators like the number of students they work with, but may have a significant impact on subjective indicators like the nature of the issues the students bring to them or which assets they are focused on building. While definitions were provided for each program concept based on discussions with RAP workers, there is still the possibility for definitional variation and drift, especially with staff turnover and program expansion in the future. This consideration is also related to reporting errors, described above.

- **Recommendation 6:** Focus the program monitoring system on simple and objective indicators which can be collected reliably across time, location, and staff person. Ensure that any necessary subjective indicators are straightforward and well-defined,

and that any variations in reporting which suggest differences in interpretation are followed up on with staff directly.

Some changes in this regard have already been implemented in the next iteration of the database, including the simplification of the conflict type to only key issue indicators and the removal of asset target reporting. This has the added advantage of simplifying the analysis and reporting of year-end data as well as contributing to the streamlining of the database, thereby increasing the sustainability of the system and reducing both technical and user errors.

In sum, the program monitoring system is functioning well and has already provided essential and accurate data on the program's operations as well as insights into how the program functions overall and at each of its school locations. The remaining challenges in the system relate primarily to the need to further simplify and refine the process in order to make the database more useable and sustainable.

Additional questions have been raised about how to determine if RAP is working in terms of achieving its objectives for change in the student populations and the school environment. There has also been interest expressed in capturing the nature of the student experience as they participate in RAP and what effect that has on them. These are not issues that can be addressed via a program monitoring system and instead reflect the need to engage in **outcome evaluation**. The remainder of this report is dedicated to discussing the evaluation of RAP's outcomes.

Background: Process vs. Outcome in Evaluation

To provide some essential context for the remainder of the report, it is helpful to review the difference between process and outcome-oriented evaluation.

Process evaluation focuses on how the program itself operates—what resources it requires to function, what its services are, and who they are delivered to. There are many types of process evaluation, but the common factor is the assessment of how the program itself works (i.e., is the program getting to the intended clients, are those clients' actual needs being addressed, are there barriers to service delivery, is the program operating efficiently and consistently, etc.). For RAP, this entails looking at the components in the left half of its program logic model—inputs, participants, and activities—which has been the primary focus of the program monitoring discussed in the previous section.

Outcome evaluation, in contrast, focuses on the actual program effects, from the short-term to the long-term, which are shown on the right side of the model. Program effects are not part of the program's operations, but they are the expected *results* of those operations. The short-term effects are those which the program has the most direct effect on. The more complex and long-term the expected outcome, the more difficult it can be to demonstrate direct program impact as there are many intervening factors that arise.

Figure 4. Restorative Action Program program logic model.
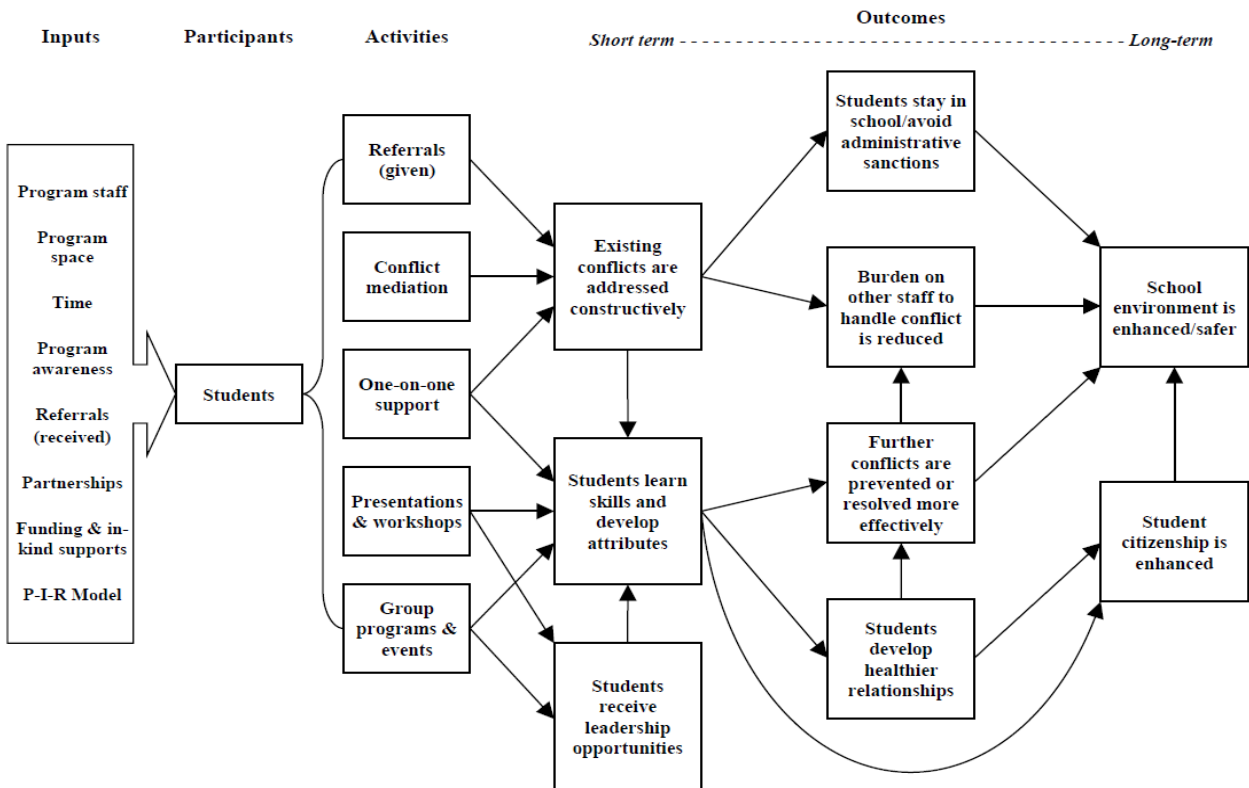
Process and outcome evaluation are **distinct but interdependent** processes. While outcome evaluation (i.e., answering the question, "does the program work?") tends to be considered the primary function of program evaluation, it is always essential to first establish what the program is doing before trying to assess if what is being done is having the right effect. However, process evaluation on its own is rarely persuasive when it comes to defining a program's value. A program may be running well, with consistent operations that reflect the stated program delivery model, and may still not be producing the intended outcomes if the underlying program theory (i.e., the assumption about how the program will produce change) is incorrect.

The development and implementation of a program monitoring system has been very important and has contributed in a number of ways to RAP's development. With this system, it is possible to describe with confidence:
- The number and characteristics of students RAP workers come into contact with via one-on-one support and conflict mediations
- The number and nature of services delivered from one-on-one support to classroom presentations and school activities
- The extent and manner in which school and community partners contribute to RAP's service delivery
- The prevalence of certain key issues which are addressed by RAP workers in working with the students

However, there are some aspects of RAP which are impossible for a routine data collection system to capture. This is because program monitoring of this type is meant to be efficient and continuous, which means there are inherent limitations on the detail and complexity of data that can be collected. It is not realistic for a program monitoring system to sustainably capture information which is subjective, complex, unquantifiable, or inaccessible to the RAP workers. This includes:
- The personal experiences of those who come into contact with RAP and the impact on their attitudes, behaviours, and relationships in the short- and long-term
- The impact on the schools and the surrounding community, either the subjective experience of the changes in these environments, or quantitative indicators, such as the number of suspensions or major incidents, which RAP workers themselves are not in a position to collect or report on

Acknowledging these limitations does not suggest that the current program monitoring system is inadequate, nor does it diminish the value and utility of the information this system can compile. However, it clearly affirms the need to include other evaluation techniques to generate a complete picture of RAP's use as a program.

RAP Outcome Evaluation Planning

While outcome evaluation is typically about answering the question, "Does the program work?", what this means can be defined in a number of ways. In the case of RAP's initial outcome evaluation, the guiding questions recommended by the evaluators are:

- What types of changes can we observe in the schools and students?
- How much can we attribute these changes to RAP's involvement versus other factors?
- How can we improve or sustain these changes and is it worth it to do so?

Ultimately, deciding if RAP "works" (or "works enough") will be the responsibility of the program stakeholders. The intended purpose of the proposed evaluation is to provide meaningful feedback on selected outcomes in a timely and cost-effective manner in order to inform decision-making about future directions for RAP.

Methodological Considerations

Outcome evaluation can take many forms, depending on the nature and needs of the program, the objectives of the evaluation, and the resources available. Evaluation approaches vary in terms of:

- Cost and time required to complete
- Scope, complexity, and scientific rigour of the methodology
- Type of information generated (e.g., qualitative versus quantitative data) and the questions that can be answered
- Demands on the investigated population (e.g., brief surveys versus in-depth interviews versus archival data)

Determining an appropriate evaluation methodology is a matter of identifying what strategy is most suitable to the program's current needs and resources. In the case of RAP, based on extensive discussion with program administrators, stakeholders, and staff, it is apparent that the type of outcome evaluation needed should be:

1. Theory driven
2. Cost-effective, timely and sufficiently rigorous
3. Methodologically mixed

Theory-driven

In this instance, "theory driven" refers to the program theory (Wholey, Hatry, & Newcomer, 2004), which is represented graphically by the program logic model above and in the narrative overview below.

RAP's program theory was developed based on extensive consultation with the RAP administrators, staff, and stakeholders and has been refined throughout the evaluation process. It reflects the assumptions that have been made about *how* the program works as well as *why* it works. Because evaluation is ultimately about testing the validity of these assumptions, the proposed evaluation will focus on specific outcomes defined within this theory.

Figure 5. Narrative overview of RAP program theory.

RESTORATIVE ACTION PROGRAM: PROGRAM THEORY

➢ RAP operates within the school environment to help students cope effectively and appropriately with conflict through a range of one-on-one, small group, and large group activities.

➢ RAP enhances the school environment by supporting students, addressing their conflict situations, and building their personal assets related to conflict management while allowing administrative, teaching, and other support staff to focus on academic areas.

➢ RAP provides alternative means to administrative or criminal justice sanctions for serious conflicts and encourages students to remain engaged in the school environment while managing their conflicts.

➢ RAP's goals and activities are guided by three core principles:

    I) PREVENTION: Helping students cope with conflict situations before they occur or escalate and develop and maintain healthy relationships by:
- helping students develop positive personal attributes
- teaching students skills and knowledge in conflict resolution and healthy behaviour
- giving students opportunities to practice these skills
- promoting a positive school environment

    II) INTERVENTION: Helping students work through existing conflict situations in constructive ways and providing an alternative to administrative suspension or criminal justice involvement by:
- supporting students individually as they cope with conflicts
- facilitating mediations between conflicting parties
- providing students with referrals to additional sources of support

    III) RECONNECTION: Helping students heal, repair harm, and rebuild and restore relationships following a conflict as well as promoting positive engagement between students, the school, and the broader community by:
- supporting new and returning students as they integrate into the school environment
- focusing on repairing relationships through better conflict management
- providing students with opportunities to engage with their school and the community

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There are a number of advantages to the theory-driven approach, as it:
- Provides a pre-existing framework from which specific hypotheses can be generated and against which findings can be interpreted
- Ensures that the evaluation will focus on indicators that are significant and meaningful to the program operators and stakeholders
- Allows findings to be used to refine and make adjustments to the existing theory/model

    Testing and validating a specific model of RAP will also facilitate efforts to situate the program within the broader research literature, as presently there are only tenuous ties based on general principles.

Cost-effective, timely and sufficiently rigorous

    The most scientifically rigorous designs, such as the 'gold standard' of randomized control trials, also tend to be the most costly and time-consuming (Patton, 2008). The trade-off is that the results of such evaluations tend to be more definitive as well as more persuasive to skeptical audiences. However, it is not always necessary or practical to employ the most rigorous

possible methods for every evaluation purpose. Moreover, well-designed non-experimental studies can still produce highly credible results even when control conditions are not ideal (Shadish, Cook, & Campbell, 2002).

Moreover, there is good reason to focus on identifying evidence of RAP's potential effectiveness within a reasonably short-time frame. The program is in a state of growth and faces many questions about expansion and program sustainability. Therefore the evaluation should be planned to provide actionable results within a short timeframe (i.e., 1 to 2 years). This means focusing either on retrospective or current outcomes (i.e., looking at historical evidence of RAP's impacts or a snapshot of the current status of its participants) rather than on prospective ones which require longitudinal methods (i.e., following a cohort of students to track their developmental trajectory over their high school experience), which is also more costly.

Though it is important to provide strong evidence for whether RAP is or is not effective, this can be done in a stepwise manner. A preliminary investigation of key accessible indicators can generate relatively quick and efficient insights on RAP's outcomes. From this approach, positive findings would provide the rationale to further expand the evaluation efforts to confirm its effectiveness. Negative or inconclusive findings would indicate the need to address fundamental concerns before advancing the program or its evaluation further.

Methodologically-mixed

Finally, to develop the strongest evaluation possible within the above-mentioned parameters, it is helpful to use a mixed methods approach, which combines complementary qualitative and quantitative research strategies (Creswell & Clark, 2011; Patton, 2008).

Both quantitative (numerical and statistical) and qualitative (descriptive and narrative) methods have strengths and limitations. The *quantitative* approach provides 'hard data' which is often considered an essential objective standard. If done appropriately, quantitative analysis can be used to make generalizable or predictive statements about the program. These methods can greatly increase the scope of the evaluation without drastically increasing the cost (e.g., analyzing the data from ten schools is not much more difficult than looking at one school), and can be used to do cost analysis if the relevant financial information is available.

In contrast, *qualitative* approaches focus on non-numerical descriptive information and have strengths which complement those of the quantitative methods. Qualitative data are richer and provide more insight into *why* events occur, which is especially important when the quantitative data are inconclusive or difficult to interpret. These approaches can also capture whole experiences more effectively than simplified numerical counts. Narrative accounts can provide persuasive and compelling evidence in their own right.

Some outcomes of interest are better suited to quantitative analysis and others can be more effectively investigated from a qualitative perspective. Thus the recommended evaluation approach is to incorporate both strategies.

Proposed Methodologies

The following proposal was created to satisfy the three methodological considerations outlined above within the scope of resources presently available to RAP. It is not the only approach which would meet RAP's needs and should be considered as a suggestion and an example of what RAP's outcome evaluation might entail. The proposed evaluation design is a two-component project which will evaluate both school and student-level outcomes using two primary techniques, the *interrupted time-series analysis* and the *success case analysis*, each of which meets the above-described criteria for methodological considerations.

Interrupted time-series analysis

The interrupted time-series analysis is a type of quasi- or natural experimental design (Shadish et al., 2002) which takes advantage of existing circumstances in the absence of strict experimental controls. It is not possible to orchestrate a randomized control trial with RAP because the program has already been implemented throughout the city based on need and the availability of resources. However, a quasi-experimental design can still provide strong and conclusive results, especially with additional design controls to rule out alternative explanations.

The logic of the interrupted time-series is to look at how the rates of key indicators change over time, before and after the occurrence of an intervention, in order to identify trends that can be attributed to that intervention. In the case of RAP, this means selecting school-level indicators that are relevant to RAP's proposed outcomes, such as suspension rates or the number of major incidents occurring each year, and comparing the trends in these indicators at multiple time-points before and after the program was implemented.

For example, if RAP is effective in reducing the number of suspensions, then in the historical data it should be apparent that the rate of suspensions changes in a consistent direction in the years following RAP's implementation—decreasing, levelling off, or increasing at a lower rate. If the rates of suspensions increase at the same or higher rate as before or if there is no discernable trend whatsoever, this would indicate that RAP is not effectively reducing suspensions.

This approach would examine the following components of RAP's program theory:

Program Theory Outcome		Proposed Indicator
"Students stay in school/avoid administrative sanctions"	➤	Suspension rates, attendance rates
"Further conflicts are prevented or resolved more effectively" & "School environment is safer"	➤	Rates of major incidents, including fights, threats, and criminal activities
"Burden on other staff to handle conflict is reduced"	➤	Implied via reduction in suspensions, major incidents

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Strengths. There are many advantages to this approach, including its relative cost-effectiveness, the advanced design controls which are available to increase rigour and confidence in the results, and the opportunity to include a financial analysis component if relevant data are available.

1. Cost-effective and timely: This approach relies on existing information that has already been collected by the schools, which is less costly and time-consuming than collecting new data. It also allows for extensive retrospective analysis to look at the entire history of RAP at once. It is an efficient use of existing resources to look at indicators that would otherwise be inaccessible to RAP and which are of clear relevance to the school systems. It is also significantly less invasive than generating data from a large representative sample of students, which would be the alternative approach for a quantitative analysis.

2. Design controls increase validity: Given the lack of traditional experimental controls available and the complexity of the issues being evaluated, there are some challenges to the validity of this design, in particular the ability to attribute any changes observed to RAP directly and not to other factors occurring within the school and the greater community. Fortunately, the inclusion of design controls can enhance the validity of the findings:

- **No-treatment comparison groups:** Although it is not a randomized control trial, there are still a number of schools in Saskatoon at which RAP has not been implemented. Comparing the same indicators over the same time period at these schools as well as the RAP schools would help rule out the possibility that changes observed at RAP schools are part of a citywide phenomenon.
- **Repeated implementations:** Although not done with research purposes in mind, the staggered implementation of RAP across schools permits an additional design-strengthening component. Examining whether the same post-implementation trends appear regardless of what year the program arrived at the school will also help eliminate alternative explanations for any identified trends.

3. Opportunity for financial analysis: Depending on the available information and what trends in the data are identified, if any, it may be possible to estimate cost savings associated with RAP's implementation. Specifically, RAP is intended to reduce the amount of time that staff, such as vice principals and other school administrators, spend addressing conflicts and administering suspensions. If the amount of time that administrators would have spent on such activities can be reliably estimated, this could be translated into an estimate of cost-savings in terms of their salaries or any other costs borne by the schools as a result of student conflicts. The viability of such an analysis is dependent on the quality and nature of the data available.

Limitations. There are also a number of challenges to using the time-series analysis method, foremost among them the access to the necessary data, the quality and utility of that data for the intended analyses, and the likelihood that program effects of this nature will be detectable in the available data.

1. Access to data: This analysis is highly dependent on having permission to use school-collected data both from the public and Catholic systems. However, there are no established guidelines to access these data and a number of considerations on the part of the school divisions regarding privacy and information use. Negotiating access with agreement among all parties as to what data will be released, in what form, and for what purposes is of paramount importance to the evaluation.

2. Data availability and quality: In addition to having access to the data, it is also important that the data for the desired indicators are available for the relevant years, and that they are reliable and accurate. Differences between the schools or school divisions in how indicators have been measured or reported, changes in how these indicators have been collected over the years, or missing or unreliable data will all negatively impact the quality of the analysis. Without access to the data, it is difficult at present to determine what data are available for analysis and what steps would be necessary to ensure they are sufficient for analysis.

3. Subtle and indirect program effects: Finally, this analysis would focus particularly on RAP's more intermediate, indirect outcomes rather than the direct effects that RAP workers are believed to have on the students they support. While both types of outcomes are important and meaningful, the more indirect the effect, the more difficult it is to attribute back to the program. Schools are complex environments and it is unlikely that RAP is alone in influencing school-level outcomes such as suspensions, attendance, and major incidents. Although the design controls specified above will partly address this issue, these controls will be undermined if the data quality is insufficient.

It is also possible that the program effects will be subtle regardless of data quality. For example, it is known from the program data collection that the majority of issues RAP workers address are relatively minor interpersonal conflicts which are unlikely to have escalated to the point that school administration intervention would have been necessary and that relatively few involved physical violence or criminal acts. However, even a few incidents may reflect a significant impact on the school-level indicators overall if they represent a substantial deviation from the baseline. At present this baseline is unknown.

Overall there is no guarantee that the proposed interrupted time-series analysis will produce conclusive results on RAP's effectiveness at achieving its intended outcomes. However, it represents the most conservative initial approach to answering these questions. Given the relative ease with which this approach can be implemented in comparison to other quantitative methods, it would be an oversight not to attempt it.

Success case analysis

The use of the success case method will approach the evaluation of RAP's outcomes from a very different direction than the quantitative analysis proposed above. Success case analysis is a type of highly directed case study aimed at producing rapid insights into processes and outcomes by looking in-depth at exceptional cases where the program is believed to be working best (Brinkerhoff, 2002). The intention is not to make generalizable statements about the average student's experience; rather it is to identify what happens when RAP is most successful in order

to learn from these experiences and use them to guide program development. The success case method is a rapid feedback technique designed to provide conclusive and immediate feedback on whether *any* successes are being realized and what the most successful approaches have involved.

The success case method starts with the identification of likely cases. This is typically done via a survey, a review of usage records, or through discussion with key informants, such as the RAP workers, who are in a position to identify students (or other participants, such as teachers or parents) whom they believe benefitted from their involvement in RAP. These identified cases are followed up with interviews which first verify the appropriateness of the case and then collect as much information about that experience as possible (e.g., what it was like and what factors made it successful, including information that can be used to confirm and verify the accuracy of the information). The sample selection is *purposive*, strategically selecting the most illustrative and significant cases that provide the greatest insights into RAP. Although the sampling method is not statistically generalizable, the methodology is still systematic and scientifically rigorous.

The final number of cases will depend on the nature of the data collected. It is not uncommon for many individuals to be surveyed but for the outcomes of the program to be summed up by a small number of representative experiences (Brinkerhoff, 2002). In the case of RAP, however, and its complex and comprehensive services, from one-on-one support to mediations to special activities, a greater number of cases may be required.

In contrast to the quantitative analysis described above, which focused on intermediate outcomes, this qualitative method is most likely to address those outcomes directly experienced by the program beneficiaries as well as those which are more subjective, including:
- "Existing conflicts are addressed constructively"
- "Students learn skills and develop attributes"
- "Students receive leadership opportunities"
- "Students develop healthier relationships"

Strengths. As with the time-series analysis, there are a number of strengths to the success case approach, in particular its cost-effectiveness and timeliness; the potential for rich data and surprising, unexpected findings; and the ability to centre the voices of the students themselves in describing their own experiences.

1. Cost-effective and timely: The success case method was designed to provide quick and compelling insights into the program by approaching evaluation strategically and without attempting to parse out specific cause-and-effect through a series of well-designed and rigorously-implemented controls. Although such designs have obvious utility, these are not the only way to provide useful information on a program. The success case approach focuses on those findings which are immediately apparent and applicable. For example, if the program has had zero or very few successful outcomes, then the screening survey used to identify successful cases will quickly determine this, and the follow-up interviews of unsuccessful cases can be used to identify likely reasons for these failures which can then be followed up on with more extensive study if required.

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2. Rich, potentially surprising results: Unlike quantitative analysis where typically only what is looked for is found and unanticipated results can be difficult to interpret, qualitative methods like the success case analysis provide rich, complex data which can lead to unexpected but important findings. The current program theory will be used to guide the qualitative analysis, but the students' accounts may reveal unintended aspects of the program's effects or cast the program's processes in a new light. Even looking at successful cases may identify unanticipated opportunities for growth and change. It is difficult to predict exactly what will be discovered in extensive qualitative analysis until the process has already begun, but this is part of the utility of these approaches.

3. Compelling, student-centric narratives: Youth empowerment is an important aspect of RAP and the inclusion of the student perspective in RAP's evaluation process was identified as a goal early in the process (Camman & Wormith, 2011). While students were surveyed as one of the key stakeholder groups in the initial evaluability assessment, the success case analysis would put the student voice first and foremost, allowing them to describe in their own words their experiences as participants in RAP and how RAP has impacted their lives.

Success case analysis is also a storytelling methodology. Unlike quantitative analysis and some other qualitative approaches, these case studies will be analyzed for themes and important lessons but will also stand on their own as whole accounts of individual experiences. While hard numeric data are often perceived to be the most persuasive and compelling type of evidence, personal accounts from people directly affected by the program are authoritative in their own way, especially when backed with hard data.

Limitations. There are also a number of limitations to this method, including the limited generalizability of the findings, the reliance on potentially fallible or incomplete individual perceptions of the program's operations, and the increased risk to student privacy.

1. Limited generalizability of findings: The use of the success case approach, or any case study method, will not produce either a comprehensive or 'average' perspective on the RAP experience, nor will it be a definitive statement of the program's overall effectiveness, as this is not the purpose of this method. While findings from the most successful cases can be instructive in terms of what to look for when quantifying the program's outcomes in a more exhaustive study, there is no guarantee that one student's experiences will be exactly applicable to all students who may potentially be involved in RAP, nor can these findings be used to comment on how RAP is likely to perform overall, although the initial surveying/screening process may give an indication of how easy or difficult it is to identify program 'successes'.

2. Reliance on individual perceptions: Although the direct experiences of program beneficiaries are likely to be relevant and informative, this form of feedback is necessarily limited to what people are consciously aware of and perceive their experiences to be. It is possible that RAP may help enhance students' assets or contribute to less overall conflict in the schools without anyone's full awareness that this has taken place, which reiterates the importance of focusing on cases that exemplify RAP's most obvious successes (or failures) as well as looking at other forms of verifiable evidence that confirm these experiences. The findings of a

success case analysis may contribute to an accumulation of evidence for RAP's effectiveness but may not be as strong on their own depending on the ability of RAP's beneficiaries to identify concrete ways in which RAP has helped them.

3. Protection of student privacy: Finally, by its very nature the success case method requires asking students to share their personal experiences about the issues that brought them to RAP. While this knowledge is valuable, it also increases the risk to participants regarding disclosure of private information. This risk can be managed with appropriate oversight and ethical procedures, including rigorous consent protocols. Moreover, students may also find the sharing of their personal experiences positive and empowering, as there have already been instances of former RAP students providing testimonials on their involvement in RAP. Nonetheless, protection of student privacy will be a significant consideration throughout the process of collecting, analyzing, and reporting the results of this evaluation.

Figure 6. Summary of mixed methods approach to RAP outcome evaluation.

Interrupted Time-Series Analysis	Success Case Method
Description	
• Quantitative • Observe changes in school-level outcomes (e.g., suspension rates) over repeated years, pre- and post-RAP, to identify significant trends • Relies on archival school data	• Qualitative • Analyze personal accounts of positive RAP experiences to identify significant insights into 'best case' processes and outcomes • Relies on interviews with program beneficiaries
Strengths	
• Cost-effective and timely feedback • Advanced design controls increase validity • Opportunity for financial analysis	• Cost-effective and timely feedback • Rich and potentially surprising results • Compelling, student-centric narratives
Limitations	
• Potentially limited access to data • Unknown data availability and quality • Challenging to measure subtle and indirect program effects	• Limited generalizability • Reliance on individual perceptions • Increased need to protect student privacy

Overall, between the two methods, several of RAP's key outcomes would be evaluated. Given the limitations of each method, absolutely conclusive determinations of RAP's effectiveness would not be possible at this stage, but each approach should generate sufficient information to determine if further evaluation is warranted, and, if not, what areas of RAP's theorized operations need to be re-visited.

Outcome Evaluation Planning: Conclusion and Recommendations

At the present time, a specific and detailed evaluation plan for RAP cannot be generated. This is because there are considerable unaddressed questions with regard to access to data, particularly the archival data required for the school-level quantitative analysis and to some extent access for surveying and interviewing current and past students for the qualitative success case analysis.

However, based on the current status of RAP, the evaluation steps taken thus far, and the expectations around potentially available data, the above-described methodology represents the recommended approach to the initial outcome evaluation. In addition to the methodological recommendations above (i.e., that the evaluation be theory-driven; cost-effective, timely and sufficiently rigorous; and methodologically-mixed; and specifically that it incorporate two particular methods which meet these criteria, the interrupted time-series and the success case analysis), the following are the recommended next steps for moving forward with RAP's outcome evaluation:

- **Make outcome evaluation an explicit priority:** While outcome evaluation has been identified as an important goal for RAP, in order to create and sustain the necessary momentum for a project of this complexity to be completed in a timely manner, there must be a clear and explicit commitment on the part of all major stakeholders to making RAP's outcome evaluation a reality, preferably with the identification of an explicit and realistic timeline for desired completion and clear, achievable goals for how the results of the evaluation will be put into action.

    This can be facilitated by identifying the individual or group within RAP who has the designated responsibility for overseeing the evaluation and keeping it on track and liaising between the evaluators, the RAP board and the other stakeholders (in particular the school divisions). While the evaluation team can provide methodological expertise and guidance, the success of the evaluation will depend on the ability of the program stakeholders to drive the project and maintain stakeholder investment in its findings.

- **Plan an extensive consultation period with school partners:** Consultation with school partners, including representatives of both the school divisions and the administration of individual RAP schools, is an essential first step to all RAP outcome evaluation. By necessity any data used in evaluating RAP will be collected in or by the schools themselves, and therefore their cooperation and collaboration is paramount. To date, the school division representatives have indicated support in principle for evaluation efforts, but additional consultation is necessary to establish what methods can be used and what data can be shared to aid in the evaluation.

    In order to identify and address the needs of these partners with regard to the evaluation process, a consultation and discussion period should be undertaken during a time when the necessary stakeholders will be most available for participation and follow-up (i.e., September to April). This process will be most effectively led by representatives of RAP with input provided by the evaluators on issues of methodology as needed.

- **Prepare for the cost of the evaluation:** Without a detailed evaluation plan, it is not possible to estimate an exact cost figure. The scope and type of analysis conducted will depend on what information is available, what the quality of the data is, and what specific methods are approved for use within the schools. As the consultation process proceeds, it will become more apparent what the likely scope of the evaluation will be and specifically how the proposed methods can be implemented.

Based on the proposed methodologies, it is likely that each one can be completed concurrently within the span of a year, with preparation and planning occurring over the summer, data collection taking place over the fall and winter, analysis conducted over the spring, and the final report written during the following summer. This project would require one full-time evaluator to oversee and manage the process as well as one or more experienced research assistants to help collect and analyze the data. As the project will entail two simultaneous evaluative approaches, each one involving separate data collection and analysis, it can be expected that the cost of the project will be at least twice as much as past projects, and possibly higher depending on what scope of the evaluation the available data will support. Therefore the estimated range of the proposed evaluation is $50,000 to $90,000, including university overhead. The purpose of this estimate is to give a general expectation of what the cost of such a project could be and not to provide a guaranteed quote for future services.

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Appendix: RAP 2013-14 Data Summary

Glossary of Terms

Raw count. Exact count of units (i.e., students, one-on-one cases, mediations, activities), aggregated across all of seven schools in which RAP was active, broken down by characteristic.

% of total. The percentage of the overall total count that each characteristic represents (e.g., 52% of students involved in RAP across all seven schools were female).

Min % per school/Max % per school. These columns show the highest and the lowest proportion of each characteristic that was reported by school. For example, across all schools, 32% of students were in Grade 9, with this proportion ranging from a low of 18% at one school to a high of 54% at another school. These statistics are calculated using the total counts by individual school, which are not reported here to maintain school confidentiality.

Students. Individual students for whom the RAP worker completed an intake form in order to provide a service such as one-on-one support or a mediation. Does not include students whose only contact with RAP was through organized activities such as classroom presentations or school events.

One-on-one cases. One-on-one support tracked by case, or distinct issues, incidents, or needs brought to them by students. Each student might be involved in more than one case and cases themselves might involve more than one contact (RAP workers separately tracked the number of follow-up contacts per case).

Follow-up contacts. Total number of times that the RAP worker had contact with the student about the same one-on-one case following the initial contact. Contacts themselves are variable and can range from further sit-down meetings in the RAP worker's office to hallway check-ins. These do not include mediations or non-case related contacts.

Conflict mediations. Structured sessions where the RAP worker leads the participants through a conflict resolution process. They involve 1-3 individual sessions but are discrete events focused on addressing a particular conflict issue.

Activities. Additional activities that the RAP worker undertakes in the school which are not focused on working with a particular student or small group of students in conflict. Typically preventative, prosocial, and information-oriented activities, including giving presentations and workshops on conflict-related topics; one-time events like special trips, forums, or school activity days; and regular organized programming, like student council or group meetings.

Partners. Individuals and organizations, within and outside of the school, who support RAP's work through providing referrals, participating directly in service delivery, or providing additional services through referrals from RAP workers.

Other terms are defined as necessary in the endnotes of each table.

Student Data Summary

Student Characteristics	Raw count	% of total	Min % per school	Max % per school
Total students	**915**	**100%**	-	-
Gender				
Female	**475**	**52%**	37%	62%
Male	**434**	**47%**	37%	63%
Other gender	**6**	**1%**	0%	2%
Grade				
Grade 09	**297**	**32%**	18%	54%
Grade 10	**255**	**28%**	19%	38%
Grade 11	**177**	**19%**	8%	27%
Grade 12	**176**	**19%**	15%	28%
No Grade	**10**	**1%**	0%	4%
Intake date (by month)				
August	**2**	**0.2%**	0%	1%
September	**211**	**23%**	11%	41%
October	**151**	**17%**	12%	20%
November	**105**	**11%**	7%	15%
December	**67**	**7%**	3%	20%
January	**43**	**5%**	0%	15%
February	**49**	**5%**	1%	10%
March	**86**	**9%**	2%	17%
April	**74**	**8%**	4%	17%
May	**79**	**9%**	0%	16%
June	**48**	**5%**	0%	15%
Other details				
First-time RAP user	**472**	**52%**	33%	75%
Has regularly-scheduled check-ins with RAP worker	**119**	**13%**	0%	27%
Enrolled in non-mainstream academic program	**43**	**5%**	2%	10%
Is a new Canadian[i]	**89**	**10%**	2%	20%
Is First Nations, Inuit, and/or Métis	**303**	**33%**	5%	60%
Use of external service agencies[ii]				
Used any external service agency	**173**	**19%**	0%	36%
Used more than one external service agency	**35**	**4%**	0%	9%
➢ Addiction/mental health	**78**	**9%**	0%	17%
➢ Family services	**52**	**6%**	0%	11%
➢ Health/medical services	**19**	**2%**	0%	9%
➢ Immigration services	**1**	**0.1%**	0%	1%
➢ Justice services	**54**	**6%**	0%	16%
➢ Other	**11**	**1%**	0%	4%
RAP worker filled external agency information request[iii]	**26**	**3%**	0%	14%

[i] Born outside of Canada and lived in Canada for less than 4 years.

[ii] These data are limited because RAP workers only reported this when it was voluntarily disclosed and if the service use was not relevant to the issue at hand, it may not have been discussed by the student. "External service agency" is defined as any service-providing organization external to the school, including government, non-profit, and service sector organizations.

[iii] This was a service limited to two schools where the RAP workers are authorized to release certain student information to outside agencies upon request (e.g., attendance record to police).

One-on-One Data Summary

One-On-One Characteristics	Raw count	% of total	Min % per school	Max % per school
Total one-on-one cases	**1719**	**100%**	-	-
Participant details				
Total students with cases	**900**	**98%**	94%	100%
Average # of cases per student	**1.9**	**-**	1.3	2.6
Maximum # of cases per student	**22**	**-**	4	22
Case details				
Involved multiple contacts (i.e., follow-up)	**861**	**50%**	26%	100%
Average contacts per case	**2.1**	**-**	1.4	4.2
Maximum contacts per case	**13**	**-**	4	13
Prevention-focused	**216**	**13%**	2%	73%
Reconnection-focused	**225**	**13%**	0.3%	84%
RAP worker acted as liaison[i]	**57**	**3%**	0.3%	15%
Mediation planned to follow	**263**	**15%**	6%	37%
Conflict unresolved	**16**	**1%**	0.2%	5%
First session date (by month)				
August	**3**	**0.2%**	0%	1%
September	**231**	**13%**	7%	20%
October	**232**	**13%**	5%	15%
November	**179**	**10%**	5%	17%
December	**141**	**8%**	2%	17%
January	**123**	**7%**	4%	23%
February	**131**	**8%**	2%	12%
March	**231**	**13%**	7%	22%
April	**170**	**10%**	2%	14%
May	**177**	**10%**	1%	15%
June	**101**	**6%**	2%	18%
Referral Source				
Administration	**297**	**17%**	6%	34%
Community member	**3**	**0.2%**	0%	1%
Community-school coordinator	**4**	**0.2%**	0%	1%
Home-school coordinator	**1**	**0.1%**	0%	1%
Other RAP worker	**10**	**1%**	0%	1%
Parent/guardian	**53**	**3%**	1%	8%
Peer	**201**	**12%**	9%	17%
School support staff	**24**	**1%**	0%	5%
Self	**612**	**36%**	20%	47%
SRO/CRO	**2**	**0.1%**	0%	1%
Student services	**78**	**5%**	2%	12%
Teacher	**239**	**14%**	8%	27%
Addiction/mental health services	**5**	**0.3%**	0%	1%
Family services	**6**	**0.3%**	0%	1%
Health/medical services	**2**	**0.1%**	0%	1%
Immigration services	**0**	**-**	-	-
Justice services	**23**	**1%**	0%	6%

One-On-One Characteristics	Raw count	% of total	Min % per school	Max % per school
Other	37	2%	0%	8%
None	122	7%	0%	14%
Primary Conflict Type				
Abuse/neglect	24	1%	0%	3%
Bullying[ii]	216	13%	7%	29%
➤ Cyber tactics	91	42%	17%	73%
➤ Physical tactics	36	17%	0%	43%
➤ Relational tactics	79	37%	22%	69%
➤ Verbal tactics	116	54%	11%	95%
Criminal acts	54	3%	0%	5%
Discrimination	15	1%	0%	2%
Harassment	62	4%	0%	10%
Intimidation	88	5%	2%	12%
Physical violence	132	8%	0%	14%
Other interpersonal conflict	526	31%	11%	63%
Basic needs	56	3%	0%	5%
Mental health	85	5%	0%	8%
Self-care needs	27	2%	0%	4%
Substance abuse	76	4%	0%	9%
Suicidality/self-harm	63	4%	0%	11%
Other personal troubles	295	17%	2%	30%
Secondary Conflict Type[iii]				
At least one secondary conflict	395	23%	0.5%	67%
More than one secondary conflict	186	11%	0.2%	46%
➤ Abuse/neglect	12	1%	-	-
➤ Bullying	27	2%	-	-
➤ Criminal acts	25	1%	-	-
➤ Discrimination	11	1%	-	-
➤ Harassment	42	2%	-	-
➤ Intimidation	69	4%	-	-
➤ Physical violence	26	2%	-	-
➤ Other interpersonal conflict	135	8%	-	-
➤ Basic needs	17	1%	-	-
➤ Mental health	123	7%	-	-
➤ Self-care needs	33	2%	-	-
➤ Substance abuse	36	2%	-	-
➤ Suicidality/self-harm	56	3%	-	-
➤ Other personal troubles	119	7%	-	-
Conflict Role				
Initiator	85	5%	1%	8%
Target	230	13%	7%	23%
Both	515	30%	18%	64%
Bystander	168	10%	5%	23%
Not applicable	721	42%	10%	60%
Primary Conflict Partner				
Administration	4	0.2%	0%	2%

One-On-One Characteristics	Raw count	% of total	Min % per school	Max % per school
Dating partner	**94**	**5%**	0%	9%
Environment	**73**	**4%**	1%	7%
Family	**115**	**7%**	0%	14%
Other school staff	**5**	**0.3%**	0%	1%
Peer	**752**	**44%**	30%	75%
Self	**608**	**35%**	9%	53%
Teacher	**68**	**4%**	1%	12%
Secondary Conflict Partner				
At least one secondary conflict partner	**281**	**16%**	1%	51%
More than one secondary conflict partner	**118**	**7%**	0%	31%
➢ Administration	**14**	**1%**	-	-
➢ Dating partner	**19**	**1%**	-	-
➢ Environment	**89**	**5%**	-	-
➢ Family	**116**	**7%**	-	-
➢ Other school staff	**7**	**0.4%**	-	-
➢ Peer	**94**	**5%**	-	-
➢ Self	**76**	**4%**	-	-
➢ Teacher	**35**	**2%**	-	-
Asset Development				
At least one asset targeted	**1540**	**90%**	43%	100%
More than one asset targeted	**1336**	**78%**	21%	100%
Average # of assets targeted	**3.5**	**-**	0.7	6.7
At least one skill set targeted	**1383**	**80%**	30%	100%
More than one skill set targeted	**825**	**48%**	12%	98%
Average # of skill sets targeted	**1.6**	**-**	0.4	2.9
➢ Communication	**607**	**35%**	11%	80%
➢ Conflict resolution	**607**	**35%**	14%	65%
➢ Healthy personal choices	**667**	**39%**	2%	70%
➢ Healthy relationships	**346**	**20%**	5%	77%
➢ Positive school environment	**501**	**29%**	5%	73%
At least one trait targeted	**1272**	**74%**	17%	100%
More than one trait targeted	**867**	**50%**	7%	100%
Average # of traits targeted	**1.9**	**-**	0.2	3.7
➢ Belonging	**206**	**12%**	0.3%	21%
➢ Empathy	**245**	**14%**	2%	38%
➢ Empowerment	**503**	**29%**	2%	72%
➢ Engagement	**146**	**8%**	1%	25%
➢ Respect for others	**435**	**25%**	1%	74%
➢ Responsibility	**622**	**36%**	12%	83%
➢ Self-awareness	**560**	**33%**	0%	74%
➢ Self-esteem	**186**	**11%**	1%	24%
➢ Sense of safety	**245**	**14%**	0%	30%
➢ Trust	**188**	**11%**	0%	48%
Service Partner Involvement				
Total cases involving service partners	**856**	**50%**	24%	68%
Total cases involving collaborators	801	47%	20%	60%

One-On-One Characteristics	Raw count	% of total	Min % per school	Max % per school
Average # collaborations per case	**0.7**	**-**	0.2	1.0
Total cases resulting in referrals	**119**	**7%**	0%	18%
Average # referrals per case	**0.1**	**-**	0.0	0.2
Collaborated With[iv]				
Total collaborations	**1195**	**100%**	-	-
➢ Administration	**413**	**35%**	17%	54%
➢ Community-school coordinator	**4**	**0.3%**	0%	3%
➢ Other RAP worker	**17**	**1%**	0%	3%
➢ Parent/guardian	**150**	**13%**	8%	25%
➢ School support staff	**8**	**1%**	0%	3%
➢ School-based program	**2**	**0.2%**	0%	1%
➢ SRO/CRO	**40**	**3%**	0%	14%
➢ Student services	**226**	**19%**	6%	28%
➢ Teacher	**227**	**19%**	5%	37%
➢ Addiction/mental health services	**28**	**2%**	0%	8%
➢ Family services	**21**	**2%**	0%	6%
➢ Health/medical services	**7**	**1%**	0%	3%
➢ Immigration services	**6**	**1%**	0%	3%
➢ Justice services	**21**	**2%**	0%	8%
➢ Other	**25**	**2%**	0%	5%
Made Referral To[v]				
Total referrals	**124**	**100%**	-	-
➢ Administration	**10**	**8%**	0%	23%
➢ Community-school coordinator	**0**	**-**	-	-
➢ Other RAP worker	**2**	**2%**	0%	4%
➢ Parent/guardian	**2**	**2%**	0%	4%
➢ School support staff	**0**	**-**	-	-
➢ School-based program	**7**	**6%**	0%	18%
➢ SRO/CRO	**7**	**6%**	0%	17%
➢ Student services	**24**	**19%**	0%	100%
➢ Teacher	**6**	**5%**	0%	9%
➢ Addiction/mental health services	**31**	**25%**	0%	57%
➢ Family services	**17**	**14%**	0%	19%
➢ Health/medical services	**9**	**7%**	0%	15%
➢ Immigration services	**0**	**-**	-	-
➢ Justice services	**3**	**2%**	0%	8%
➢ Other	**6**	**5%**	0%	14%

[i] Refers to RAP worker acting as a liaison between the student and another service provider.
[ii] For bullying, RAP workers were able to select multiple tactics per bullying case which is why these percentages do not add up to 100. On average, 1.5 tactics were used per bullying case. The reported % of total for the four tactics is based on the total number of bullying cases instead of the overall number of cases. An example of how to interpret these figures is: "13% of all reported cases involved bullying, and 54% of these bullying cases involved the use of cyber-bullying tactics."
[iii] RAP workers could report one or more secondary conflict types or partners as needed for complex cases.
[iv] Percentages refer to proportion of total collaborations. Each case can involve multiple collaborators.
[v] Percentages refer to proportion of total collaborations. Each case can result in multiple referrals.

Mediation Data Summary

Mediation Characteristics	Raw count	% of total	Min % per school	Max % per school
Total mediations	**143**	**100%**	-	-
Participant details				
Total students in mediations	**246**	**27%**	14%	59%
Average # of mediations per student	**1.3**	**-**	1.0	1.9
Maximum # of mediations per student	**6**		2	6
Total cases with non-student participants involved[i]	**18**	**13%**	0%	30%
Average # of participants per mediation	**2.3**	**-**	2.1	2.8
Session details				
Average # of sessions (max of 3)	**1.6**	**-**	1.0	2.9
0 steps completed[ii]	**9**	**3%**	0%	11%
Only 1 step completed	**46**	**15%**	0%	66%
Only 2 steps completed	**27**	**9%**	0%	25%
All 3 steps completed	**228**	**74%**	14%	100%
Step 1: Preconference	**290**	**94%**	82%	100%
Step 2: Agreement	**263**	**85%**	40%	100%
Step 3: Follow-through	**231**	**75%**	14%	100%
Conflict unresolved	**4**	**3%**	0%	8%
First session date (by month)				
September	**20**	**14%**	0%	30%
October	**20**	**14%**	8%	40%
November	**22**	**15%**	4%	30%
December	**13**	**9%**	7%	13%
January	**8**	**6%**	0%	13%
February	**11**	**8%**	0%	19%
March	**16**	**11%**	0%	19%
April	**11**	**8%**	0%	20%
May	**14**	**10%**	0%	20%
June	**8**	**6%**	0%	13%
Referral Source				
Administration	**53**	**37%**	7%	61%
Community member	**0**	**-**	-	-
Community-school coordinator	**0**	**-**	-	-
Home-school coordinator	**0**	**-**	-	-
Other RAP worker	**0**	**-**	-	-
Parent/guardian	**6**	**4%**	0%	10%
Peer	**14**	**10%**	0%	16%
School support staff	**0**	**-**	-	-
Self	**35**	**24%**	13%	40%
SRO/CRO	**0**	**-**	-	-
Student services	**4**	**3%**	0%	8%
Teacher	**22**	**15%**	5%	31%
Addiction/mental health services	**1**	**1%**	0%	7%
Family services	**0**	**-**	-	-

Mediation Characteristics	Raw count	% of total	Min % per school	Max % per school
Health/medical services	0	-	-	-
Immigration services	0	-	-	-
Justice services	1	1%	0%	5%
Other	1	1%	0%	5%
None	6	4%	0%	27%
Primary Conflict Type				
Abuse/neglect	0	-	-	-
Bullying[iii]	19	13%	0%	40%
➢ Cyber tactics	7	37%	0%	75%
➢ Physical tactics	3	16%	0%	33%
➢ Relational tactics	7	37%	0%	67%
➢ Verbal tactics	8	42%	0%	100%
Criminal acts	3	2%	0%	10%
Discrimination	7	5%	0%	13%
Harassment	8	6%	0%	20%
Intimidation	8	6%	0%	29%
Physical violence	25	17%	0%	33%
Other interpersonal conflict	71	50%	10%	87%
Basic needs	0	-	-	-
Mental health	1	1%	0%	7%
Self-care needs	0	-	-	-
Substance abuse	0	-	-	-
Suicidality/self-harm	0	-	-	-
Other personal troubles	0	-	-	-
Secondary Conflict Type[iv]				
At least one secondary conflict	24	17%	0%	41%
More than one secondary conflict	4	3%	0%	30%
➢ Abuse/neglect	0	-	-	-
➢ Bullying	1	1%	-	-
➢ Criminal acts	1	1%	-	-
➢ Discrimination	2	1%	-	-
➢ Harassment	4	3%	-	-
➢ Intimidation	8	6%	-	-
➢ Physical violence	2	1%	-	-
➢ Other interpersonal conflict	12	8%	-	-
➢ Basic needs	0	-	-	-
➢ Mental health	2	1%	-	-
➢ Self-care needs	0	-	-	-
➢ Substance abuse	0	-	-	-
➢ Suicidality/self-harm	0	-	-	-
➢ Other personal troubles	0	-	-	-
Primary Conflict Partner				
Administration	0	-	-	-
Dating partner	8	6%	0%	8%
Environment	2	1%	0%	10%
Family	3	2%	0%	13%

Mediation Characteristics	Raw count	% of total	Min % per school	Max % per school
Other school staff	2	1%	0%	10%
Peer	122	85%	67%	96%
Self	0	-	-	-
Teacher	6	4%	0%	20%
Secondary Conflict Partner[v]				
At least one secondary conflict partner	4	3%	0%	11%
More than one secondary conflict partner	0	-	-	-
➢ Administration	0	-	-	-
➢ Dating partner	0	-	-	-
➢ Environment	0	-	-	-
➢ Family	2	1%	-	-
➢ Other school staff	0	-	-	-
➢ Peer	2	1%	-	-
➢ Self	0	-	-	-
➢ Teacher	0	-	-	-
Asset Development				
At least one asset targeted	128	90%	42%	100%
More than one asset targeted	124	87%	29%	100%
Average # of assets targeted	4.5	-	0.8	7.9
At least one skill set targeted	126	88%	42%	100%
More than one skill set targeted	107	75%	29%	100%
Average # of skill sets targeted	2.3	-	0.8	3.6
➢ Communication	91	64%	14%	92%
➢ Conflict resolution	71	50%	15%	90%
➢ Healthy personal choices	40	28%	0%	60%
➢ Healthy relationships	72	50%	0%	87%
➢ Positive school environment	60	42%	8%	91%
At least one trait targeted	104	73%	0%	100%
More than one trait targeted	75	52%	0%	100%
Average # of traits targeted	2	-	0.0	5.1
➢ Belonging	11	8%	0%	23%
➢ Empathy	36	25%	0%	80%
➢ Empowerment	31	22%	0%	70%
➢ Engagement	3	2%	0%	20%
➢ Respect for others	77	54%	0%	90%
➢ Responsibility	57	40%	0%	81%
➢ Self-awareness	55	38%	0%	100%
➢ Self-esteem	4	3%	0%	8%
➢ Sense of safety	17	12%	0%	30%
➢ Trust	14	10%	0%	50%
Service Partner Involvement				
Total mediations involving service partners	82	57%	13%	91%
Total mediations involving collaborators	82	57%	13%	91%
Average # collaborations per mediation	0.8	-	0.1	1.3
Total mediations resulting in referrals	0	-	-	-

Mediation Characteristics	Raw count	% of total	Min % per school	Max % per school
Collaborated With[v]				
Total collaborations	**115**	**100%**	-	-
➢ Administration	**60**	**52%**	0%	61%
➢ Community-school coordinator	**0**	**-**	-	-
➢ Other RAP worker	**0**	**-**	-	-
➢ Parent/guardian	**12**	**10%**	0%	20%
➢ School support staff	**1**	**1%**	0%	5%
➢ School-based program	**0**	**-**	-	-
➢ SRO/CRO	**2**	**2%**	0%	10%
➢ Student services	**12**	**10%**	0%	20%
➢ Teacher	**23**	**20%**	0%	50%
➢ Addiction/mental health services	**2**	**2%**	0%	50%
➢ Family services	**0**	**-**	-	-
➢ Health/medical services	**0**	**-**	-	-
➢ Immigration services	**0**	**-**	-	-
➢ Justice services	**0**	**-**	-	-
➢ Other	**3**	**3%**	0%	9%
Made Referral To[vi]				
Total referrals	**0**	**-**	-	-

[i] Non-students included parents, teachers, school administration, and community members.

[ii] "Steps" refers to the three steps of the conflict mediation process, including pre-conference, reaching an agreement, and following through on the agreed-upon actions.

[iii] For bullying, RAP workers were able to select multiple tactics per bullying case which is why these percentages do not add up to 100. On average, 1.3 tactics were used per bullying mediation. The reported % of total for the four tactics is based on the total number of bullying cases instead of the overall number of cases. An example of how to interpret these figures is: "13% of all mediations involved bullying, and 37% of these mediations involved cyber bullying tactics."

[iv] RAP workers could report one or more secondary conflict types or partners as needed for complex cases.

[v] Percentages refer to proportion of total collaborations. Each mediation can involve multiple collaborators.

[vi] Percentages refer to proportion of total collaborations. Each mediation can result in multiple referrals.

Activity Data Summary

Activity Characteristics	Raw count	% of total	Min % per school	Max % per school
Total activities	217	100%	-	-
Activity type				
Presentation	83	38%	13%	92%
Regular program	48	22%	0%	60%
Special event	66	30%	0%	71%
Workshop	20	9%	4%	25%
Audience type[i]				
Students	195	90%	58%	100%
Staff	87	40%	6%	94%
Parents	11	5%	0%	12%
Community members	20	9%	0%	25%
Other	15	7%	0%	13%
Audience gender				
Female-only	39	18%	0%	56%
Male-only	3	1%	0%	4%
Mixed gender	175	81%	40%	100%
Audience grade				
Grade 9 only	56	26%	0%	58%
Grade 10 only	10	5%	0%	24%
Grade 11 only	2	1%	0%	8%
Grade 12 only	9	4%	0%	8%
Lower grades (9,10) only	6	3%	0%	25%
Upper grades (11,12) only	23	11%	0%	23%
Elementary school	33	15%	0%	24%
All/mixed grades	62	29%	0%	56%
No grade	16	7%	0%	15%
Activity date (by month)				
September	36	17%	0%	42%
October	28	13%	0%	17%
November	27	12%	0%	25%
December	26	12%	0%	75%
January	10	5%	0%	6%
February	17	8%	0%	12%
March	22	10%	0%	13%
April	20	9%	0%	25%
May	25	12%	0%	15%
June	6	3%	0%	6%
Activity goal				
Build assets	107	49%	28%	85%
Put assets into action	21	10%	0%	25%
Build relationships	55	25%	0%	50%
Raise program awareness	34	16%	8%	47%

Activity Characteristics	Raw count	% of total	Min % per school	Max % per school
Asset Development[ii]				
At least one asset targeted	**128**	**-**	-	-
More than one asset targeted	**111**	**87%**	61%	100%
Average # of assets targeted	**5.2**	**-**	2.0	8.1
At least one skill set targeted	**108**	**84%**	67%	100%
More than one skill set targeted	**85**	**66%**	29%	100%
Average # of skill sets targeted	**2.4**	**-**	1.0	3.6
➢ Communication	**74**	**58%**	14%	89%
➢ Conflict resolution	**63**	**49%**	0%	74%
➢ Healthy personal choices	**55**	**43%**	11%	57%
➢ Healthy relationships	**77**	**60%**	22%	93%
➢ Positive school environment	**43**	**34%**	0%	78%
At least one trait targeted	**104**	**81%**	56%	100%
More than one trait targeted	**79**	**62%**	0%	95%
Average # of traits targeted	**2.8**	**-**	0.6	4.7
➢ Belonging	**26**	**20%**	0%	53%
➢ Empathy	**31**	**24%**	0%	74%
➢ Empowerment	**58**	**45%**	0%	79%
➢ Engagement	**28**	**22%**	0%	74%
➢ Respect for others	**56**	**44%**	0%	89%
➢ Responsibility	**63**	**49%**	0%	88%
➢ Self-awareness	**47**	**37%**	0%	76%
➢ Self-esteem	**9**	**7%**	0%	17%
➢ Sense of safety	**37**	**29%**	0%	78%
➢ Trust	**4**	**3%**	0%	16%
Initiator				
Administration	**18**	**8%**	0%	50%
Community-School Coordinator	**10**	**5%**	0%	16%
Elder	**0**	**-**	-	-
External Service Agency	**4**	**2%**	0%	4%
RAP Worker	**71**	**33%**	8%	100%
Rotarian	**2**	**1%**	0%	3%
School Division	**4**	**2%**	0%	8%
SRO/CRO	**7**	**3%**	0%	15%
Student Services	**3**	**1%**	0%	5%
Students	**1**	**0%**	0%	2%
Teacher	**80**	**37%**	0%	62%
Other	**17**	**8%**	0%	13%
Collaborated With[iii]				
Total activities involving collaborators	**35**	**52%**	0%	72%
Total collaborations	**192**	**100%**	-	-
Average # collaborations per case	**0.9**	**-**	0.0	1.6
➢ Administration	**10**	**5%**	0%	13%
➢ Community-School Coordinator	**8**	**4%**	0%	25%
➢ Elder	**2**	**1%**	0%	3%
➢ External Service Agency	**21**	**11%**	0%	22%

Activity Characteristics	Raw count	% of total	Min % per school	Max % per school
➢ RAP Worker	**49**	**26%**	0%	38%
➢ Rotarian	**1**	**1%**	0%	2%
➢ School Division	**3**	**2%**	0%	11%
➢ SRO/CRO	**14**	**7%**	0%	20%
➢ Student Services	**21**	**11%**	0%	75%
➢ Students	**15**	**8%**	0%	28%
➢ Teacher	**45**	**23%**	0%	37%
➢ Other	**3**	**2%**	0%	50%

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[i] RAP workers could select more than one audience type per activity and the average number of audience types per activity was 1.5.

[ii] Because only activities which specified "asset building" or "putting assets into action" required the identification of asset targets, the percentages reported here are based on that subtotal (128) not the total number of activities (217).

[iii] Percentages refer to proportion of total collaborations. Each case can involve multiple collaborators.