BLUEPRINT EVALUATION PRELIM REPORT

BLUE PRINT
PATHWAYS

2015

Our Team

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Our Funders: Government of Canada, Youth Justice Fund, Gangs, Guns and Drugs Grant

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Facilities included in this Evaluation Report: Manitoba Youth Centre (MYC) in Winnipeg and William E. Hay Centre (WEHC) in Ottawa. The Calgary Young Offender Centre (CYOC) in Calgary is also featured in photographs.

A letter of thanks from Blueprint Executive Director Steve 'Buddha' Leafloor

I would like to give a warm-hearted thanks to all the youth participating in this program, and to the facility staff, directors and stakeholders who helped make this program possible. The list of people who have supported our work over the years is vast but I would like to take this opportunity to mention a few of them.

None of this would have happened without the ongoing support of Justice Canada and more specifically Debra Auger. Thanks, Debra!

Special shouts out to Charlotte MacDonald-Allan, Brent Keller and the amazing team from the Calgary Young Offender Centre. You not only believed in the power of this work, you helped us launch BluePrintForLife's first programming in youth corrections in Canada. I also want to acknowledge the incredible support from Lawrence Deck, Centre Psychologist at the Calgary Young Offender Centre, for his helpful insight into our evaluation design and our engagement process. Thanks also to the Wellesley Institute and their CEO, Dr. Kwame McKenzie, for supporting the evaluation process.

We cannot forget the special relationship we have also developed with Jay Dobberthien and Doreen Lesperance (Native Coordinator) at the Edmonton Young Offender Centre. Doreen and her incredible team are exceptional to work with. We have learned so much about how to incorporate traditional culture into our programing from her "Warrior Program", and the youth who participate in it. Shout out to the Warriors for your ongoing leadership helping mentor younger youth at the Edmonton facility.

In Winnipeg we are blessed to have a core of support from Carlos Clark and his team – thank you all so much! We are looking forward to our return this fall. More thanks in Manitoba also go to Todd Clarke and his team at Crime Prevention Manitoba for helping bring our work to your province.

In Ottawa, we would like to recognize the support and vision from the Executive Director of

Youth Justice Services, Gord Boyd, and Program Manager, Terri Kehoe of the William E. Hay Centre. This was also the place that Stephen Leafloor, Executive Director of BluePrint Pathways, was able to reconnect with old friend and street dancer, Vallan Lawrence who works at Ottawa's William E Hay Centre. Val was instrumental in helping our programming in Ottawa not only run smoothly, but he also fully participated as a dancer throughout the week with the youth. You've still got it, Val!

We would also like to recognize the ongoing support, participation and feedback we receive from First Nations Elders in the various facilities we work in. Your spirit and wisdom are greatly appreciated by Blueprint.

Behind the scenes Satinder Besrai, our Program Coordinator, gets the work done without all the attention the rest of us get. Thanks Satinder for your ongoing patience, professionalism and attention to detail with the work we do.

Last, but certainly not least, I would like to again recognize the ongoing creative input, commitment and passion from the team at Blueprint. In my opinion you are some of the most talented youth outreach workers in Canada. Special shouts to some of my senior staff, Marcel "Frost" Da Costa and Andel "Handlz" James, who have been with Blueprint for years building this vision. Frost and Handlz: you are true warriors for the youth! Tara Wilson -- none of this would have happened if you hadn't helped introduce our programming to the Calgary Young Offender Centre in the first place. So on behalf of all the youth we work with, an extra big hug of love.

Emma Ware, the author of this report, thank you so much for agreeing to be a part of the Blueprint Team. Many people probably don't realize that you are not only accomplished for your knowledge and education in the field of health research, but that you are also, in fact, a dancer and bgirl. I know you get what we do and with your help and support we are excited to share it with the world.

 "Each One Teach One"

Stephen "Buddha" Leafloor
Executive Director BluePrintForLife and BluePrint Pathways.

For more information about Blueprint please check out Blueprint's website:
http://www.blueprintforlife.ca/services/youth-corrections-outreach/

1. Executive Summary

1.1. Program Goals.

Blueprint Pathways is a hip hop arts and mental health discussion based program designed to empower youth in secure detention and custody facilities to break the cycle of crime and gang involvement and build better futures for themselves. Blueprint's innovative approach includes a) dance, spoken word, meditation, art and journaling, b) role models, mentorship and discussions (on topics such as anger and impulse control, support systems, alcohol and drug abuse, trauma and healing), and c) community culture and performance. By centering around dance activities and group discussions, Blueprint programs holistically activate physical, mental, emotional, social, cultural and spiritual health. This unique format aims to foster adaptive behaviour in youth and to improve the quality of their social environment. Ultimately, Blueprint wants to help young people harness their potential and take control of their own futures towards positive community engagement, away from gang involvement and criminal activities.

1.2. Evaluation.

As part of the Youth Justice Funding scheme, Blueprint received funding to run programs in five secure detention and custody facilities for youth across Canada. Part of this funding was allocated to evaluating the Blueprint Pathways program to better understand the impact of program activities on youth, as well as the custodial social environment as a whole. The goals of this evaluation include: a) to better understand the outcomes of Blueprint Pathways, and the mechanisms by which these outcomes emerge, b) to receive feedback about the strengths and weaknesses around program delivery, and c) to inform program development and increase Blueprint's positive effects on youth.

1.3. Methods.

A mixed method was used to evaluate Blueprint Pathways including both quantitative (surveys with youth) and qualitative methods (interviews with youth, facility staff and Blueprint Staff). The quantitative surveys were conducted in a *Before/After* design, to compare scores on outcomes measures *After* program completion against the youth's baseline scores (*Before* the program). This was conducted both for the Main Program (1 week, all youth) as well as the Spoken Word Program (16 weeks, subset of youth). The qualitative component consisted of interviews conducted with youth participants, facility staff as well as Blueprint staff. The program was evaluated at the Manitoba Youth Centre (MYC) in Winnipeg in September 2014 and in the William E. Hay Centre (WEHC) in Ottawa in December of 2014.

1.4. Summary of Results.

Complete before and after survey sets were collected from 63 youth in total (49 MYC and 14 WEHC) for the Main Program and 9 youth (7 MYC and 2 WEHC) for the Spoken Word Program. Please note that all results presented here should be interpreted with caution since we are still at preliminary stages of evaluation with small participant sample sizes. We cannot, at this point, provide comprehensive and detailed conclusions about program outcomes. We do have sufficient data, however, to broadly discuss our findings. The evaluation showed that Blueprint Pathways has been successful in achieving a number of the outcomes set out in our program objectives. Evidence supporting increases in the capacity for adaptive behaviour included a) improved motivation to change, b) improved sense of mastery (self-concept, confidence), c) improved ethnic pride, and d) increased hope (reduced fatalism). Evidence that youth obtained new tools to increase adaptive behaviour including a) increased levels of activity engagement (dance, spoken word, art, meditation, and journaling), b) improved self-efficacy for non-violent strategies (impulse control and anger management), c) increased moral reasoning and ability to talk about trauma, and d) reduction of maladaptive (problem) behaviours in the facility. The data also suggest that

Blueprint helped to improve the quality of the custodial social environment, yielding a) improved perceptions of social support, b) decreased propensity for gang affiliation, c) increased community participation, d) improved social morale and cultural appreciation, and e) improved quality of relationships.

2. The Blueprint Program

2.1. Background

Blueprint has been developed over the course of a decade. Blueprint was born out the recognized needs of small northern communities fraught with trauma and high suicide rates. Having experienced the healing effects of hip hop arts and culture firsthand, and armed with expertise in the field of youth social work and breakdance, Blueprint Founder Stephen Leafloor, AKA "Buddha", set out to develop the Blueprint program as a tool for

intergenerational and community healing. Buddha designed a potent 'blueprint' to foster healing in communities undergoing repeated cycles of trauma and tragedy. The buzz about Blueprint's success quickly spread and the Blueprint team was soon in high demand across northern Canada. Since its inception, Blueprint has engaged in approximately 100 weeklong intensives with over 50 remote Arctic communities.

In 2011, Blueprint visited its first secure detention and custody facility and adapted its programming to meet the diverse cultural and mental health needs of youth in secure

detention and custody facilities. The Blueprint Pathways Program works with youth to openly and honestly discuss topics such as anger and impulse control, support systems, alcohol and drug abuse, trauma and healing. Through discussion, teamwork and dance, Blueprint helps to foster a skillset for soothing and controlling anger, building confidence, increasing social morale and fostering resilience and hope. The ultimate goal is to equip youth with sustainable tools that decrease propensity for gang affiliation and criminal behaviour and increase propensity towards positive community engagement and personal achievement. More specifically the program objectives break down as follows:

Program Objectives

To assist incarcerated youth by increasing their capacity for adaptive behaviour:
Improved scores on measures of motivation to change, sense of mastery (self-concept, confidence, self-esteem), hope (reduced fatalism) and ethnic pride.

To provide incarcerated youth with tools to increase adaptive behaviours:
Improved scores on measures of engagement in healthy activities such as dance, meditation, self-reflection, and

spoken word; improved self-efficacy in using non-violent strategies (e.g. anger management, impulse control); increased ability to talk about trauma and moral reasoning; and a reduction of maladaptive behaviours in the facility.

To improve the quality of the custodial social environment:
Improved perceived social support, decreased propensity for gang affiliation; increased community participation within the facility, social morale and cultural appreciation, improved quality of youth-youth, youth-staff, and staff-staff interactions.

2.2. Program Breakdown

In youth secure detention and custodial facilities, Blueprint Pathways utilizes the same basic ingredients that has made Blueprint so successful in the past. These include: 1) role models, mentorship and mental health education led through group discussion; 2) breakdance, spoken word, arts, meditation, journaling, and cultural activities; 3) community, culture and performance. By combining pillars of cultural, social, emotional, and physical well-being, Blueprint aims to empower youth with increased capacity for adaptive behaviour and a more supportive social environment.

Blueprint Staff

Blueprint programs are led by a culturally diverse team who are among Canada's top artists, breakdancers, cultural leaders and youth outreach workers. Many have life experience that the youth relate to. Each individual has their own unique story about how the hip hop community and culture supported them throughout hardship, trauma and healing. The staff's cultural diversity reflects that of the facility's youth population and enables youth to have multiple personalities, stories and perspectives to connect with. Blueprint staff members teach youth how hip hop arts and culture can be a powerful template to engage healthy notions of social support, community and cultural pride.

Main Program

Blueprint Pathways' Main Program is a weeklong intensive 9am – 5pm program with five to six staff members. The facility takes a break from regular programming to come together as an entire collective. Blueprint encourages staff to participate along with youth. This gives youth the opportunity to build different and stronger relationships with facility staff. Buddha, along with the Blueprint staff, leads the group in discussion sessions staggered between breakdance instruction. Each program is slightly unique,

and the content is adapted and modified based on both the cultural and educational needs of the youth in the facility, as well as the staff's skills and expertise. There are alternative activities such as spoken word and artwork to get involved in for those youth who prefer to engage in those side projects.

Main Program Discussion Topics
a. Bringing your own culture into Hip Hop and cultural pride
b. Anger Management (finding your 'one mic'[1]) and Buddha's Story
c. Sabotaging yourself with drugs and alcohol
d. Respect and loyalty of oneself, others, and one's environment and community. Treatment of women
e. Bullying – learning to say you're sorry, rebuilding relationships, fear of trusting
f. Impulse Control
g. Why not gangs: a hip hop perspective – getting a new familia
h. Healing paths – Sexual Abuse – About good touch/bad touch, being safe, and no means no
i. Who to talk to when bad things happen. Personal Inventory – safety plans, outside resources
j. How will you sabotage yourself (upon release from the facility)

These topics are adapted slightly based on specific concerns expressed from the facilities being visited.

Main Program Activities
a. Warm up and Cool Down (Daily)
b. Dance Skills: Backspin, Top Roc, Freezes, Dance Routines – the Hustle, Stomp, Bucket Drumming, Traditional Culture (Lessons that build throughout the week)
c. Visualization/Meditation Exercises (Daily)
d. Journaling, Self-Reflection and Poetry (Ongoing)
e. Art Project – builds throughout the week
f. Final Showcase
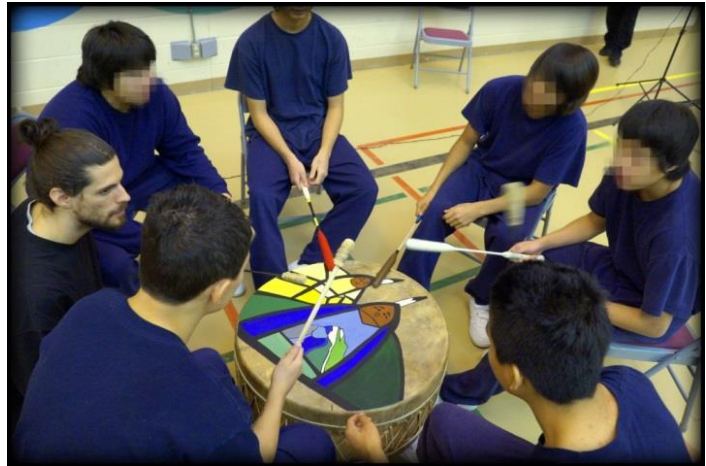
Spoken Word Program

Following the Main Blueprint Program, subsets of 12-15 youth were chosen by each facility's staff (in consultation with Blueprint) to participate in 32 hours of Spoken Word Workshops for 16 weeks (2 hrs/week). The Spoken Word Workshops are run by 2 facilitators who teach participants that "literacy is a weapon". Youth are encouraged to build vocabulary and tap into the therapeutic and cathartic properties of writing and claiming their words by practicing the art of spoken word.

Spoken Word Program Themes
a. What's your legacy? Write it and recite it. Take ownership of your words.
b. My Life Story
c. Rebuilding Concepts of Loyalty and Respect
d. The importance and significance of journal writing, and the value of keeping this practice over your lifetime

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[1] The 'One Mic' concept comes from a song by rapper, Nas, with the line 'All you need is one mic'. 'One mic' is a metaphor for having a passion. Whether it's dance, writing, kayaking, singing, or math, all you need is one thing to focus on to keep you going through tough times in life. Blueprint teaches youth that their 'one mic' can be used as a coping mechanism for managing anger and other maladaptive behaviour patterns.

3. Evaluation Methods

3.1. Design

The evaluation was conducted as a mixed methods design, and included both quantitative surveys and qualitative interviews. Quantitative data was collected using a *Before* and *After* design, meaning that the same survey questions were delivered the week prior and the week following the Main Program, and again after the Spoken Word Program. This allowed us to compare youths' scores on program outcome measures across the program's delivery. Based on feedback from the Winnipeg facility regarding feasibility of data collection, two versions of the quantitative evaluation were produced. The original 'long' version of the survey was modified into a 'short' version. The long version was administered to all youth in the Ottawa facility, and only the subsection of youth in the Winnipeg facility that were selected to participate in the Spoken Word Program following the Main Program. All other youth at the Winnipeg facility completed the short version. Qualitative interviews for youth participants were conducted post program (Main Program and Spoken Word Program) by facility staff in small focus groups (3-6 individuals), and lasted approximately 20 – 30 minutes. Interviews with facility staff were conducted over the phone by the Program Evaluator, and Interviews with Blueprint Staff were conducted as a focus group in person.

3.2. Measures

Quantitative Evaluation

Long Version

1. **Demographic and Basic Referral Questions (9 Items).** Demographic questions included age, gender, education level, self-identified ethnicity, type of criminal offence committed and length of sentence. The Perceived Social Status index was also included to gauge the youths' perceived relative socioeconomic status (Adler et al. 2000).
2. **Motivation to Change (9 items).** Measures the respondents' motivation to change aspects of their behaviour associated with various negative and positive social outcomes (Biener and Abrams, 1991).
3. **Pearlin Mastery Scale (7 items)**. The Pearlin Mastery Scale is designed to measure self-concept, confidence and the extent to which individuals perceive themselves in control of forces that significantly impact their lives (Pearlin, 1992).

4. **Self-Concept (12 items)**. Measures an individual's sense of self-concept and self-confidence (Phillips & Springer, 1992).
5. **Modified Rosenberg Self-Esteem Inventory (10 items).** Measures an individual's perception of self-worth, ability, self-satisfaction and self-respect (Rosenberg 1965).
6. **Fatalism / Hope for Change (5 items)** Measures confidence in one's ability to influence the future (Cummings 1977).
7. **Ethnic Identity** – **Teen conflict survey (4 items)**. Measures ethnic pride and respect for differences (Bosworth & Espelage, 1995).
8. **Frequency of Healthy Activities (4 items).** This was developed by Blueprint specifically to measure the frequency of participation in activities composing the Blueprint program such as dance, art, spoken word, journaling and meditation.
9. **Self-Efficacy** – **Teen Conflict Survey (6 items)**. Measures an individual's confidence in his or her ability to control anger and resolve conflicts nonviolently. (Bosworth & Espelage,1995).
10. **Likelihood of Violence and Delinquency (9 items)**. Measures perceived likelihood of engaging in violence and other high risk behaviours (Flewelling, Paschall &Ringwalt, 1993).
11. **Vaux Social Support Record (9 items):** Items measure satisfaction with perceived emotional advice, guidance, and practical social support (Vaux, 1988).
12. **Propensity for Gang affiliation (3 items).** This measure evaluates an individual's propensity to support prison gangs and their function (Ireland and Powers 2013). We adapted this measure to reflect on gangs more broadly, rather than focusing on prison gangs specifically. Also, we shortened the survey to a subset of items that were found to correlate most heavily with disruptive behaviour, victimization and aggression.

Short Version

1. **Demographic and Basic Referral Questions** (5 Items)
2. **Self-Efficacy – Teen Conflict Survey** (6 items)
3. **Motivation to Change** (8 items)
4. **Frequency of Healthy Activities** (5 items)
5. **Selected questions from the Vaux Social Support Record** (2 items)
6. **Selected questions from the Ethnic Identity** – Teen conflict survey (2 items)
7. **Selected questions from the Propensity for Gang affiliation** (3 items)
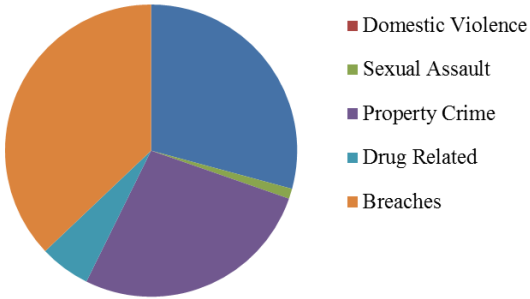
Qualitative

The semi-structured evaluation interview consisted of the following sections:

1. Program Engagement
2. Coping Skills
3. Quality of Social Relationships
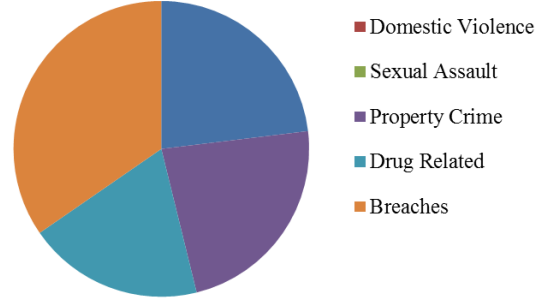4. Individual Sustainability of Program Content

The interview content was modified slightly to adapt the interview to youth, facility staff or Blueprint staff.
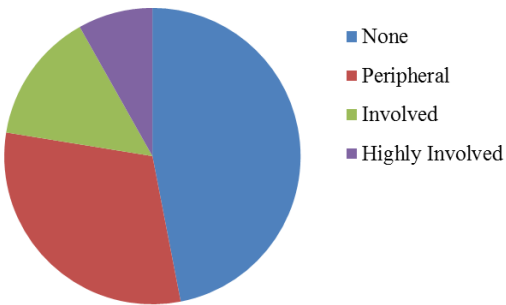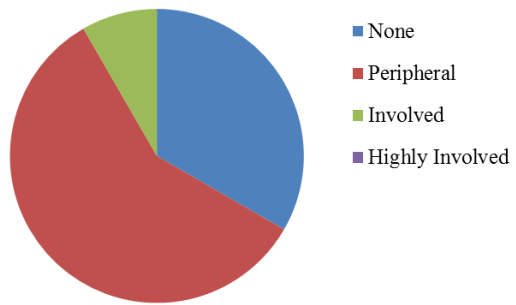
4. Results

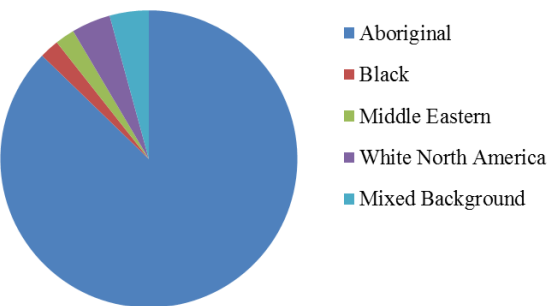## Type of Offence (Winnipeg)

- Violent Offender
- Domestic Violence
- Sexual Assault
- Property Crime
- Drug Related
- Breaches

Type of Offence (Ottawa)

- Violent Offender
- Domestic Violence
- Sexual Assault
- Property Crime
- Drug Related
- Breaches

Level of Gang Involvment (Winnipeg)

- None
- Peripheral
- Involved
- Highly Involved

Level of Gang Involvment (Ottawa)

- None
- Peripheral
- Involved
- Highly Involved

Ethnic Identity (Winnipeg)

- Aboriginal
- Black
- Middle Eastern
- White North America
- Mixed Background

Ethnic Identity (Ottawa)

- Aboriginal
- Black
- Middle Eastern
- White North American
- Mixed Background
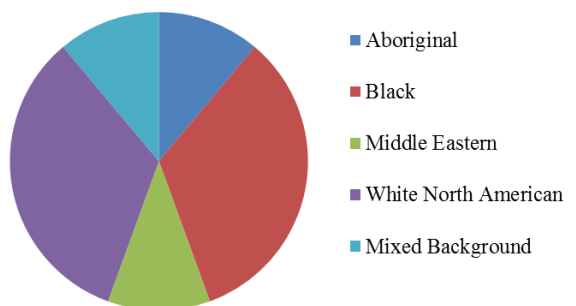
Aboriginal Identity (Winnipeg)

- Cree
- Metis
- Anishanaabek
- Ojibway

Figure 1. Demographic Results include a) the type of offence committed (top), b) the level of self-reported gang involvement (middle), c) ethnic identity (bottom).

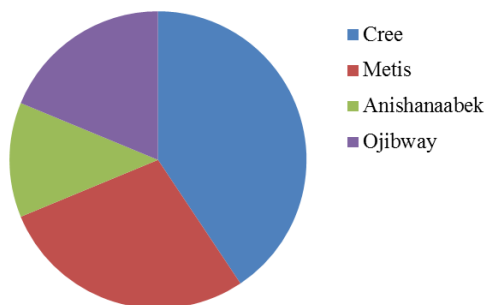| Questionnaire	Facility	Time	N	Min	Max	Mean	stdev	ANOVA
Motivation to Change A) Range 1-10 Higher score = higher motivation to change level of engagement in hip hop and community programming for youth	Winnipeg	Before		1	10	4.90	3.21	F(1,49) = 12.10, p =.001*
		After		1	10	6.469	2.86	
	Ottawa	Before		1	10	4.67	3.77	F(1,49) =3.796, p =.077**
		After		1	10	6.39	3.47	
Motivation to Change B) Range 1-10 Higher score = higher motivation to change level of engagement in self-reflection and the arts.	Winnipeg	Before		1	10	5.63	3.12	F(1,13) =12.63, p =.001*
		After		1	10	7.33	2.48	
	Ottawa	Before		1	10	5.83	3.79	F(1,13) =3.93, p =.073**
		After		1	10	8.31	2.56	
Motivation to Change C) Range 1-10 Higher score = higher motivation to change path away from a future in secure detention and custody facilities.	Winnipeg	Before		1	10	5.87	3.2	F(1,49) =2.911, p =.095**
		After		1	10	6.67	2.9	
Pearlin Mastery Scale. Range 7-28 Higher scores = increased self-concept and perceived ability to control forces significantly impacting their lives.	Ottawa	Before	13	13	28	20.77	1.21	F(1, 13) =3.57, p =.083**
		After	13	13	28	22.08	1.20	
Fatalism Range 1-4 Higher scores = decreased confidence in ones ability to influence the future.	Ottawa	Before	13	1	4	2.61	.87	F(13, 1) = 21.43, p = .001*
		After	13	1	4	1.85	.80	
Self-Efficacy. Range 5 - 30 Higher score = higher perceived self-efficacy for using non-violent strategies	Ottawa	Before	13	8	30	21.77	7.53	F(1, 13) =8.78, p =.012*
		After	13	11	30	24.15	5.91	
Journaling. Range 1-10. Higher scores = increased participation in journaling activities	Winnipeg	Before	49	1	10	4.94	3.14	F(1,49) =4.28, p =.044*
		After	49	1	10	6.10	3.22	
	Spoken Word (Both Facilities)	Before	9	1	10	5.33	3.61	F(1,9) =9.52, p =.015*
		After	9	5	10	8.67	1.94	
Meditation. Range 1-10. Higher scores = increased	Winnipeg	Before	49	1	10	2.87	2.42	F(1,49) =13.41, p =.001*
		After	49	1	10	4.69	2.87	
	Spoken	Before	9	1	10	4.00	3.64	F(1,9) =6.15, p =.038*

Measure	Location		N	Min	Max	Mean	SD	ANOVA (F & p)
participation in meditation activities	Word (Both Facilities)	After	9	4	10	7.22	2.05	
Dance. Range 1-10. Higher scores = increased participation in dance activities	Winnipeg	Before	49	1	10	3.21	3.078	$F_{(1,49)} = 28.66$, p =.00*
		After	49	1	10	5.63	2.78	
	Spoken Word (Both Facilities)	Before	9	1	10	4.25	3.51	$F_{(1,9)} = 4.955$, p =.061**
		After	9	1	10	6.88	2.87	
Spoken Word. Range 1-10. Higher scores = increased participation in spoken word activities	Ottawa	Before	13	1	10	5.33	4.01	$F_{(1, 13)} = 5.074$, p =.046*
		After	13	1	10	6.92	3.84	
	Winnipeg	Before	49	1	10	3.52	2.66	$F_{(1,49)} = 7.019$, p =.011*
		After	49	1	10	5.06	3.41	
	Spoken Word (Both Facilities)	Before	9	1	10	4.67	3.46	$F_{(1,9)} = 12.603$, p =.08**
		After	9	6	10	8.22	1.56	
Art. Range 1-10. Higher scores = increased participation in art activities	Winnipeg	Before	49	1	10	5.86	3.01	$F_{(1, 49)} = 6.094$, p =.017*
		After	49	1	10	4.33	3.22	
	Spoken Word (Both Facilities)	Before	9	1	10	5.13	3.60	$F_{(1, 9)} = 7.258$, p =.031*
		After	9	6	10	8.38	1.81	
Overall Activity frequency. Range 1-50. Higher scores = increased participation in Blueprint activities	Ottawa	Before	13	5	37	20.44	13.38	$F_{(1,49)} = 7.64$, p = .025*
		After	13	5	50	29.33	9.04	
	Winnipeg	Before	49	9	47	18.75	14.56	$F_{(1,13)} = 24.94$, p = .00*
		After	49	8	50	27.76	12.14	
	Spoken Word (Both Facilities)	Before	9	7	47	22.33	14.80	$F_{(1,9)} = 11.32$, p = .01*
		After	9	27	50	37.67	7.45	
Propensity for Gang Affiliation. Range 3-15 Higher scores = increased propensity to support gangs and their function	Both Facilities	Before	62	3	15	10.56	2.95	$F_{(61, 1)} = 3.081$, p = 0.084**
		After	62	3	15	9.81	3.19	
	Spoken Word (Both Facilities)	Before	9	13	9	11.29	1.38	$F_{(1,9)} = 7.84$, p =.023*
		After	9	12	6	9.28	2.16	
Ethnic Identity - Pride. Range 1-5. Higher scores = level of pride in being a member of their racial cultural group.	Winnipeg	Before	49	1	5	3.63	1.13	$F_{(1, 49)} = 5.88$, p =.019*
		After	49	2	5	4.102	.77	
Vaux Social Support Record. Range 4 – 16 Higher scores = increased perception of available peer and adult support.	Spoken Word (Both Facilities)	Before	9	4	16	11.00	3.31	$F_{(1, 9)} = 4.085$, p =.078**
		After	9	9	16	12.89	2.67	

Table 1. The table presents all survey measures with significant changes in scores obtained *Before* and *After* the Blueprint Program. Results for both the Main Program and the Spoken Word Program are displayed. N = the number of youth completing the survey. Descriptive statistics include the minimum, maximum, mean and standard deviation of each set of scores. ANOVA (F & p) values marked with an * denote a statistically significant difference between Before and After measures (α = 0.05), values indicated with a double asterisk (**) denote a marginally significant difference (α = 0.1).

4.1.   Demographic Data

In Winnipeg, there were 33 male and 16 females who completed the survey, the average age was 16 years (min = 13, max = 19); grade average was 8.65, (min = grade 7, max = grade 11); average length of sentence was < 5 months (Range <1 month, > 12 months); average perceived relative socioeconomic status was 5.98/10 (min = 1, max = 10).

In Ottawa, there 13 males completing the survey, the average age was 16.75 years (min = 14, max = 18); grade average was 9.77, (min = grade 8, max = grade 12); average length of sentence was < 4.22 months (min = < 1 month, max = > 12 months); average perceived relative socioeconomic status was 5.64 points on a 10 point scale (min = 2, max = 10). Figure 1 shows the demographic compositions of youth in each facility.

4.2.   Quantitative Main Findings

Our main results for both qualitative and quantitative data are summarized below, and grouped according to our three objectives. All statistics for significant effects are reported in Table 1. The summary below indicates whether there were significant changes in the measures evaluating program outcomes across the *Before* and *After* surveys for both the Main Program and the Spoken Word Program.

4.2.1.   Youth experienced increase in their capacity for adaptive behaviour

Motivation to Change.

There was a significant increase in scores on the Motivation to Change scale *After* the Blueprint Main Program as compared to the *Before* scores. Increases in Motivation to Change measures included motivation to change engagement in hip hop community programming (Winnipeg & Ottawa), engagement in self-reflection and the arts (Winnipeg & Ottawa), and their path towards a future in secure detention and custody facilities (Winnipeg only).

There was no significant change in the youths' scores on the measure evaluating motivation to change their criminal behaviour, the people they hang out with, their impulse control problems, their substance use and alcohol use habits, their gang lifestyle, or their school grades and employment status. Please note that these negative findings must be interpreted in light of the fact that the Motivation to Change scores on these measures were already at high levels before the Blueprint program, and therefore there was not much room for them to change. While we did see small increases in these Motivation to Change scores, they did not reach levels of significance. However, we expect that, with larger sample sizes we should see some significant increases in these measures.

For the Spoken Word Program, there was no significant change in the youths' Motivation to Change scores across the *Before* and *After* scores for the Blueprint Spoken Word Program.

Sense of Mastery, Fatalism, Self-Esteem and Self-Concept

In Ottawa only, there were significant increases in youths' scores on the Pearlin Mastery Scale *After* the Blueprint Main Program as compared to their *Before* scores. This same pattern emerged on Question 4 measuring 'sense of hope' on the Fatalism scale.

There were no significant changes in the youths' scores on the Self-Concept scale or on Rosenberg's Self-Esteem Inventory.

There was no significant change in the youths' Pearlin Mastery Scale, Fatalism Scale, Self-Concept, or the Rosenberg Self-Esteem Inventory across the *Before* and *After* scores for the Blueprint Spoken Word Program.

4.2.2. To assist youth with tools to increase adaptive behaviour

Participation in healthy activities

There were significant increases in the overall number of healthy activities youth engaged in *After* the Blueprint Main Program as compared to their *Before* scores (Winnipeg & Ottawa). These activities included journaling (Winnipeg only), meditation (Winnipeg only), spoken word (Winnipeg & Ottawa), art (Winnipeg only), and overall activity engagement (Winnipeg and Ottawa).

The increases in healthy activities were sustained when measured *After* the Blueprint Spoken Word Program (both facilities); these sustained increases included journaling, meditation, dance, spoken word, art, as well as overall scores of activity engagement.

Self-Efficacy and Likelihood of Violence and Delinquency

For the Blueprint Main Program, there were significant increases in youths' scores on the Self-Efficacy measure for non-violent behaviour (Ottawa only) across the program, but no significant changes on the Likelihood of Violence and Delinquency scale.

There were no significant changes in the youths' Self-Efficacy or Likelihood of Violence and Delinquency scores as measured *After* the Blueprint Spoken Word Program.

4.2.3. To improve the quality of the custodial social environment

Propensity for gang affiliation

For the Blueprint Main Program, there was a marginally significant decrease in the youths' Propensity for Gang Affiliation when the data from both facilities were pooled together (pooled data - both facilities), but there was no significant difference when each facility was analyzed alone.

The decreases in Propensity for Gang Affiliation were sustained when measured *After* the Blueprint Spoken Word Program (both facilities).

Ethnic Identity

There was an increase in scores on items measuring ethnic pride and respect for differences on the Ethnic Identity Measure (Winnipeg only). However, there was no continued change observed in measures of Ethnic Identity after the Spoken Word Program.

Social Support

There was no significant increase in the Vaux Social Support Record *After* the Blueprint Main Program, as compared to *Before* scores.

There was a marginally significant increase in perceived social support as measured by the Vaux Social Support Record *After* the Blueprint Spoken Word Program as compared to *Before* scores (both facilities).

4.3. Qualitative Interviews

Qualitative interviews allowed us to capture the nuanced information that is often missed in quantitative statistics. Below we present various quotes from youth, facility staff and Blueprint staff that demonstrate Blueprint outcomes, categorized by our three main objectives. Throughout this section we have included youth artwork which has been included with permission. Also see Appendix A for selected youth poetry (also printed with permission).

4.3.1. To assist youth by increasing their capacity for adaptive behaviour

Interviews with youth and staff at both facilities reveal that Blueprint Pathways has helped youth to a) become motivated to change in positive ways (e.g. use dance as a tool to become a better role model for their younger siblings), b) a sense of mastery, self-confidence, self-concept, self-esteem, and a positive sense of cultural identity

Motivation to Change

"[The blueprint program was a] Positive one [influence], I'm going to show it [the dance] to my siblings. Yup, they can do the hustle with me. I'll be a positive role model to them, instead of doing whatever I was doing. Teach them something positive and maybe they'll look up to me."

- MALE YOUTH, MAIN PROGRAM, MYC WINNIPEG

"Yeah like drugs and stuff. I don't know, we talked about it. Like they showed me like, how you could get drugs when you're younger and get fucked up when you're younger but you could still do good things and be better when you're older."

- FEMALE YOUTH, SPOKEN WORD PROGRAM, MYC WINNIPEG

Blueprint helps youth build a sense of mastery, self-confidence, self-concept, self-esteem, and a positive sense of cultural identity.

"[I learned] Just to be yourself I guess. There wasn't any rules about what or what you can't say, you know what I mean? They kind just let you express yourself into something you can't really do everyday"

- MALE YOUTH, SPOKEN WORD PROGRAM, SHERWOOD CENTRE, OTTAWA

"We could uh, we could be ourselves. There was no right or wrong answer for anything. It was whatever we felt was appropriate."

- MALE YOUTH, SPOKEN WORD PROGRAM, SHERWOOD CENTRE, OTTAWA

"It made me realize that writing is not about lying… When you write lyrics or what not, you just always have to be real to yourself, you gotta be true to your game."

- MALE YOUTH, SPOKEN WORD PROGRAM, SHERWOOD CENTRE, OTTAWA

"You get to express your individuality."

- FEMALE YOUTH, SPOKEN WORD PROGRAM, MYC WINNIPEG

"Yeah, like I'm not afraid to write now. I like to tell people what I write"

- FEMALE YOUTH, MAIN PROGRAM, MYC WINNIPEG

"It made us not afraid to express who we are. It helped cause we can lose that [in here] and it was nice to have that."

- FEMALE YOUTH, MAIN PROGRAM, MYC WINNIPEG

"… I had the courage to go up there and do the fancy dances with the girls and I didn't have the courage to do it in my home town, I was too scared. That was actually my first fancy dance, first ever. Well I was kind of nervous at first and then I don't know, when we started the girls weren't getting along, and then as the days went on we got along more, and that sort of what encouraged me more."

- FEMALE YOUTH, MAIN PROGRAM, MYC WINNIPEG

"And then, definitely, and then XXXX [Female Blueprint staff member] talks about umm her history, you know, with her mom and with her family and that, I think a lot of it , it gives the girls a lot of courage that they can overcome all the crap they're going through because they look at us, like 'I've never seen a native girl or a single mom or whatever who is so successful, who's like going to school, who's like dancing, who's like, you know, just doing something with her life.' And I think just being there, in the room, and telling your story is also really, the kids identify with what you're doing and you know, one little girl was nineteen, she had a baby and she was just worried about how her kids are going to perceive her and hearing my story she was like, you know, maybe it's going to be okay, you know, I think it's just different how they all take in your story and it's so complicated but its a part of the kids healing and learning and they're reflecting and it's just so amazing."
– BLUEPRINT STAFF MEMBER

"Lots of time I'll talk about how women are portrayed in the media really affect how you personally see women and … a lot of times the kids haven't even thought of that but like they're just …absorbing 'bitches and hoes'…the way the media portrays us. Even the girls are just absorbing all this…[I] talk to the kids about how it doesn't matter how you dress, you can dress anyway you want, you could portray yourself anyway you want it doesn't give anybody the right to disrespect you. And even though you will be disrespected because that's a lot of the way it is, a lot of time, the way the world is, doesn't mean you have to disrespect yourself."
– BLUEPRINT STAFF MEMBER

"There were some youth, I'm talking in other units, the confidence was huge, in terms of their growth in that one week. It was phenomenal to just see someone go completely from quiet to opening up and just you know, saying a poem or rapping, just like that. That was really cool to have that confidence to say wow I can just let everything out and no one's gonna judge me cause it's a safe zone, it's a safety net for everybody to just be themselves. And everybody has their story and they can express their stories in different manners. Blueprint allowed all these factors in terms of the artistic side, those who are not into the physicality or the athletics so to speak, they're able to express themselves in different ways. So there's all sorts of different avenues Blueprint was able to hit which I found was quite creative and they're able to bring it all together as a very powerful package at the end of the week for presentation to all you know, POs [probation officers] and all the different people they invited."
- FACILITY STAFF MEMBER, MAIN PROGRAM, WILLIAM E. HAY CENTRE, OTTAWA

4.3.2. To assist youth to increase adaptive behaviour and reduce maladaptive behaviours.

Interviews with youth and staff at both facilities reveal that Blueprint Pathways has helped youth to a) engage in healthy activities b) increase self-efficacy in using non violent strategies (impulse control and anger management), c) increase coping skills and dealing with complex trauma, and d) reduce maladaptive behaviours in the facility.

Engagement in healthy activities

I: *"So what will help you continue exploring cultural activities?*
P: *Positive friends*

I: Positive friends. Okay, in what way? How will that help you continue on to cultural activities?

P: Cause they like, they don't do drugs and stuff like that, and they're keeping you from that stuff and they don't make fun of you.

I: Okay

P: Like they all like that stuff and, like, I don't know, you can go do that stuff together instead of going to go do drugs."

- FEMALE YOUTH, MAIN PROGRAM, MYC WINNIPEG

"What stands out for me is, they had a great time, and they really enjoyed it for the whole week that they were there. I think it reduced the number of incidents at that time, really gave something for the kids to do and they all seemed to really enjoy it and they still talk about it even presently. It had a really positive impact on the kids."

- FACILITY STAFF MEMBER, MAIN PROGRAM, MYC WINNIPEG

We use dance as the main vehicle for a reason, because dance engages people physically, mentally, socially, spiritually, you know what I mean, and it's low resources too.

- BLUEPRINT STAFF MEMBER

I love seeing the transformation, I love seeing kids really proud of themselves, surprising themselves, building experiences that they can have for later, I love having them receive and share the kind of essence that represents and embodies our culture, you know.

- BLUEPRINT STAFF MEMBER

Self - Efficacy in using non-violent strategies (impulse control and anger management)

"Um, like me I have an anger problem you know what I mean and one of the Blueprint staff, XXX, he was telling me like yo even if you get mad you rap, you know, you make music. Basically, you know how to make music so if someone gets you mad take a time out and you know, go in your room or something, make a song, come out and say sorry you know? So yeah it actually works you know, cause I get mad fast you know, and he actually helped me out."

- MALE YOUTH, MAIN PROGRAM, WILLIAM E. HAY CENTRE, OTTAWA

"It's helped me get into less fights…cause I've walked away from a lot of fights cause of it. I was just thinking about stuff, I don't know, about how staff talked to me and said fighting's not worth it and I just walked away."

- FEMALE YOUTH, SPOKEN WORD PROGRAM, MYC WINNIPEG

[Blueprint taught me] "To always breathe. Like uh a lot of people don't realize that breathing can relieve a lot of stress you know. So when you get mad take a lot of deep breaths and those deep breaths, you know, it relaxes you. That's one thing I learned."

- MALE YOUTH, MAIN PROGRAM, WILLIAM E. HAY CENTRE, OTTAWA

Increased resiliency, moral reasoning and dealing with complex trauma

"They seem much more confident, much more upbeat, happier. I talked to one of the mental health workers here that said that she only had two mental health referrals since that day and she usually gets ten to fifteen of them, so clearly it seemed to have some impact on the kids."

- FACILITY STAFF MEMBER, MAIN PROGRAM, WILLIAM E. HAY CENTRE, OTTAWA

"It [Blueprint] gave me a voice to tell what happened to me, and what happened to XXXXX (Blueprint staff member) made me feel stronger. It was the right thing to do, to tell someone."
- FEMALE YOUTH, MAIN PROGRAM, MYC WINNIPEG

It helped me with being able to put my words in a way that people may be able to understand. Not to assume that people and everybody else understands what I'm saying. Just put it in a way that's just I guess more understandable, how to work with my words.
- MALE YOUTH, SPOKEN WORD PROGRAM, SHERWOOD CENTRE, OTTAWA

I find these kids are just so reflective, they just really think about things that are happening in the program because it's intense and the way that it's presented to them allows them to really think on it and really listen, like they really listen to Buddha when he talking and they really take it in and it's just amazing that they're so respectful that they really, you know, they're trying to absorb it and make sense of it even in the short time that

they have.
— BLUEPRINT STAFF MEMBER

"And, you know, like talking to the kids, sometimes I talk about being a mom and how I've had a big struggle with that, you know, being a mother, being a single mom and how I wasn't always the best mom but I did my best and here for my kids, and sometimes my point being to the kids, you know, you sometimes have to forgive your parents for stuff that they've done."
— BLUEPRINT STAFF MEMBER

"you have a little girl who is just living with all this shame, and all this sadness, and then she, through the artwork and through the dance, she is communicating with other kids in the center, she does get the sense of hope and I think a lot of it, it is these feelings of joy that they really have happiness like, they just haven't laughed, they haven't had just plain fun for so long because everything in their world is so heavy, you know. They're asking us to deal with these heavy issues and they're always, you know, when they're in their cells, or when they're alone, they're thinking about all the heavy thing that they've done and all the crap that is going on in their world and all the stuff on the outside and all the politics and shit on the inside, and so when they're just allowed to have fun and laugh and feel , and listen to music and move their bodies, I think that's also really a powerful connection for them because they just forget what that feels like."
— BLUEPRINT STAFF MEMBER

"...we've heard these comments often, 'I've never felt safe like this before in my life', 'I never felt happy like this before in my life'. So, you know ... that's not a small insignificant thing when people have complex trauma and those concepts [arts, creativity and community engagement] don't even seem believable if they've never felt safe. It's very likely some of these kids never felt safe, so if you don't feel safe, you don't have the headspace to feel creative like all those other things are a luxury. You're stuck in flight or fight mode, tightly wound your whole life and then all of a sudden that becomes believable and it's like laughter can be genuine, it can be real. —
BLUEPRINT STAFF MEMBER

I thought a lot about the concept of hope and that you need to find glimmers of hope in life, in many different places and time or really, you know, the logical thing is well, why not kill yourself, really that's the extreme of it, especially for people who have been severely, severely hurt and I feel like hope, you can't artificially create that

but you can set up organic environments where it might organically develop on its own because it's that complex interaction. And I think Blueprint is really good at creating organic hope…"
— BLUEPRINT STAFF MEMBER

Reduction in maladaptive behaviours in the facility

"They seem to be more open to hearing other people's perspectives without jumping into situations and using aggression. Youth were able to identify how different cultures can influence things and now they are more interested in understanding and learning about other cultures."
- FACILITY STAFF MEMBER, MAIN PROGRAM, WILLIAM E. HAY CENTRE, OTTAWA

"one of our kids that has shown nothing but disrespect and terrible behaviour for the last three years that he's been here, and since turned around. And I'm not going to say that it's just the Program because I don't know, we have a lot of fine staff here to work with kids too and we interact with the kids. But since that program that kid hasn't had one problem and not only has he turned things around completely. But nobody, I don't think anybody has gone to him and said 'hey, did that program, you know like, do you think that program helped you get along with other people?' or anything like that. But I can tell you that, it was since that program that things started getting a lot better for him and I think it has something to do with that. I'll tell you why, because when I went into that program, when I was observing that program, I saw him and how much he got into the program and was dancing and doing the steps and listening and uh, I know he enjoyed it immensely. But a lot of our kids here, they don't have a lot to enjoy. He was able to, sort of, like, you know, get outside of his angry self. I don't know whether your program was the main influence, I'm just going to tell you, that I think there is a correlation."
- FACILITY STAFF MEMBER, MAIN PROGRAM, MYC WINNIPEG

4.3.3. To improve the quality of the custodial social environment:

Qualitative interviews from both Ottawa and Winnipeg reveal marked improvements the youths' perception of the quality of the institutional social environment including, a) improved quality of social relationships amongst youth , b) improved quality of relationships amongst staff, c) improved quality of relationship between staff and youth and d) improved cultural appreciation and social morale, e) increased interest and capacity to participate in the hip-hop arts community (both within and out of the facility).

Improved Quality of social relationships amongst youth

"I'm not shy no more. Made me and my friends closer."
- MALE YOUTH, MAIN PROGRAM, MYC WINNIPEG

"Yeah because we put it aside, lots of beef that we had with each other, we put it aside to do this program. A lot of new friendships were made there to, I guess."
- MALE YOUTH, MAIN PROGRAM, MYC WINNIPEG

"I made a lot of new friends and the girls I didn't talk to now are like close."
- FEMALE YOUTH, MAIN PROGRAM, MYC WINNIPEG

"We got to come out of our own comfort zone I actually took the time to actually know a person instead of seeing them just walk by."
- MALE YOUTH, MAIN PROGRAM, WILLIAM E. HAY CENTRE, OTTAWA

"It's still kind of weird talking to like, other kids about personal stuff. It kinda helps cause a lot of them have gone through stuff too."
- FEMALE YOUTH, SPOKEN WORD PROGRAM, MYC WINNIPEG

I saw them working together in the units like when they were practicing for their dance routines and stuff like that. Some of them seem to have made new friends that they might not have had before, they seem to be getting along better with each other, even the ones that previously didn't. A lot of them came out of their shell and seemed to really get along well together and they all just really enjoyed it."
- FACILITY STAFF MEMBER, MAIN PROGRAM, MYC WINNIPEG

Improved quality of relationships between staff and staff.

"Being fairly new within the program, and participating in a few activities I was able to see my colleagues in a different light and it made it easier to create some relationships with other staff members."
- FACILITY STAFF MEMBER, MAIN PROGRAM, WILLIAM E. HAY CENTRE, OTTAWA

Improved quality of relationship between staff and youth.

"Yeah, I'm more open with staff. Like a lot of staff, I was afraid to talk to them before"
- FEMALE YOUTH, SPOKEN WORD PROGRAM, MYC WINNIPEG

"I believe it is important to have the youth see a different side of staff at times (in a professional way). This opportunity gave this to the youth and staff who participated. Youth have a different way of now looking at certain staff and are hoping to continue dancing, etc, within their communities."
- FACILITY STAFF MEMBER, MAIN PROGRAM, WILLIAM E. HAY CENTRE, OTTAWA

"Interacting with them and being in the gym with them helped build that rapport with them. Spending more time with them and interacting during the dancing, participating with them, just trying to help them out, or encouraging them, that's just what essentially built that rapport."
- FACILITY STAFF MEMBER, MAIN PROGRAM, MYC WINNIPEG

Cultural appreciation and Social Morale

"I feel it brought like everyone in the facility closer together cause like, for a whole week, we weren't looking at each other like, I don't know, thinking about what other kids were doing in the past. We were just focused on one thing, the art that were doing, and dance and stuff like that. We were working it on and it brought us all together"
- MALE YOUTH, MAIN PROGRAM, WILLIAM E. HAY CENTRE, OTTAWA

"Everyone's the same. Everyone's family. No matter what you are… say I'm Jamaican, he's Spanish, he's African, like all that. You treat everyone the same you treat everyone with respect you know. Like and as they came we got to experience Native culture where they went before - I don't know where they went [I: Manitoba?].

Manitoba I think. We got to see the books and stuff, you know. And I was like, I never seen that before. I never experienced that like, and I got to see through pages like, I don't know I thought I learned a lot about that native thing like cause I'm not knowledgeable about Natives you know what I mean. So I thought that was a good experience."

- MALE YOUTH, MAIN PROGRAM, WILLIAM E. HAY CENTRE, OTTAWA

"… dance doesn't have a culture. That's something I learned. Like, we can be from different cultures. I can be from one end of the earth and someone can be from another but dance, dance doesn't really—dance has its own common language. Meaning like dance has this loving aroma that it, it sends on."

- MALE YOUTH, MAIN PROGRAM, WILLIAM E. HAY CENTRE, OTTAWA

"I like when mind's switch to the stereotype or the judgement that they already placed on whatever , if it's either us as a team or the kids as youth, or the kids judging the staff, it's like throughout the week you see their judgement change, you know, and then it's like we're going to allow authority to be authority, you can allow kids to actually be kids and like there's that comfortable , kind of like environment, it's just like everyone is on the same page, trying to support each other you know. And then you have moments when the kids are like really into it, you know, like even though they might be there for the worst thing we don't know but then you see like the little kid in them and be like 'ah man, I'm so happy' and then it's like even though like the system labels that person like this and technically speaking this person is like a criminal but at this moment, this week, he's just a kid. And seeing him just be a kid is like a good feeling and then us contributing to that, you know, and then us changing lives of the staff. The staff 'oh you know, I didn't like this kid because he came in here for stealing and I don't like thieves, oh but you know what, this week he proved me wrong' and now the staff kind of has a different mentality, I like when mentalities start to switch."

- BLUEPRINT STAFF MEMBER
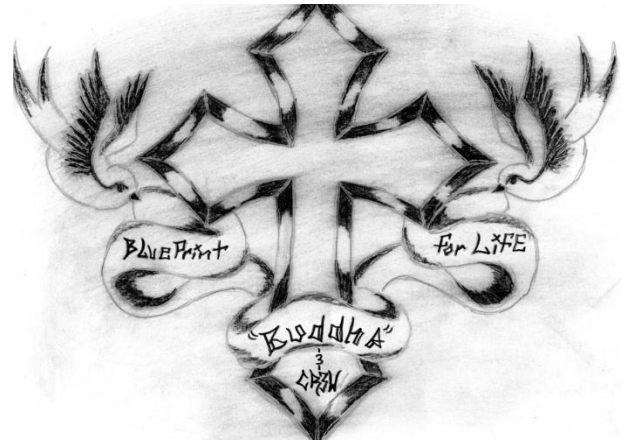
"They have embraced playing with each other and dropped worrying about their shields. I have witnessed them trusting each other, joining hands and having fun with each other and the adults around them. I believe I have seen alternative identities emerging. It has reminded me of my garden. Witnessing the joy has been like looking at the green shoots poking up through the earth. It's beautiful and hopeful as well as amazing. It's a project that you need to tend to so that the seedlings can grow into everything they are ultimately meant to be."

- FACILITY STAFF MEMBER, MAIN PROGRAM, WILLIAM E. HAY CENTRE, OTTAWA

Blueprint empowers youth to participate in and connect with the hip-hop arts community

"I think they [Blueprint] let us know there's options out there to help, and people to surround us with support. They even had a board full of names, and they let kids suggest names and places."

- MALE YOUTH, MAIN PROGRAM, MYC WINNIPEG

And he [Blueprint Staff] stood by me and after, like, we finish chatting we like I dunno… I felt like I changed cause he told me not to give up on him and after that like I just kept going writing raps and stuff - FEMALE YOUTH, MAIN PROGRAM, MYC WINNIPEG

[Blueprint taught me] 'Like to find different ways to not fight. They suggested programs, they suggested dancing skills, they gave us like their own program names and stuff like that."

- MALE YOUTH, MAIN PROGRAM, MYC WINNIPEG

"I really liked the staff that they had. Like lots of them went through kind of like stuff that we did. Lots of them, like when they talked to us, like legit, we could really connect with lots of them."

- FEMALE YOUTH, MAIN PROGRAM, MYC WINNIPEG

P: "Yeah I got new people to talk to now when I need help. "

I: "They hooked you up with some more resources and stuff? [P: Yeah] Have you talked to them or anything so far? "

P: "Yeah, I call them like all the time."

- FEMALE YOUTH, SPOKEN WORD PROGRAM, MYC WINNIPEG

I: Do you want to continue doing this when you get of MYC and you guys go home?

P: Yes

I: Do you think you would ever teach these things to friends or family at home?

P: Yeah. I think it would be positive.

- FEMALE YOUTH, SPOKEN WORD PROGRAM, MYC WINNIPEG

4.3.4.   Recommendations and Future Goals

"Maybe next time they [Blueprint] come, maybe have them earlier and explain to staff and what is going to be happening and how it's going to work because when it was done maybe on our end we weren't able to relay that information to staff and there may have been some confusion just because we had never done anything like Blueprint before so it's kind of hard to relay what was going to be happening when we didn't know."

- FACILITY STAFF MEMBER, MAIN PROGRAM, WILLIAM E. HAY CENTRE, OTTAWA

I think Hip-hop has got such huge potential worldwide, it's this huge passionate resource space. And I love that fact that Blueprint gets to show some international leadership on what next level outreach could look like… I mean that warms my heart. If we're inspiring a group in Korea or in Africa … we get held up there as one of the gold standards so I think that, that's another bigger picture thing where we're having more impact than we even know.

– BLUEPRINT STAFF MEMBER

"it would be really cool if we can have more I guess funding or capacity to kind of work in or around that and see if we can elevate what we're doing , or even just spend more time, intensifying, or amplifying the curriculum, the prizes or who knows, perks."

– BLUEPRINT STAFF MEMBER

"..imagine if we were able to be well partnered with Hip-hop organizations in every city so that, the release thing, was very much supportive and much more consistent way, I mean that would be fantastic, so XXXX [Blueprint Staff member] has a little outreach thing going now connected to a studio, so that kids if they connect with him, not only can they can make use of dance lessons, but he may have a whole separate outreach program for kids that are released from here to support them when they're out."

"It would be really awesome, even if we had the resources to invest in having people share with us on a deeper level like more culture, more cultural values like language, just getting deeper so we're even more culturally sensitive in what we do like for instance when we were working in the Arctic if we were able to have people touring us on a deeper level, you know, what I mean part of the experience was we were just naturally becoming integrated in the communities and people were sharing their language with us already and people you know sharing legends and culture and food and taking us out and that's great first step but it would be cool if like Blueprint was on a level where as an organization you know we're investing even more into facilitators to be on a deeper level, that would be great."

"it seems like five days is not enough… there's a lot there to work out… they are taking away different things each time, like even in the mastering of the dance routines. I know that they are doing some spoken word follow up things which is really cool but in terms of the healing work, you know, I think that that's something that is really unique to that intense program, that transformation that happens continues each time we come back [when we do the same facility with the same youth multiple times]…it is deeper and it was almost more needed [the second and third time around] and it was richer and we taught the kids more complicated dance things because so many of them knew where we were going with the dance thing so they were really hyped up on the dancing. So we facilitated a lot of like cohesion within their community a lot of leadership amongst the kids. So kids kind of teaching other kids and kids kind of getting other kids to buy into the program right way which was dope and in terms of follow up I think the best follow up is to keep having the Blueprint project many times, maybe you know, not leaving too big a gap."

"I think definitely for some people, speaking about myself, the [Spoken Word] program wasn't my kind of thing. I mean music isn't my idea of something fun to do. It was enjoyable and everything but maybe just at some point ask some people what they'd like to get out of the program and if they're okay with some of the stuff that is gonna be participating in the program…An idea could be maybe before these guys start the program is get all these guys that they're doing the program for and maybe ask them what are the kinds of things you like and you enjoy um regarding this topic and then before they come in to do the program, base the program based on what they got from other people."
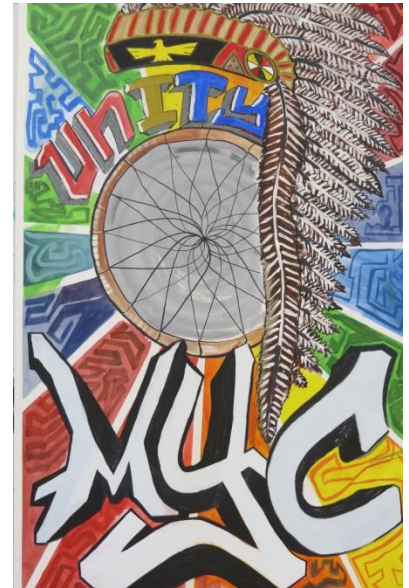
"I wouldn't mind learning about what happens with other youths in other facilities, you know what I mean. That kind of stuff is always interesting, why, because I've been to different facilities, you know."

I: What would make it easier to do this kind of stuff?

P: To have a mentor.

5. Discussion

5.1. Summary and reflections

The evaluation shows that Blueprint Pathways has been successful in achieving a number of the outcomes set out in our program objectives. Overall we obtained evidence supporting our Theory of Change (Fig. 2). Specifically, our data yielded evidence supporting increases in the capacity for adaptive behaviour including a) improved motivation to change, b) improved sense of mastery (self-concept, confidence) c) improved ethnic pride, and d) increases in hope (reduced fatalism). Evidence that youth obtained new tools to increase adaptive behaviour including a) increased scores on levels of engagement in healthy activities (dance, spoken word, art, meditation, journaling), b) improved self-efficacy for non-violent strategies (impulse control and anger management), c) increased moral reasoning and ability to talk about trauma, and d) reduction of maladaptive (difficult) behaviours in the facility. We also have support that Blueprint helped to improve the quality of the custodial social environment, including a) improved perceptions of social support, b) decreased propensity for gang affiliation, c) increased community participation, d) improved social morale and cultural appreciation, and e) improved quality of relationships. There were some quantitative measures that did not change significantly over any part of the Blueprint Program. These measures included the Self-Concept Scale (Phillips and Springer, 1992), the Rosenberg Self-Esteem Inventory (Rosenberg 1965), Likelihood of Violence and Delinquency (Flewelling, Paschall & Ringwalt, 1993).

Note that this is a superficial summary of the data, and not all measured outcomes showed significant changes across both methods of measurement (quantitative vs. qualitative), across all elements of the program (i.e. Main Program vs. Spoken Word Program), or across all facilities. The results section can be referred to for details about the differences in results across research methods, locations and program elements. It should be noted that the difference in results across program locations and program elements should be interpreted with caution since we are still at preliminary stages of evaluation and therefore the sample sizes of participants who took part in the evaluation vary widely across location (Main Program: Winnipeg = 49 participants, Ottawa = 13 participants) , and program element (Main Program = 62 participants, Spoken Word = 9 participants). Since the sample sizes for both the Main Program in Ottawa and the Spoken Word Program (when data is pooled across both facilities) are very small, we consider much of this data preliminary and incomplete without more data from more participants. While we should be cautious about interpreting the data, we can begin to speculate at a superficial level about the impacts of Blueprint on our program objectives. Because the data is preliminary we will focus our discussion on high level themes, rather than conducting a detailed review of differences between facilities and program components. We will leave such a discussion for the end of the program evaluation, and once data has been collected from more facilities.

This purpose of this discussion is to inform Blueprint, facility staff and youth about the effects of the Blueprint program, to increase understanding about and how to improve, mediate and capitalize on those positive effects.

We will also use the evaluation to shape the development and continuous revision of the program as well as its evaluation. Our aim is to maximize the positive effects that Blueprint programming has on youth.

Blueprint assists youth in increasing their capacity for adaptive behaviour.

The observed increases in capacity for adaptive behavior, including motivation to change, sense of mastery (self-concept and confidence), and increased hope, indicate that youth feel empowered to take control of their own future to make positive change. Caputo (2003), in his study of 969 American youth found that sense of mastery was the best predictor of both future mental and physical health. This is thought to be due to the fact that the sense of control and influence over one's own life circumstances (i.e. a sense of mastery) has a buffering effect on the impact of stressful life events. In the Blueprint Evaluation interviews, youth talked about discovering how to develop their individuality, creativity and their realization that they can take control of and change their futures. While this lesson of 'being yourself', and embracing your creativity and individuality was exemplified mainly

Figure 2. Theory of Change
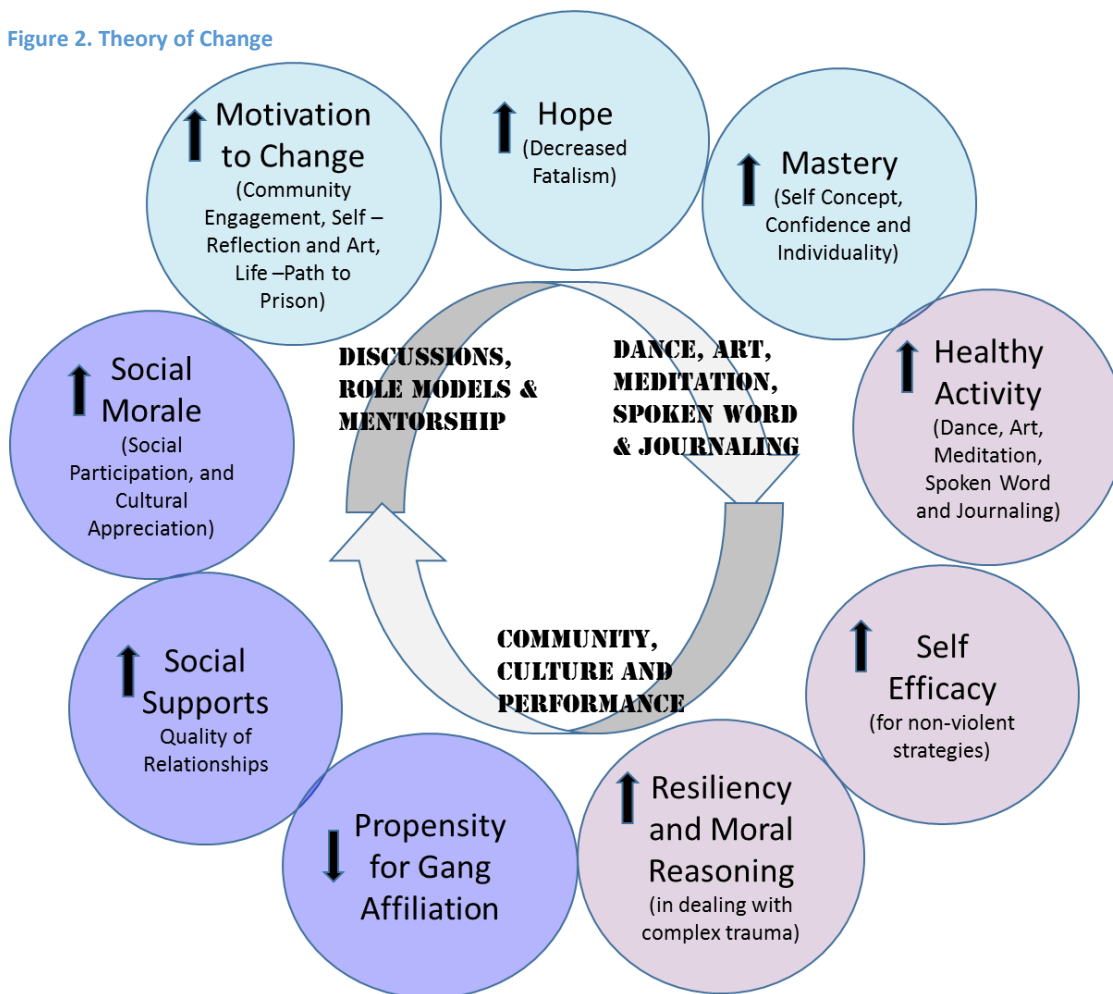
through arts-based activities, the evidence suggests that youth were gaining more confidence in expressing themselves honestly and creatively across different contexts. In other words, Blueprint's lessons appear to be translating into a sense of mastery in other aspects of the youths' lives.

Changes in the youths' motivation to change shows further that Blueprint participants become empowered with new intentions to engage in healthy activities, self-reflection and community. Youth spoke about realizing that even if they've done bad things in the past they can still turn things around and make something positive of

themselves. Blueprint staff provide real-life role models for youth dealing with trauma and difficult experiences, and demonstrate how one can leverage these experiences to fuel their art, individuality and community engagement. Blueprint staff provide inspiration for youth to explore those possibilities within themselves. This inspiration gives youth hope for better lives.

Blueprint provides incarcerated youth with tools to increase adaptive behaviour.

The Blueprint program increased the youths' engagement in healthy activities such as dance, spoken word, meditation, self-reflection and journaling. There is abundant supporting evidence for the effects of physical and arts-based activities on health and well-being (Bilderbeck et al 2013; Stuckley and Noble, 2010, Cashin et al. 2008). Evidence for the positive effects of these activities include impacts on self-awareness, quality of life, hope, cognitive functioning, body image, mitigation of stress and bolstering immune system function, to name just a few (for review, see Stuckley and Noble, 2010). By exposing youth to these tools (e.g. dance, art, meditation, spoken word) for self-expression, community engagement, and coping, future pathways to leading healthy and productive lives become apparent.

During the interviews many youth talked about experiencing a positive change in their ability to talk about complex feeling and trauma that they previously had difficulty describing and voicing. A major theme in the Blueprint program is that Blueprint staff share some of their own stories about their past. This act not only provides scaffolding onto which staff can connect and empathize with the youths' own experiences, but also serves to model this 'story-sharing' behaviour as an adaptive coping mechanism that fosters social connection and paths to healing. Close social relationships act in a number of ways to directly affect health, and to act as a buffer mediating the ill-effects of stress on mental and physical health (Cohen 2004). By emulating and practicing the coping skills that Blueprint champions (such as talking about stress and participating in healthy activities), participants of the program should directly experience the positive impact of these practices on their health and well-being.

The increased scores on the Self-Efficacy scale for non-violent behaviour in Ottawa suggest that Blueprint was effective in bolstering youths' strategies for controlling their impulses and managing their anger. During the interviews, some youth referred to techniques taught by the Blueprint program for utilizing Blueprint's arts-based exercises (dance, meditation, journaling, spoken word, art etc.) to control their emotions and manage their reactions. Some youth reported reductions in the number of fights they got in, describing the reasons for the reduction as rooted in the Blueprint program. Corroborating these reports from youth, many facility staff provided anecdotes about reductions in facility incidents, reduced problem behaviour and reduced mental health referrals. While we can only speculate the connection between these anecdotes and the effects of the Blueprint intervention on coping mechanisms, taken together, the evidence suggests that the Blueprint program had a positive impact on youths' behavioural conduct throughout the facility, and not just within the Blueprint program itself.

Blueprint helps to improve the quality of the custodial social environment

The data strongly suggest that Blueprint has helped youth gain stronger social relationships as well as a motivation to participate in positive community activities. The desire to become involved in community activities, if nurtured and fostered into action, could result in higher social participation and community engagement once youth leave the facility. Increased social participation in one's community has been linked to better health outcomes (Cohen, 2004) and is thought to be associated with a juvenile offender's re-entry success as measured through outcomes like employment, school performance, and recidivism, although the details of these connections are still unclear (Mathur and Clark et al. 2014). In the qualitative interviews many youth noted their appreciation for the list of resources and hip hop community centers available to them in their cities. Many expressed their intention to participate in these communities upon release. Blueprint hopes that by keeping youth informed about these resources, they will reach out to their local support networks upon release. Blueprint also makes an effort to

educate and inform these community resources about youth coming from the Blueprint program. In doing so, Blueprint can help build a strong network of diverse community resources for youth once they leave the facility.

The evidence for increased social morale and increased sense of social support is very encouraging. Having just one friend to confide in can make a critical impact on a youth's ability to buffer the effects of stress on health (Cohen, 2004); having a whole cohesive community of support can bolster these effects significantly. Community cohesion increases youths' access to what is referred to as 'social capital': the connections among individuals, social networks, and the norms of reciprocity and trustworthiness that arise from them (Putnam, 2000). The mantra of the hip hop community is 'Peace, Love, Unity and Having Fun'. The hip hop community is fundamentally inclusive and cohesive. Hip hop grew out of poverty and therefore is designed by and for communities experiencing hardship and marginalization. It is this community and social support piece that manifests such common statements as 'Hip Hop saved my life'. Hip hop culture can be thought of as a model for healthy community development that can be leveraged within secure detention and custody facilities, to bridge community ties upon transition out of the facility.

The evidence for a decrease in scores on the Propensity for Gang Affiliation scale was, admittedly, slightly unexpected at this early stage of evaluation, but appears to be a robust effect. This scale was developed by Ireland and Power (2012) with adult male prisoners. The scale explores an individual's propensity to support gang-related behaviours by examining their attitudes and beliefs towards gangs. Our results suggest that Blueprint Pathways helps to create a decrease in the youths' propensity to support gangs and their function, and according to Ireland and Power's findings, lower scores on the Propensity for Gang Affiliation scale are related to lower levels of disruptive behaviour (including drug use), aggression and victimization. These are very encouraging results, yet longitudinal research that continues after the youths' release would be required to establish a strong claim for influencing gang involvement. Interestingly, Blueprint recently received a letter from a youth after his release from the facility, describing Blueprint's role in his decision to recede from gang involvement, the decision subsequently may have saved his life. This individual has given us permission to print the letter.

> *"Buddha, this is XXXX from XXXX, i got out about 2 months ago... when i was in i was more than touched by your presentation at the jail this year, it moved me. i made a promise to troy (the big dude with tatties) that i would try n make a difference in this effed up world i live in... well i did, two of my boys recently got rushed to the hospital due to stab wounds one of them didn't make it. those were the brothers that didn't listen to me. when i got out i made it a big thing to change my lifestyle with my brothers. 6 of my boys now work with me doing insulation on piping making big bucks. i stopped hanging with the rest of the crew and smartened up. i want you to tell troy that XXXX (the kid with the XXXX tattoo on his XXXX arm) came through on his promise and if it wasn't for you guys, with the way things are going in Calgary i would probably be dead right now... THANK YOU GUYS SO MUCH FOR EVERYTHING YOU DO FOR KIDS LIKE US !!!"*

5.2. Evaluation purpose, dissemination and consultation plan.

This evaluation report represents the first installment of annual reports that will occur throughout the Youth Justice Fund Grant. The evaluation survey measures and interview tools will be reviewed and modified based on the first round of data and the facility environment. The aim is to reflexively develop an evaluation tool that can best capture the outcomes Blueprint has on youth. Ultimately, we wish to be able to precisely identify and describe the outcomes that Blueprint achieves, as well as explain the mechanisms and active ingredients that create Blueprint's success. In doing so, Blueprint can better assist facilities in maintaining the elements of Blueprint programming, that most work for the youth population at each particular facility.

As the program continues we expect larger sample sizes to yield higher sensitivity in our ability to measure the Blueprint outcomes. Should you have any feedback, questions or concerns, or would like to share your story of how Blueprint has affected you, please do not hesitate to get in touch with our Program Evaluator, Emma Ware at emma@wellesleyinstitute.com.

6. References

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7. Appendix A: Youth poems, with permission to publish

(Old/New) Me   Date

I was loyal to my colour
willing to die for my colour
I had that mentality where I didn't give a f*ck
So, why bother,
getting in trouble at a young age
Thought I was invincible
checking the measures on the gauge
while my grandparents at home wishing
that I read the bible,
got recruited at age eleven
that was sometime ago
I learned a lot in that gap
of time,
my boys are not around
'cause I'm locked up
I feel down
but I keep my head up,
stop reminiscing
because that is the old me
think of a new beginning
because that is the new me.

Untitled

People really need to stop
Having such high expectations
And hopes for me. I mean…   What

if I don't come through?
I hardly ever do
seeing the sadness it brings people…   if

they would just listen to me
when I promise to fail (again)
if they would only realize why   I

don't promise success
it's not because I believe I can't
it's definitely not because I   don't

want to it's because I'm
the one living the life of
an addict…because
I feel, without being high, I can't   make it.

The Monster Crankin Her

The Monster Rises Up
Boiling in her Blood,
Hard in Her eyes, The
Monster that's bin Crankin Her,
Has Destroyed Her, for she is now Mad.

The Monster Crankin Her
Flows through Her Veins, Now its
Changed Her Body and Corrupted her
Mind.

The Monster Crankin Her
People tried to warn Her, help Her,
Tell Her,
But she never did Listen.
So continuing down this Dangerous
Path,
She never realized before, Discovering the truth way Late;
This girl is in Jail, and that Girl is Me.

While the monster Cranks Me,
I see the scary truth, I don't
Want to believe it but it's true;

I never saw it Coming, and never
Did She,
I should've Stopped Her, But she is way
Too Persistent
Now the Monster Cranks Us Both

And all I can think is: Why and How could I have
Let someone like Her take
Control?
To come out of the Shadows
All only to Destroy
My Life?

MY RECOVERY

I am a monster to the public
A disease to the man locked behind wooden doors
With steel cuff's on my hands
Lost in the darkness in the darkness I stand
Went from cash power, to love, to hate, envy and greed
Lusted over a person who only deceives
Lost my son due tragic error
Now with this life it's hard to relax in terror
I mask my anger
Grew up with my moms and my dad as a stranger
Walk down a lonely road
No place to go this life like a relationship
You just got to take it slow
Live clean a sober my code of honor
Withdrawal broke me, but now I'm growing
STRONGER

Every now and then
I start to feel gloomy
The problems in my life feel like a bullet right through me
It hurts
But that's the way life works
Gotta solve your problems
Just ignore the jerks
Without the perks you're your own pain killer
Life is what you make it
You can make it more iller
Just have faith
Make yourself a plan
Make it to your best abilities
I know you can
I know your sad
Your also maybe made
But you're alive
Your livin
Thank your mom and dad
Just be glad
It could be a helluva lot worse
Shot up on the block for rock
And end up in a hearse
Driven away
Simply
To go get buried
A man of 2 children
2 weeks from getting married
the man needed money
money to feed his kids
people can be greedy
F*** greasy skids
I don't like it
Peoples lives are so dead
They have a chance to fix it
But they'd rather be a head
they see red
if they aint got their fix
soon they get desperate
so they offerin you tricks
just being plain ticks
who lost all their love
who lost all there faith too the man up above