



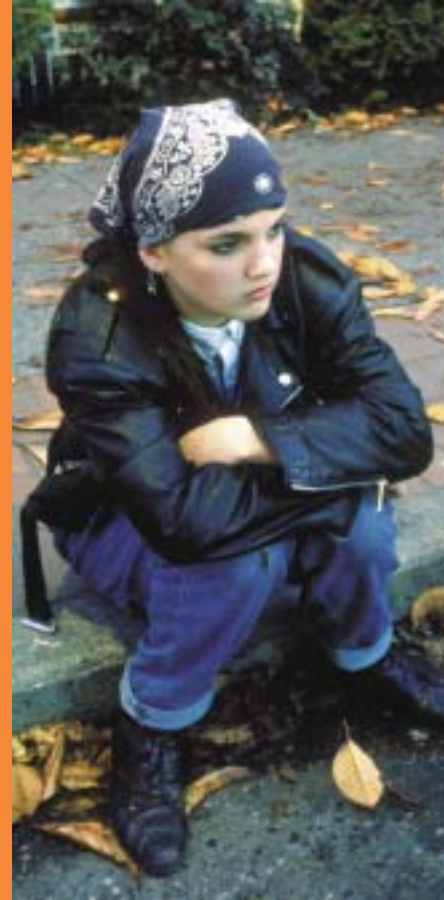
Public Health
Agency of Canada

Agence de santé
publique du Canada

Windows to Youth Health:

Population Health Fund Program Evaluation for BC Region Youth Projects

2004/2005



Canada



Windows to Youth Health: Population Health Fund Program Evaluation for BC Region Youth
Projects

Catalogue No. H124-8/2005E

ISBN 0-662-39297-3

Issued by Public Health Agency of Canada

© Her Majesty the Queen in Right of Canada, 2005

The views expressed herein do not necessarily represent the
official policies of Public Health Agency of Canada or Health Canada.

QP#4500112427



ACKNOWLEDGEMENTS

We would like to thank all the projects for their willingness to share what they had learned about implementing youth projects within a population health approach. Their valuable insights contributed to the outcomes and recommendations identified in this report.

We would like to thank Zena Simces and Associates for their efforts, dedication and professionalism in preparing this report for the Public Health Agency of Canada.


Please note the former Population and Public Health Branch (PPHB) of Health Canada has been transformed into a new federal organization called the **Public Health Agency of Canada**. Throughout this document the youth projects funded under the Population Health Fund between 2002-2004 in British Columbia are associated with PPHB and Health Canada to maintain the historic value of the partnerships exchanged and the support delivered under the former organization. The **Public Health Agency of Canada** is responsible for the production of this document, and all inquiries can be directed to the Agency's Regional Office at the address below:

Address: **Public Health Agency of Canada**
BC/Yukon Regional Office
440F- 757 West Hastings Street
Vancouver, BC V6C 1A1

Phone: 604-666-2729 Fax: 604-666-8986
National Website: www.phac-aspc.gc.ca

TABLE OF CONTENTS

	Page
1. Executive Summary	1
2. Introduction and Context	4
2.1 The Population Health Fund (PHF)	4
2.2 Youth Related Regional Funding Priorities	5
2.3 Overview of the Population Health Fund Youth Projects	6
2.4 Evaluation Context	7
3. Methodology	9
3.1 Description of Methodology	9
3.2 Limitations and Impacts	10
4. Findings	14
4.1 Regional Priority Setting, Solicitation, Application and Review Processes	15
4.2 Extent to Which Projects Met their Stated Goals and Objectives	18
4.3 Extent to Which Projects Met Population Health Fund Goals and Objectives	20
4.3.1 Community Capacity across the Determinants of Health	21
4.3.2 Community-based Models for Applying the Population Health Approach	23
4.3.3 Knowledge-base for Program and Policy Development on Population Health	25
4.3.4 Partnerships and Intersectoral Collaborations to Address the Determinants of Health	27
4.4 Extent to Which Projects Met Requirements of the Youth Funded Request for Proposal	28
4.4.1 Youth Issues	29
4.4.2 Personal Coping Skills and Income	30
4.4.3 Priority to include Aboriginal and Multicultural Youth	32
4.5 Projects' Outcomes and Impacts	34
4.5.1 Youth Participation and Involvement	35
4.5.2 Education and Skill Development	37
4.5.3 Healthy Lifestyle Choices	38
4.5.4 Improved Service Access	40
4.5.5 Community Awareness and Support	41
4.5.6 Organizational Capacity	42



4.6	Learnings about Evaluation of PHF Youth Projects	44
4.7	Learnings about Sustainability	47
4.8	Learnings about Health Canada Monitoring and Support Role	49
5.	Recommendations	51
APPENDICES		
1.	Summary of Each of the Ten Population Health BC/Yukon Region Youth Projects (Funded between April 2002 and March 2004)	56
2.	Evaluation Questions	69
3.	Documents Reviewed	71
4.	List of Products Developed by the Population Health BC/Yukon Region	73
5.	Population Health Fund BC Logic Model	75



1. EXECUTIVE SUMMARY

The purpose of this evaluation is to examine the overall effectiveness of Health Canada's Population Health Fund's (PHF) regional funding for youth in British Columbia and to produce a program evaluation roll-up report. This report was requested by the Health Canada's Population and Public Health Branch (PPHB), British Columbia Regional Office. The intent is for this report to be used by PPHB in BC for future planning but also to be distributed more broadly throughout Health Canada, other relevant federal and provincial government ministries, and to communities and organizations working with youth.

“Ten youth projects were funded by the PHF between April 2002 and March 2004...”

Ten youth projects were funded by the PHF between April 2002 and March 2004, with their scope ranging from local community to province-wide projects and addressing diverse issues impacting vulnerable youth including street involvement, addiction, school drop out, sexual exploitation, sexual preferences, and focusing on Aboriginal and multicultural youth.

The methods of data collection used for this evaluation were document reviews and interviews with key stakeholders. Content analysis of the documents was guided by a set of pre-determined evaluation questions. The evaluation questions were also used for interviews that were conducted with project representatives.

Findings of this evaluation report address the following key areas:

- ◆ Learnings with regard to regional priority setting, solicitation, application and review processes of the PHF.
- ◆ The extent to which projects met their stated goals including unexpected successes and challenges. All the projects reported meeting their stated goals with some indicating they surpassed their expectations. A number of projects succeeded in meeting their objectives even though they experienced major difficulties.
- ◆ The extent to which projects met the overall goal of the PHF to increase community capacity across the determinants of health, and the extent to which specific objectives of fund were met. A major contribution of the youth projects was their development and implementation of community-based models of prevention or intervention for youth. In addition, the projects developed products (materials, videos, etc.) that have contributed to the knowledge base for program and policy development of population health relating to youth issues. Further, many lessons can be learned from the projects' experiences with developing partnerships and intersectoral collaborations.
- ◆ The extent to which projects addressed requirements in the Regional Youth Funding Request for Proposal specifically relating to personal coping skills and income, and targeting Aboriginal and multicultural youth.
- ◆ The outcomes and impacts arising from the projects. Key outcomes discussed in the report include: youth participation and involvement, education and skill development, healthy lifestyle choices, improved services access, community awareness and support and organizational capacity. Indicators and learnings are identified in the report for each of these outcomes.
- ◆ Learnings about evaluation of the PHF youth projects including challenges faced by projects in developing logic models and in implementing their evaluations.
- ◆ Learnings about sustainability including examples of successful strategies projects used to facilitate the sustainability of their initiatives once the PHF contribution ended.
- ◆ Learnings about Health Canada's monitoring and support role and suggestions for future considerations to enhance support.

Recommendations for future actions are identified in the report and address:

- ◆ Priority setting and funding process of the PHF
- ◆ Project delivery and management
- ◆ Policy development and knowledge transfer
- ◆ Outcomes and impacts of the youth projects
- ◆ Evaluation
- ◆ Sustainability
- ◆ Health Canada's monitoring and support role.

In conclusion, this report indicates that, community youth organizations along with all levels of government and communities need to work together to develop an overall coordinated youth strategy in BC to address issues faced by youth. This youth strategy should build on the learnings from the PHF youth projects and consider the following:

- ◆ Utilize tested models and approaches of youth prevention and intervention and ensure that these models including related products, training and resource information are documented in plain language, and a process is established to transfer this knowledge more widely throughout BC and Canada.
- ◆ Develop common indicators of success and measurement tools for youth involvement, and for youth and community capacity building that can be implemented by a wide range of youth programs throughout the province.
- ◆ Support longitudinal research initiatives and develop longitudinal studies to more effectively determine the impact of prevention/intervention models on youth and their communities.
- ◆ Develop strategies that would assist organizations and communities addressing youth issues to form long-term partnerships with groups such as other levels of government, private sector and other funders that will contribute to the sustainability of youth initiatives.
- ◆ Involve youth as part of this strategy, not only at the community level, but within provincial and federal organizations to act as program advisors to youth funded projects.





2. INTRODUCTION AND CONTEXT

The purpose of this evaluation is to examine the overall effectiveness of Health Canada's Population Health Fund's (PHF) regional funding for youth in British Columbia and to produce a program evaluation roll-up report. This report was requested by the Health Canada's Population and Public Health Branch, British Columbia Regional Office, which will be referred to in the remainder of this report as PPHB. The intent is for this report to be used by PPHB in BC for future planning but also to be distributed more broadly throughout Health Canada, other relevant federal and provincial government ministries, and to communities and organizations working with youth.

This section of the report provides the context for the evaluation, including an explanation of the purpose, objectives and principles of the PHF; an identification of regional funding priorities for youth; and a brief description of the PHF BC regional youth projects funded between April 2002 and March 2004.

2.1 The Population Health Fund (PHF)

The Population Health Fund (PHF) was established in 1997 as a means to implement the population health approach. The population health approach recognizes that many factors have an influence on health. These determinants of health include: social,

“The population health approach recognizes that many factors have an influence on health.”

economic, physical environment, personal health practices, individual capacity and coping skills, human biology, healthy childhood development, health services, gender and culture. The population health approach promotes prevention and positive action on determinants which affect the health and well-being of the population as a

whole or which impact inequities in health status between and among population groups. It also emphasizes that healthy development through the life stages - childhood and adolescence, early to mid-adulthood and later life - is the key to good health.

The goal of the PHF is to increase community capacity for action on or across the determinants of health. The objectives of the fund include: to develop, implement, evaluate and disseminate community-based models for applying the population health approach; to increase the knowledge base for program and policy development on population health; and to increase partnerships and develop intersectoral collaboration to address specific determinants of health or combinations of determinants. The PHF is based on principles that promote participation of the population being served and on strengthening collaborations among government, private, professional and voluntary sectors.¹

“The goal of the PHF is to increase community capacity for action...”

2.2 Youth Related Regional Funding Priorities

The PPHB BC Regional Office undertook a strategic planning process for the PHF and identified youth as the key focus. Evidence from other sources supported the importance of focusing on youth and helped identify the youth priorities. Youth related regional funding priorities for 2002-2004 were based on evidence drawn from the Speech from the Throne for the opening of the 37th parliament (2001), Health Canada’s Report on Plans and Priorities (2001-2002) and (2002 – 2003), goals and objectives of the Population and Public Health Branch of Health Canada, Regional Youth Health Environmental Scan (2001), regional gaps and capacity, and provincial priorities. (See *detailed list of program documentation used for priority setting in Section 3.2*) Out of this emerged a regional priority to address the following youth issues:

- ◆ Mental health (suicide, depression, addictions, body image)
- ◆ Sexual exploitation
- ◆ Sexual health
- ◆ Dropping out of school
- ◆ Unemployment
- ◆ Crime and violence prevention
- ◆ Homelessness and street involvement

Further criteria were established for the youth related regional funding priorities that indicated all projects were to:

- ◆ Address at least two of the five determinants of health: personal coping skills, income and social status, education, employment and working conditions, and social environments with an emphasis on personal coping skills and income.
- ◆ Demonstrate an increased knowledge based on the implementation of a new model of prevention/intervention.

¹ *Goals, objectives and principles of the Population Health Fund are taken from Health Canada’s Population Health Fund, Guide for Applicants, July, 2001.*

In addition, priority was given to projects that included an Aboriginal component or addressed the specific needs of multicultural communities.²
(See further discussion of regional priority setting in Section 4.1)

2.3 Overview of the Population Health Fund Youth Projects

Ten youth projects were funded by the PHF between April 2002 and March 2004, with their scope ranging from local community to province-wide projects and addressing diverse issues impacting vulnerable youth including street involvement, addiction, school drop out, sexual exploitation, sexual preferences, and focusing on Aboriginal and multicultural youth.

A number of key themes were evident in all the projects to a greater or lesser degree such as: the importance of youth participation; addressing personal coping skills and enhancing skill development; promoting healthy lifestyle choices; improving access to services for youth; promoting awareness in communities of youth issues; and increasing community support and capacity to address youth issues. These themes are discussed in greater detail in subsequent sections of this report.

Each of the ten youth funded projects are identified below with their sponsoring agency and key focus. *A brief summary description of each project appears in Appendix 1:*

- ◆ **Powell River Youth Project** - Coast Garibaldi Community Health Service Society: Support to a Youth Advisory Council with a focus on all youth in the community to promote healthy lifestyles.
- ◆ **Men@peers** - Prostitute Empower Education Resource Society: Focus on outreach, support and resources to sexually exploited male youth.
- ◆ **Street Link** - Punky Lake Wilderness Camp Society: Focus on homeless and at-risk Aboriginal youth to find self-worth through exploring their cultural identity and building coping skills.
- ◆ **Youth Against Violence Program** - Native Education Centre: Focus on enhancing awareness of family violence among Aboriginal youth (and the Aboriginal community) and training Aboriginal youth to provide healing intervention.
- ◆ **Hands on Protecting and Education Support Initiative for Youth -HOPE** People for a Healthy Community on Gabriola Society: Focus on providing programs that enhance resiliency of youth ages 13-17.
- ◆ **From the Inside Out: Promoting Resiliency in Early Adolescence** - McCreary Centre Society: Focus on partnering with three communities and developing practical tools and strategies for engaging early adolescents in activities that promote their positive development.

² *Priorities and criteria are taken from a Request for Proposal Letter sent by the BC/ Yukon Population and Public Health Branch to community groups throughout BC, October 5, 2001.*

- ◆ **First Nations School Success Project** -Urban Native Youth Association: Focus on increasing the life chances of Aboriginal youth by providing them with the educational support and resources that would encourage them to stay in school and experience success both academically and socially.
- ◆ **Multicultural Peer Support Program - MY Circle** - Immigrant Services Society of BC: Focus on assisting immigrant and refugee youth between 14-24 years of age who are in the process of adapting to a new life in Canada to exchange coping strategies, break their isolation, learn new skills and gain information about available resources.
- ◆ **Downtown Street Voice: Youth Participation Strategy** - Covenant House Vancouver: Focus on street-involved youth to provide them with necessary skills and opportunities to participate in decision-making processes at Covenant House and to have their voices heard on issues affecting street youth.
- ◆ **Connecting with Pride: Enhancing the Health of LGBTQ³ Youth in BC** - Pacific Foundation for the Advancement of Minority Equality (the Centre): Focus on countering homophobia and heterosexism, building leadership skills of LGBTQ youth particularly outside the Lower Mainland and gathering information on the needs of two-spirited youth (LGBTQ youth in the Aboriginal community).

2.4 Evaluation Context

The purpose of this evaluation is to examine the overall effectiveness of the PHF regional funding for youth, and to produce a program evaluation roll-up report. Each of the ten funded projects has conducted an evaluation already and the intent is not to reassess each project, but to review and comment on the overall implementation of PHF funding program for youth at a regional level. Further, the intent of the present evaluation roll-up is to identify what has worked well across the projects, and what can be learned to address the needs of youth in the future from a population health perspective. This evaluation report encompasses a review of the funding process and its outcomes as well as an examination of projects' outcomes and impacts in relation to the PHF objectives and the specific criteria identified in the Request for Proposal for the PHF regional youth funded projects. In addition, this evaluation is guided by Health Canada's Evaluation Study Assessment Guide (Draft March, 2003) and requirements identified in the Consultant's contract. More specifically, the objectives of this evaluation report are to:

- ◆ Review the PHF regional priority setting and funding processes which resulted in the 10 projects and advise on the value and effectiveness of this process.
- ◆ Evaluate the projects' implementation over the course of the two year funding to assess the extent to which project goals were met and extent to which PHF objectives were met.

³ *LGBTQ - Lesbian, Gay, Bisexual, Transgender and Questioning.*

- ◆ Analyze projects' outcomes, impacts and learnings.
- ◆ Analyze the projects' evaluation activities, including evaluation reports and logic model usage.
- ◆ Review Health Canada's monitoring and support role.
- ◆ Make recommendations on the effectiveness of the PHF regional funding practices and impact on Aboriginal and multicultural youth.
- ◆ Identify implications for future work.





3. METHODOLOGY

3.1 Description of the Methodology

The methods of data collection used for this evaluation were document reviews and interviews with key stakeholders. Content analysis of the documents was guided by a set of pre-determined evaluation questions. The evaluation questions were also used for interviews that were conducted with coordinators from each of the ten youth funded projects and several managers after the review of the documentation had been completed. These multiple lines of evidence using the same questions enabled comparison and corroboration of information.

(See Appendix 2 - Evaluation Questions.)

The analysis is qualitative in order to provide an in-depth perspective on successes and challenges, and to identify key learnings to inform our understanding of impact of the funded projects and to help guide future work.

“Content analysis of the documents was guided by a set of pre-determined evaluation questions.”

The following types of program documents were reviewed and analyzed:

- ◆ materials used prior to the solicitation process
- ◆ materials related to the application process and to the review of the application
- ◆ supporting and monitoring materials such as projects quarterly progress reports
- ◆ evaluation materials including logic models (project work plans), interim evaluations, and final evaluation reports
- ◆ other related information produced by the projects.

For a complete list of documents reviewed, see Appendix 3.

3.2 Limitations and Impacts

There are two major limitations that have had an impact on conducting this evaluation and assessing the overall effectiveness of the PHF regional funding for youth in BC. One relates to the availability and quality of the documentation and the other, to the time-limited nature of the funding. These limitations are discussed in detail below.

Document Review

Since review of existing documentation was a major source of information for this project, the availability and quality of the documentation impacted what evidence could be drawn to determine the overall effectiveness of PHF regional funding for youth in BC.

Existing documentation for this roll-up evaluation can be divided into three categories:

1. program documentation including priority setting, solicitation, application and selection information
2. project monitoring documentation including quarterly progress reports
3. evaluation materials including logic model, interim evaluation and final evaluation report.

Overall, these available documents provided the necessary background information to conduct this review and roll-up evaluation. However, certain limitations in the documentation necessitated further data collection through interviews with Health Canada's PPHB Program Consultant responsible for PHF youth projects and project representatives (coordinators and/or managers of the ten regional funded youth projects). It is important to mention some of the limitations of the documented information to help guide future documentation requirements.

Program Documentation

The following observations were noted with regard to program documentation relating to regional priority setting, solicitation, application and review process: *(See also Section 4.1 on Regional Priority Setting, Solicitation, Application and Review Processes)*

- ◆ In general, documentation relating to PHF priority setting did support the strategic decision taken by the PPHB Regional Office to focus on youth. The identification of regional priorities and further determination of specific youth issues for the solicitation were based on information from the following documents:
 - Speech from the Throne for the opening of the 37th parliament (2001)
 - Health Canada's Report on Plan and Priorities (2001-2002) and (2002-2003)
 - The Population Health Fund Guide to Applicants (2001)
 - The Blueprint to Promote a Population Health Approach in Canada
 - Strategic Directions for National Action

- Population Health Mobilization: A Regional Strategy (1999)
 - PHF National Priorities (2001)
 - PPHB Interim Strategy Plan (2001-2004)
 - BC/Yukon PPHB Strategic Planning, (2001-2002)
 - Health Goals for British Columbia, Ministry of Health and Ministry Responsible for Seniors (1997)
 - Performance Plan, Ministry of Children and Families (2001-2002 / 2003-2004)
 - Youth Policy Framework, Ministry of Children and Families (2000)
 - Regional Youth Health Environmental Scan, prepared for the BC/Yukon Population and Public Health Branch (2001)
- ◆ Priority setting processes seemed driven by regional collective effort; before the Request for Proposal (RFP) was drafted, in order to inspire feedback, draft ideas were shared with the Regional Office in an internal document titled: Considerations for Population Health Fund Solicitation Process 2001-2002.
 - ◆ The RFP clearly outlined the requirements for proposals.
 - ◆ The application process was clearly documented in Health Canada's Population Health Fund - Guide for Applicants.
 - ◆ Since not all steps had been documented, the overall priority setting, RFP and solicitation processes became more clear after consultation with Health Canada's PPHB Program Consultant responsible for PHF youth projects.
 - ◆ Documentation on the criteria for selection of projects, mandate and composition of the review committee and the committee's summarized comments on the strengths and limitations of the proposals were clear and useful. However, detailed information on the review process was not readily available, and had to be supplemented by interviewing the PPHB Program Consultant.

Project Monitoring Documentation

With regard to project monitoring information, all the projects had completed quarterly progress reports over the two year funding period. A standard format was used for these progress reports that requested information in the areas of organizational development, partnerships, community outreach and

“...the progress reports provided a very good sense of the activities accomplished by the projects...”

capacity building, product development and evaluation activities. This standard format provided a certain amount of consistency to the reporting process and focused attention on key areas of interest for the program. However, a number of limitations were observed. For example, the major challenge in the progress reports was the variation in the quality of the responses. While the progress reports provided a very good sense of the activities accomplished by the projects and some of their major

successes and challenges, there were a number of gaps in the information relating to lessons learned, project outcomes and results, and information on project sustainability. More specifically:

- ◆ While a number of the projects highlighted specific lessons learned, the documentation on lessons learned in many of the progress reports was often further descriptions of activities carried out.
- ◆ Many of the progress reports did not clearly identify results or outcomes. Often results were descriptions of outputs such as number of youth who participated in an event or workshop.
- ◆ The results identified were not connected back to the objectives of the project. It was not always clear whether the projects were achieving what they had set out to do.
- ◆ While a number of the projects identified some unintended results, this was not consistently articulated in all the projects. It was not clear whether these projects did not have any unintended results or whether they did not consider this for reporting purposes.
- ◆ Only one or two of the projects identified whether their projects differed from what was originally intended. Whether project implementation differed from what was originally intended became clearer after reading the original submissions and comparing them to the progress reports and in discussions with project representatives.
- ◆ A few of the projects reported on issues of sustainability, while others were silent on this. It was difficult to tell what most of the projects were doing about sustaining themselves once support from the PHF was terminated.

These limitations in documentation impacted what conclusions could be drawn directly from this information to guide future action.

Evaluation Documentation

With regard to the evaluation documentation, the major limitations were the substantial variations in the quality and rigour of the logic models, and the interim and final evaluation reports. It appeared from the evaluation information that projects had some difficulty in understanding what was required of them and that many encountered problems in the implementation of the evaluation process. This was further substantiated in interviews with project representatives. This has resulted in inconsistencies in the type and quality of information available to carry out the roll-up evaluation of the ten funded youth projects. It limited the nature of the findings in that certain desired outcomes were not sufficiently substantiated by evidence, and this, in turn, has affected the depth of the analysis. *(For a more detailed discussion of the evaluation process, strengths and limitations, see Section 4.6)*

Limited Project Time Frame

A further limitation in assessing the impact of the ten funded projects on youth and their communities is the fact that the two year time frame of these projects was insufficient to reach outcomes that are longer term in nature. Many of the potential outcomes of the youth projects, in terms of improved health and well-being, cannot be realized in the short-term. While all the project were able to demonstrate significant results in the short-term, the duration of the projects was a major barrier in terms of tracking what difference these projects could make in the long-term.

(See Section 4.5 for further discussion of Projects' Outcomes and Impacts.)





4. FINDINGS

A number of key evaluation questions are considered throughout the presentation of the findings. These questions include:

- ◆ Did we do what we said we would do?
- ◆ What worked and what did not work?
- ◆ What difference did it make that we did this work? What impact did we have?
- ◆ What could we do differently? What did we learn that can contribute to future actions?

Findings of this evaluation report are presented under the following topics:

- ◆ Regional priority setting, solicitation, application and review processes
- ◆ The extent to which projects met their stated goals
- ◆ Extent to which projects met PHF goals and objectives
- ◆ Extent to which projects addressed requirements in the Regional Youth Funding Request for Proposal.
- ◆ Projects' outcomes and impacts
- ◆ Learnings about evaluation of the PHF youth projects
- ◆ Learnings about sustainability
- ◆ Learnings about Health Canada's monitoring and support role

4.1 Regional Priority Setting, Solicitation, Application and Review Processes

Regional Priority Setting

PPHB identified, as part of its regional strategic planning process, the need to address issues of youth. The notion of life stages had become an important aspect of population and public health. In looking at the life stages, the region believed that it had addressed early childhood years, adults and older adults, but there was a gap in responding to the needs of youth. The identified regional youth priorities were based on evidence drawn from Health Canada's Report on Plans and Priorities (2001-2002 Estimates), PPHB goals and objectives, population health literature, health issue research, and environmental scans.

An Environmental Scan conducted for the Population and Public Health Branch⁴ in 2001 helped to identify regional youth priorities. The scan identified a number of sources that highlighted the importance of addressing youth issues. For example, the Federal Government in a Speech from the Throne, 2001 indicated that the young generation need support to make a success transition to work. Nationally, Ministers and Deputy Ministers involved on an advisory committee on Population Health identified healthy adolescent development as a significant area. A number of NGOs stressed the need to address youth issues. The work that the McCreary Centre Society has done has increased the knowledge in BC on health issues relating to youth. Issues impacting youth identified in the environmental scan included: injuries and safety, violence and abuse, youth violence and crime, smoking and drug use, sexual health and parenthood, sexual exploitation, street-involved and homeless youth, mental health, suicide, poverty and unemployment and leaving school early. Ministry for Children and Families in their Performance Plan⁵ identified a goal of promoting healthy behaviour by youth and a focus of addressing such issues as youth addiction, suicide prevention, reducing crime and mental health. Many of these issues are addressed by the youth funded projects. *(This is discussed in greater detail in Section 4.4.1)*

“In looking at the life stages, the region believed that ...there was a gap in responding to the needs of youth.”

Further research by Health Canada revealed that in terms of the determinants of health, personal coping skills and income were areas which had not been adequately addressed in the past. Finally, Health Canada chose to place emphasis on two high risk youth populations – youth from Aboriginal communities and multicultural youth. Health Canada's Report on Plan and Priorities also emphasized the importance of Aboriginal and Inuit health.

⁴ *Environmental Scan Youth Health, PPHB BC/Yukon, summer 2001.*

⁵ *Ministry for Children and Family Development, 2001/02-2003/04 Performance Plan /March 26, 2001*

Learnings re: Regional Priority Setting

What can be done differently and what can be learned from assessing the regional priority setting process? The actual process became much clearer in discussions with PPHB Program Consultant. The priority setting process could have benefited from more detailed documentation, so that the process could be used and repeated by others in the future. In addition, gathering the relevant information, assessing the environment, and making decisions about priorities for the PHF could be enhanced by having expert opinion and potential partners more readily accessible. PPHB could benefit from an advisory committee on Population and Public Health at the regional level. Such an advisory committee could include PPHB staff as well as representatives from provincial and municipal governments and other funders. A core group could be established to provide advice on Population and Public Health in general, with other representatives called upon, as required, for specific areas of decision-making such as youth, seniors, etc. The benefits would include:



- ◆ Having expertise more readily available for regional priority setting.
- ◆ Having potential partnerships more readily accessible.
- ◆ Demonstrating PPHB's involvement in implementing key characteristics of the population health approach which calls for partnerships and intersectoral collaborations to address the determinants of health. These actions would mirror what PPHB expects of projects funded under the PHF.
- ◆ Facilitating PPHB's role in increasing the knowledge base for program and policy development on population health.

Recommended Action

PPHB (Regional Office in BC) to establish an Advisory Committee on Population and Public Health that could assist in future priority setting and other strategic decision-making functions.

Solicitation Process

As indicated, the request for proposal (RFP) document clearly defines what is being requested of organizations who wish to apply. The distribution process, as explained by the PPHB Program Consultant, was based on a broad internal and external consultation to identify organizations working with youth. This led to a targeted outreach with the RFP being sent to over 70 organizations. The organizations were strategically selected to include representation of organizations of different sizes, different locations across BC, known to PPHB and unknown groups, youth organizations as well as multipurpose ones, and

“...Ten proposals were recommended for funding and all of these were funded by the PHF.”

Aboriginal communities and multicultural groups. The solicitation process was careful to consider fairness and diversity. This process resulted in 29 applications being received with 21 proposals passing the initial screening process and subsequently reviewed in detail by the Review Committee members. Ten proposals were recommended for funding and all of these were funded by the PHF.

Application and Review Process

There is a well established application and review process for PHF projects that works well. The application process and review criteria are outlined in Health Canada's Population Health Fund – Guide for Applicants. Proposals were first screened for completeness to determine whether they met the eligibility criteria outlined in the Request for Proposal. Eligible proposals then underwent an assessment process to determine their quality and merit.

Applications were reviewed by a committee consisting of a diverse group of individuals with expertise in relevant areas and included, for example, representatives from Health Canada, Vancouver Coastal Health, Ministry for Children and Families, City of Vancouver, and two youth (one Aboriginal and one from the multicultural community). Each proposal was reviewed at least by two people, in detail, and then discussed with the entire committee. The reviewers used the standard Health Canada Assessment Tool to assess the projects. They identified and documented the strengths and weaknesses of each project and based on their expertise and knowledge, through a discussion process recommended to PPHB the projects to be funded.

A number of observations about this review process are noted:

1. How the review committee's comments on strengths and weaknesses are used and shared with projects requires further consideration. Reviewers' documented observations were not consistently shared with projects that were selected. Some of the challenges that were identified and not addressed at the start of project tended to linger throughout the life of the project, impacting outcomes. It is important to establish a more consistent process where PPHB, as part of its monitoring and support role, brings the issues identified by the review committee to the attention of the projects early on in the process so that they can be adequately addressed. This would contribute to the success of the projects.
2. The degree to which organizational capacity, that is, capacity of the sponsoring agency, is considered in the review process requires further clarification. If the aim is to assist certain organizations to gain experience and skills through the PHF, it would be beneficial for the review committee to identify how these organizations could be supported. For example, these organizations may require more time or support both financially or in terms of consulting advice to enable them to implement their projects. The PHF should identify strategies that would support organizational capacity to help facilitate the success of projects. A strong sponsoring agency can also contribute to a project's sustainability in the long-term. *(See also Section 4.5.6 on Organizational Capacity and Section 4.8 on Learnings About Sustainability.)*

Recommended Actions:

PPHB to consider developing a consistent process for addressing issues identified by the review committee at the beginning stages of project implementation to optimize the review process and enhance the success of PHF projects.

PHF Review Committee and PPHB to identify strategies to assist sponsoring agencies that may require additional organizational support to facilitate the successful implementation of PHF projects.

4.2 Extent to Which Projects Met their Stated Goals and Objectives

This section addresses whether projects met their stated goals and objectives and comments on a number of overall unexpected successes and challenges.

Each project identified its own specific set of goals and objectives. From the evaluation reports reviewed and from the interviews conducted with projects' representatives, it can be concluded that all projects reached their major goals and objectives. A number of projects indicated that they believe they surpassed their expectations:

- ◆ *“We accomplished more than we thought.”*
- ◆ *“We exceeded our expectations. We had many more participants than we anticipated and we did not want to turn people away.”*
- ◆ *“We did not expect to train so many youth.”*
- ◆ *“We had many more youth volunteers than expected.”*
- ◆ *“More was done than originally planned - developed four manuals and had three successful workshops.”*
- ◆ *“We did a lot more education and outreach than we planned.”*



A few projects indicated that they had difficulty achieving all their objectives. One project indicated that they felt that they “*overstated in their proposal what they could really accomplish.*” It should be noted that a number of projects succeeded in meeting their objectives even though they experienced major adversaries such as difficulties in project management, staff turnover, illnesses, deaths, delays in start-up, and difficulties with the evaluation process.

How successful were projects in meeting their initial proposals?

In examining whether projects’ implementation differed from what they initially proposed, most projects indicated that they did not change their overall goals and objectives. However, many of the projects changed their specific activities and programs based on input from the youth. Certain activities that were initially considered, such as workshops or special events, were either changed, deleted and new activities added.

A key learning here is that while participant-driven programs always require some flexibility, it appears that youth-driven activities need to ensure that they build-in sufficient flexibility to adjust and adapt to youth needs. Meaningful engagement of youth requires that their input be considered and that they have the authority to make decisions about important activities impacting them.

“...*youth-driven activities need to ensure that they build-in sufficient flexibility to adjust and adapt to youth needs.*”

Unexpected Successes and Challenges

Many of the projects identified unexpected results, some positive and others resulting in major challenges.

For example, a number of positive ***unexpected successes*** included:

- ◆ Special events that were very successful but not initially planned such as a public art auction.
- ◆ Greater number of volunteers and participants than expected.
- ◆ Peer support combined with special activities works best such as cooking classes or dragon boat event.
- ◆ Greater collaboration among partners than expected.

Examples of ***unexpected challenges*** included:

- ◆ The people responsible for implementing the project were often not those involved in the development of the proposal, so some changes in expectations and interpretations were inevitable.
- ◆ Major delays and stress due to human resource issues such as staff changes, illness, and death were unexpected challenges in a number of projects.
- ◆ Youth deaths occurring in four of the projects that resulted, at least in one instance, in major disruption to the project. In general, these situations led to

greater cohesion among the participants and exhibited how well youth could adapt to difficult circumstances.

- ◆ Difficulties arising from paying some youth while others, who contributed many hours of their time, did so on a volunteer basis.

Learnings re: Overall Project Implementation

What can be learned from overall project implementation is the importance of putting time and effort into effective project start-up. Project representatives indicated that project start-up took much longer than expected and this must be built into the plan and budget. While, not unexpected by most projects, representatives also indicated that a major challenge was the time required to involve youth. Some projects experienced difficulties in reaching a large number of their target population (e.g., sexually exploited males). The PPHB Program Consultant indicated that, in a few instances, projects did not spend all the funds due to their late start or changes in activities. Projects indicated that they need flexibility in funding and more time to ensure that critical staffing and plans are in place prior to project implementation. Ideally, they would like to see a phased approach that provides support for project development, prior to project commencement.

Recommended Action

PPHB to consider supporting a developmental phase that could provide extra time and funding support to PHF projects for start-up and to ensure appropriate staff requirements are met prior to project commencement.

4.3 Extent to which Projects Met Population Health Fund Goals and Objectives

This section addresses the extent to which the youth funded projects met the overall goal of the PHF to increase community capacity for action on or across the determinants of health. This section also examines to what extent the projects met the three key objectives of the PHF. These are each discussed below. A significant finding that impacts this discussion is the view projects have of the determinants of health.

Determinants of Health

All project representatives indicated that their projects were designed to address the determinants of health. Most projects focused on personal coping skills, and to a lesser extent on income (*see Section 4.4.2 Personal Coping Skills and Income*). A number of projects addressed other determinants of health such as: enhancing social networks, education, employment, culture and gender factors. However, all project representatives emphasized that they did not use the “determinants of health” terminology in their activities with youth.



“Youth don’t talk in the language of the determinants of health, but our project addressed them – it was an underlying theme throughout the project. We realized our target group of youth require all kinds of approaches to maintain health, beyond the medical system.”

“The determinants of health underlie everything we do, but we do not talk in those terms.”

“We have difficulty with this language. What we really need is something in simple language that communities and youth could understand.”

“We can make the connection between the activities in our projects and improving health outcomes, but we don’t speak that kind of language.”

“When we talk about these things, we did not use these words.”

“When we developed the video, youth did not use the terms - determinants of health.”

“We addressed a number of the determinants of health, but we did not use this terminology with youth.”

Projects indicated that the youth were not familiar with this terminology and some of the coordinators, themselves, were not conversant with these terms. There was a general understanding that many factors impact health, but there were consistent calls for a clearer way to communicate these concepts to youth, youth leaders and service providers working with youth.

Recommended Action

PPHB, community youth organizations and youth work together to develop communication materials that address the determinants of health in language that is user-friendly.

4.3.1 Community Capacity Across the Determinants of Health

While the focus of all the projects was on building the capacity of youth, many of the projects also contributed to enhancing some aspect of community capacity to address youth issues, though this may not have been one of their stated objectives. A further discussion of community capacity is found in *Section 4.5.5* that examines projects’ outcomes in terms of raising community awareness and gaining community support. Community capacity is also reflected in *Section 4.3.4* in the discussion of the numerous partnerships that were developed by the projects.

Indicators of Community Capacity

Each project engaged the community in different ways and to various degrees. The following indicators of community capacity were observed:

- ◆ Enhanced community awareness of youth needs such as the community becoming more aware of the needs of sexually exploited males, LGBTQ youth, multicultural youth.
- ◆ Greater community understanding of issues that impact youth such as violence in the family.
- ◆ Involvement of community members in events that youth organized.
- ◆ Community members working side by side with youth. Examples of this include the youth advisory councils in the Power River Youth Project, the Covenant House initiative and the community action project developed by McCreary Centre Society.

Most of the projects did not identify specific outcome measures for community capacity and therefore a measurement of actual impact on community capacity was lacking.

Learnings Re: Community Capacity

What is evident from an examination of the projects vis-à-vis community capacity is that all projects realized that they cannot work in isolation. They need to engage a wide range of community members to facilitate the success of their project and to help sustain their efforts in the long-term.

“What is evident from an examination of the projects vis-à-vis community capacity is that all projects realized that they cannot work in isolation.”

They also recognized that in most situations, community members need to be sensitized to the needs of youth, encouraged and supported in order to participate. Youth projects need to work with community members to identify ways to engage communities and enhance their ability to support youth issues. While all of the PHF projects focused on building youth capacity, they did not necessarily place as much

attention on enhancing overall community capacity. A major learning is that building community capacity takes time and resources. Ways to measure community capacity also need to be identified.⁶

Recommended Action

PPHB and community youth organizations work with community representatives to identify ways to enhance and measure community capacity and share this information with PHF projects in the future.

⁶Work on measuring community capacity has been carried out in BC. See *A Synthesis paper on the Conceptualization and Measurement of Community Capacity* (Brenda Kwan, Jim Frankish, Darryl Quantz and Julieta Flores) Institute of Health Promotion Research, UBC (2003).

Further work is required to adapt community capacity measures to youth projects.

4.3.2 Community-based Models for Applying the Population Health Approach

All of the projects either developed a new model of prevention or intervention for youth or developed a new approach to existing models. In this way, all the projects have made a very significant contribution to the knowledge base of how to address youth issues within a population health approach. *(See also Section 4.3.3 on Knowledge Base for Program and Policy Development on Population Health.)*

The following highlights a number of the models or new approaches that have been developed:

- ◆ The HOPE project adapted a Model of Resiliency and they are considered in the fore-front of applying this model.
- ◆ Men@peers developed a model of how to reach and work with sexually exploited young males (8-12 years of age).
- ◆ Youth Against Violence Project adapted a training program for adults relating to family violence and made it more appropriate for youth.
- ◆ First Nations School Success Project made homework clubs culturally sensitive and adapted them to inner city Aboriginal youth to deal with high rates of school drop-out.
- ◆ From the Inside Out developed a model of engaging youth and adults in communities to promote resiliency in early adolescence including such features as: targeting at-risk communities not just the youth; creating a series of youth-friendly activities; offering multiple training sessions; providing resources to stimulate and support communities to take action; and developing the capacity of adults and youth leaders in communities to work together.
- ◆ The Multicultural Circle adapted a peer support model and designed it specifically to meet the needs of newcomer youth facing challenges with integration.
- ◆ Connecting with Pride used a variety of existing models and approaches to determine how best to reach and support LGBTQ youth.
- Downtown Street Youth project (Covenant House) and the Powell River Youth Project used Youth Advisory Councils, while not a new approach, in different ways: one to increase youth participation within a larger organization and work with adults; the other to increase youth decision-making within a broader community context for all youth.
- Street Link adapted an approach that uses a wilderness camp setting to address needs of street youth.



Learnings re: Models of Prevention or Intervention

The models or approaches that have been developed provide insight into how to address particular youth issues. This is a major contribution of the PHF. These models provide a rich knowledge base on prevention and intervention strategies for youth. They provide direction to organizations and communities that are addressing youth issues and have the potential for replication. Most significantly, they point to the importance of using the following approaches in working with youth:

- ◆ Peer-based delivery of service where youth help other youth.
- ◆ Resiliency model where youth are provided with skills to help strengthen their resiliency which enables them to deal with a wide range of difficult situations.
- ◆ Training of youth to enhance personal coping skills.

The benefits of these models and approaches can be more fully realized if they are documented in a manner that can be easily understood and applied by others. Learnings from each model also need to be distributed and shared more broadly throughout BC and across Canada.

Recommended Action

Community youth organizations to continue to adopt models or approaches that involve peer-based delivery, address personal coping skills, and enhance resiliency.

PPHB to further support the documentation of the PHF youth prevention and intervention models or approaches and facilitate their distribution to a broader audience in BC and across Canada.



4.3.3 Knowledge-base for Program and Policy Development on Population Health

The PHF youth projects have made a contribution to the knowledge base for program and policy development of population health in a number of ways. They have developed products based on their models and approaches to youth prevention and intervention, and their work has contributed or has the potential to contribute to valuable policy changes.

Project Products

The new models or adapted approaches that each of the projects developed contribute to the knowledge-base for program and policy development on addressing youth issues in a population health context. The products developed by the projects further our understanding of the models or approaches used to address specific youth issues. The types of products developed by the projects included:

- ◆ how-to manuals outlining how to involve youth
- ◆ tips on how to work with particular youth target groups
- ◆ how to establish peer support programs
- ◆ how to develop workshops
- ◆ resource binders
- ◆ parents' handbook
- ◆ videos.

These are long lasting products that can play a significant role in knowledge transfer. However, a process needs to be put in place to enhance communication about the availability of these products and to facilitate their distribution provincially and nationally. *(See Appendix 4 for a list of products developed by the youth funded projects.)*

Impact on Policy

In addition to enhancing our knowledge-base, a number of the projects have contributed or have the potential to contribute to policy changes regarding youth. These changes were evident at the organizational, community or province-wide levels. For example:

- ◆ At an organizational level, the Youth Advisory Council at Covenant House began to change policy on youth involvement in their organization. Also, the work with sexually exploited males has contributed to changes within PEERS organization in how they deal with this target group.
- ◆ At a community level:
 - Men@peers project sensitized other service providers about sexually exploited males with the potential of changes being made more broadly within the community to provide necessary support to this target group.
 - In Powell River, the Youth Advisory Council is continuing to work within the community to have a youth centre approved and established.

- In East Vancouver, the experience with the homework clubs for Aboriginal youth has potential for policy changes. For example, the close working relationship with schools has sensitized school administration and staff to the needs of this target group with the potential to change policies relating to support services to Aboriginal children at high risk of school drop out.
- ♦ At a province-wide level, the report produced by Mc Creary, *“Healthy Youth Development: The Opportunity of Early Adolescence (2003)”* provides new BC based evidence about early adolescence - confirming that problems start early and that *“it is important to include opportunities that develop competencies, create relationships with caring and supportive adults and promote a sense of optimism for the future.”*

Learning re: Policy Change

Project representatives indicated that it takes time and resources to advocate for change and to have an impact on program and policy development. More specifically, with regard to youth issues, there is a need for more coordinated efforts among youth organizations in order to develop a coordinated youth strategy. This would help consolidate the youth voice and enhance the potential to influence changes in government policies impacting youth. Moreover, provincial and federal organizations with youth programming need to find effective ways to incorporate new knowledge into their policy making.

“...there is a need for more coordinated efforts among youth organizations in order to develop a coordinated youth strategy.”

Recommended Action

Community youth organizations and funding organizations create a mechanism to coordinate youth issues and work toward development of a youth strategy in BC.



4.3.4 Partnerships and Intersectoral Collaborations to Address the Determinants of Health

One of the primary objectives of the PHF is to develop intersectoral collaborations and partnerships. This objective was accomplished by all the projects in various ways and degrees. The types of groups that projects collaborated with included: other youth services, municipal government, elementary, secondary and post secondary schools, Aboriginal communities, RCMP and police, social workers, health and social service agencies, immigrant serving organizations, community centres and neighbourhood houses, and a wide range of community organizations.

Indicators of Partnership Development

The term partnership was used by projects to cover a wide range of both informal and formal arrangements and relationships. Indicators of partnership development included:

- ◆ Sharing of information with other community groups and organizations.
- ◆ Inviting other organizations and groups to participate in events and activities.
- ◆ Collaborating on the development and implementation of events and activities.
- ◆ Forming alliances with other PHF projects and securing training support.
- ◆ Setting up community advisory committees to support youth initiatives.
- ◆ Sharing decision-making authority. This latter arrangement was evident in the Connecting with Pride project.
- ◆ Partnering with other funders that could provide additional funding support to their projects. (This type of partnering was less evident.)

Learnings re: Partnership Development

While all the projects collaborated extensively with many other groups, in most cases, formal partnership arrangements were not formed. A few of the projects met challenges in securing and working with other organizations. Several others were surprised at the cooperation they received and worthwhile relationships that were developed. Much can be learned from the experiences documented and reported by projects in relation to partnerships and intersectoral collaborations. For example:

- ◆ Regarding types of partners:
 - It is important to seek out groups that have similar or complementary philosophy, goals and objectives.
 - It is beneficial to secure partners from the business sector who have influence and could provide an alternative source of financial or in-kind support for project events and activities.
 - Projects should not only focus on possible local partnerships, but explore linkages with provincial partners that can help promote their objectives.
 - It is important to seek partners that have the potential to provide funding support for long-term sustainability.
 - Projects need to link to community leaders who can become champions for youth issues.

- ◆ Regarding developing partners:
 - Partners need to be involved right from the start so there is a shared sense of ownership.
 - It takes time to form relationships and build trust.
 - Partnerships should be formed that are strategic and mutually beneficial.
- ◆ Regarding maintaining partnerships:
 - There needs to be a clear understanding of the roles of each of the partners.
 - Regular communication and sharing of information among partners is critical to success.
 - Partnerships need continual nurturing and care to be sustained in the long-term and this requires time and resources.

Recommended Action

Community youth organizations to consider more effective strategies that would enhance partnership development among themselves, with different levels of government, the private sector, and other potential funders.



4.4 Extent to which Projects Met the Requirements of the Youth Funded Request for Proposal

The Request for Proposal of the youth projects specified that projects are to choose a youth issue from a priority list identified for the region and regardless of the specific issue, all projects were to address at least two out of the five determinants of health, with particular emphasis on personal coping skills and income. Overall priority was also given to proposals which included a strong Aboriginal component or addressed the specific needs of multicultural communities. The extent to which projects met these requirements is discussed in the sections below with key learning identified under each section.

4.4.1 Youth Issues

Each of the projects selected a particular youth issue that had been identified as a regional priority. Projects dealt with mental health issues, substance abuse, sexual exploitation, dropping out of school, unemployment issues, crime and violence prevention and homelessness and street youth. One of the projects targeted all youth in the community including mainstream youth. A number of projects addressed multiple youth issues.

Various strategies were used to outreach to the identified youth target groups and different models and approaches of prevention and intervention were used. These are discussed elsewhere in the document.

Learnings re: Youth Issues

In examining how projects dealt with the range of youth issues, a number of critical learnings emerged:

“Projects dealt with mental health issues, substance abuse, sexual exploitation, dropping out of school, unemployment issues, crime and violence prevention and homelessness and street youth.”

- ◆ Youth issues are complex and while progress can be made in the short-term, interventions need to be longer term in nature for positive outcomes to be realized. *(See further discussion on outcomes in Section 4.5 Project Outcomes and Impacts.)*
- ◆ It is important to reach youth in early adolescents since many issues arise in the early years. The McCreary project focused on early adolescents. The HOPE project also recognized the needs of youth as young as seven years of age.
- ◆ Simply providing alternative activities for youth may not result in long-term success in addressing youth issues. One-time youth events or activities are not sufficient. The projects illustrated that it is critical to provide youth with ongoing meaningful activities over an extended period of time.
- ◆ A number of projects found that dealing with youth issues such as substance abuse is not as effective as teaching youth personal coping skills and strengthening their resiliency to cope with any life situation.
- ◆ A number of the projects had intended to address employment issues, but found that many of the youth were not ready for employment and greater focus was needed on skill development. This was particularly evident in Punky Lake’s Street Link project. Also youth trained in the Youth Against Violence Program were not immediately ready for employment. The project recognized that participants required further training and experience before they could become counsellors.

4.4.2 Personal Coping Skills and Income

Personal Coping Skills

The focus on enhancing personal coping skills was evident in all the projects. Many of the projects included training in peer support, facilitation and leadership skills. The training provided was directed to enhancing the youth's self esteem, gaining confidence and thereby impacting the youth's ability to cope with everyday situations. The aim of many of the projects was to educate, motivate and facilitate youth's understanding of the power of making personal choices. Many of the projects provided youth with skills to help other youth.

Learnings re: Personal Coping Skills

What can be learned from the projects' experiences with addressing personal coping skill?

- ◆ Project recognized the importance of peer support and that training youth to help other youth is a powerful tool to enhancing youth's own coping skills. *(See also Section 4.5.2 Education and Skill Development.)*
- ◆ There is a need to develop more systematic ways to measure the impact of programs and activities on youth's personal coping skills. Much of the evidence that personal coping skills were enhanced through involvement in the project activities was anecdotal or based on feedback of youth and staff.
- ◆ A tool to measure resiliency that all projects can learn from was used by the HOPE project. The resiliency tool they used measures problem-solving, social confidence, personal responsibility and a positive view of the future. If youth score high on these, they can survive most difficult situations. The project obtained pre and post scores and found that, personal responsibility was one of the key factors that significantly increased over two years.

Recommended Action:

Community youth organizations and PPHB to support the further testing of the Resiliency Model for youth to address a wide range of health issues and share this information more broadly.

Income

Income, as a determinant of health, was addressed by only a few projects. A number of projects directly employed youth, but most of the projects addressed income more indirectly. For example, many of the youth in the various projects were from lower socio-economic backgrounds. The projects provided them with training to enhance their personal and leadership skills, which in turn, could assist them in obtaining further education and employment. A few examples of how projects addressed income as a determinant of health include:

- ◆ Youth Against Violence project helped fast-track youth to a post-secondary educational level. While this did not lead directly to employment as counsellors, it helped to establish students in the counselling field and led to volunteer work and further educational opportunities.

- ◆ Multicultural Circle created two part-time outreach positions and hired two youth, but also acted as valuable references for youth and worked with schools to enable the students to use their involvement in the program as part of their requirement for volunteer hours in community service.
- ◆ Covenant House project provided workplace experience for youth and placed youth as peer helpers in Covenant House programs.

Learnings re: Income

The following lessons can be learned from examining the issue of income as a determinant of health:

- ◆ A number of projects employed high-risk youth and learned that this can be challenging. It is important to ensure strong leadership and provide support and mentoring to these youth.
- ◆ Care should also be taken in terms of remuneration and fairness when some youth are employed and others are volunteering their time.
- ◆ A number of projects found that youth were not ready for employment and needed the time to acquire important life skills. Projects learned that they needed to develop specific strategies over the long-term that would enable youth to move through required stages of skill development that prepares them for employment.
- ◆ Youth projects need to partner with community employment initiatives and create more workplace experience opportunities for youth within a supportive structure. Moreover, if the intention of youth projects is to help youth become employed, job placement opportunities need to be built into the project's strategic plan from the start.

Recommended Actions

Community youth organizations to link their projects more closely with appropriate federal and provincial youth employment programs to provide a bridge between enhancing youth's skills and providing workplace opportunities.



4.4.3 Priority to include Aboriginal and Multicultural Youth

Aboriginal Youth

A number of projects specifically targeted Aboriginal youth such as The Youth Against Violence Project, the First Nations School Success Project, and Punky Lake Project, Street Link. A number of other projects involved Aboriginal youth along with non-Aboriginal youth in a number of different ways:

- ◆ In the Powell River project, a separate Aboriginal youth council was formed. The project reported good relationships between the Aboriginal and the non-Aboriginal youth councils with joint initiatives being undertaken. What is interesting in this project was that the adults felt that the relationship between Aboriginal and non-Aboriginal youth was an issue. However, the youth themselves did not perceive this as an issue. The youth wanted an opportunity to learn more about each others' culture and be more informed about similarities and differences. A youth conference for both Aboriginal and non-Aboriginal youth with a strong cultural component provided an opportunity for increase understanding and education. The project produced a guide on *Tips for Working with Aboriginal Youth* which is directed to non-Aboriginal adults who are working with Aboriginal youth.
- ◆ The McCreary Centre Society project worked with a number of Aboriginal communities, conducting a community development process that involved adults supporting and working in partnership with youth. Youth leaders facilitated activities and projects and acted as positive role models engaging early adolescents in healthy activities that begin to involve them in their communities. A number of challenges were experienced in one of the Aboriginal communities pointing to the need to take time to build trust between the adults and youth and ensure appropriate leadership.
- ◆ The Connecting with Pride project had a specific Aboriginal component- developing, implementing and analyzing a needs assessment tool for two-spirited youth (Aboriginal LGBTQ youth). This provided a great deal of information on how two-spirited youth view themselves, their perceptions of how others see them, and what they believe are their needs. The hope is that the results of this study will inform future service delivery.



Learnings Re: Aboriginal Youth

Learnings stemming from the work with Aboriginal youth indicated the need to:

- ◆ Enhance understanding of each others culture.
- ◆ Take time to build trust among Aboriginal and non-Aboriginal youth.
- ◆ Take time to build trust between adults and youth.
- ◆ Respect all participants as equal.
- ◆ Consider extended family, community and elders.

- ◆ Recognize the cultural importance of the circle.
- ◆ Ensure there is appropriate leadership from within the adult and youth sectors.
- ◆ Include humour as a critical component.

Recommended Action

Community youth groups and PPHB to build on the learnings from the PHF projects and engage Aboriginal youth and their communities in further joint initiatives with non-Aboriginal youth.

Multicultural Youth

Only one project focused specifically on multicultural youth. The Multicultural Youth Circle project provided by Immigrant Services Society of BC was designed to help integrate young newcomers into Canadian Society by teaching multicultural youth the skills needed to facilitate peer support groups for immigrant and refugee youth.

Learnings re: Multicultural Youth

This project provides important insight into how best to partner with other organizations in the community and to reach out and involve multicultural youth. For example:

- ◆ The peer-support model seems to have proven effective in the context of helping multicultural youth feel more at home in Canadian communities, especially when training is provided with cultural sensitivity, and the immigrant and refugee youth are offered opportunities to network in their mother tongue.
- ◆ Involving a wide range of multicultural organizations that are already dealing with youth is critical to ensuring at-risk youth are identified, support provided and the future sustainability of the project enhanced.
- ◆ Within two years, MY Circle has demonstrated the positive impact the program has had on a number of youth. Youth trained have become facilitators. A number of Alumni have formed their own Action Team and continue to meet and volunteer their services. Further work is required to determine the kind of support multicultural youth need to continue their involvement in and contribution to their communities.

“The peer-support model seems to have proven effective in the context of helping multicultural youth feel more at home in Canadian communities...”

There appears to be no information from the other projects as to whether they involved youth from other cultures, and if they did, what issues they may have encountered. With the increase in youth violence in some cultures, more information is required on the needs of multicultural youth and their relationship with other youth and adults in their communities.

Recommended Action

PPHB to continue to support youth projects that involve multicultural youth, building on learnings from the PHF youth projects.

4.5 Projects' Outcomes and Impacts

Many of the outcomes identified by projects are short-term in nature since the life span of the projects was two years. In the case of Covenant House, this was even shorter, one year. It is difficult within this short time span to identify the long-term impacts on youth and communities. However, a solid foundation for change has been established by many of these projects as identified in interviews with project representatives:

“The real impact is not the 40 hours of training that the peer helpers received, but the role they play in implementing what they have learned with others.”

“Participants all felt more capable and that they could contribute more to their friends – so this should have a long lasting impact.”

“It raised awareness of how youth see themselves, but also changed how the community see the youth... it have raised the perception of the value of youth in this community.”

“Raised awareness of the needs of youth in the community – could lead to a youth centre in the future.”

A number of common outcomes or impacts can be identified that cut across all projects to a greater or lesser degree:

- ◆ youth participation and involvement
- ◆ education and skill development
- ◆ healthy lifestyle choices
- ◆ improved service access
- ◆ community awareness and support
- ◆ organizational capacity.

These outcomes are identified in a logic model developed by PPHB in collaboration with the youth funded projects. (See Appendix 5.) These outcomes are clarified below with an identification of indicators for each outcome that could be observed from a review of the projects and a discussion of lessons learned.



4.5.1 Youth Participation and Involvement

A major success of all the projects was involvement of youth and more specifically, enhanced participation of the particular youth target group that was being addressed by the projects, e.g., street involved youth, sexually exploited youth, youth involved with drugs, LGBTQ youth, unemployed youth, youth at high risk for school drop-out as well as mainstream youth.

The methods to outreach to the youth varied. Overall, most projects attracted many youth to their programs. In a few cases, it was more difficult to attract youth because of the sensitivity of the issues being addressed, e.g., sexually exploited male youth or because of the high skill level required for participation e.g., Warriors Against Violence Youth Training Program.

“...most of the projects were developed and led to a program delivery strategy of youth as facilitators, peer helpers and leaders.”

The types of activities that youth were involved in varied among the projects, as did the level of involvement, but in all projects, youth involvement was the major objective and a major outcome. Youth being influenced by other youth was a major premise upon which most of the projects were developed and led to a program delivery strategy of youth as facilitators, peer helpers and leaders. By providing opportunities for youth to take on leadership roles and by providing the structure to acquire skills to enhance that role, programs ensured their strategies to involve other youth were more effective and youth friendly.

Indicators of youth involvement

The level of involvement of youth varied from more passive involvement in events and activities to very active involvement in all stages of a program, from planning to execution and evaluation. Indicators included:

- ◆ Participation in events, workshops and conferences.
- ◆ Involvement in planning, organizing and hosting events and conferences.
- ◆ Production of videos, newsletters and other informational materials.
- ◆ Involvement in fundraising activities for youth programs.
- ◆ Being trained as peer helpers, peer support advocates or counsellors.
- ◆ Participation in leadership training.
- ◆ Youth training other youth.
- ◆ Older youth helping younger youth.
- ◆ Youth acting as facilitators and mentors for other youth.
- ◆ Participation in decision-making roles, such as youth advisory councils
- ◆ Employed by the project.
- ◆ Employed by the sponsoring organizations and involved in program delivery within the broader organization.

The following quotes from evaluations produced by the projects illustrate the extent of youth involvement:

“A cornerstone in the design of our approach is fostering youth engagement. We define youth engagement as high levels of youth input, investment and overall involvement in all aspects of centre supervision, program design and implementation.”

“The whole project is for youth and by youth.”

“Youth were the drivers.”

“Our goals originated from youth themselves- based on health issues they themselves identified; they also identified what should be done to address these health issues; youth carried out and led activities and organized events.”

“We helped strengthen support networks for youth.”

“The project has truly engaged youth in our program delivery, youth involved as peer helpers in our programs, involved in board committees, and youth involved in our communications and administrative departments.”

A number of the projects focused on enhancing participation of Aboriginal Youth and multicultural youth. This has already been discussed in greater detail in *Section 4.4.3* of this report.

Learnings re: Youth Involvement

Lessons learned from the experiences of the projects regarding youth involvement included:

- ◆ It takes time and resources to involve youth in a meaningful way.
- ◆ Investing in and involving young adolescents to begin positive life choices early is worthwhile.
- ◆ Offering a series of ongoing activities that provide an opportunity to learn new skills and the time to practice these skills is effective. A one-time workshop is not sufficient.
- ◆ Educating, training and supporting youth to acquire age appropriate leadership skills enables them to help other youth while helping themselves.
- ◆ Providing adults with training is critical to facilitating the important role they play in supporting youth.
- ◆ Combining fun activities and events with an educational component has the greatest chance of success. Projects found that skill development can be acquired through fun activities.
- ◆ Ensuring continued mentorship for youth programs facilitates long-term outcomes.

An important outcome of the PHF projects is that it helped create a number of youth leaders in BC. A pool of young leaders has emerged from the projects across the province that can be called up to speak on a number of issues.

Recommended Action

Community youth organizations and PPHB to continue to strengthen the voice and involvement of youth either through the development of a youth advisory committee, involving youth in an advisory capacity with adults, or other mechanisms across communities and various levels of government.

4.5.2 Education and Skill Development

All the projects placed emphasis on shifting attitudes in youth and developing greater self-awareness and confidence to deal with life's situations. Education and skill development were seen by projects as ways to change attitudes and behaviour.

Education and skill development were also viewed as important outcomes of the programs offered rendering youth more resilient and able to cope with life's situations. All projects believed in youth and their empowerment with knowledge. *“Youth are to be valued and seen as assets”*

“All projects believed in youth and their empowerment with knowledge.”

Indicators of education and skill development

- ◆ Youth participated in training on leadership, facilitation, and peer support.
- ◆ Youth were taught skills on how to train others.
- ◆ Youth gained experience in developing workshops and conferences.
- ◆ Youth also acquired skills in developing manuals on their projects and informational materials. A number of projects involved learning how to develop a video.

A number of examples of education and skill development from selected projects include:

- ◆ HOPE - provided leaderships training (peer training) and brought resiliency programs to the schools - the emphasis here was on increasing youths' developmental assets. This project recognized that the traditional way of teaching about drugs - that is pointing out their dangers does not work. This model is based on building developmental assets and youth with high developmental assets have been shown to do better in school, use drugs less and are better able to deal with life's situations. The aim is for youth to acquire greater self-awareness and self-control/self-discipline.
- ◆ Powell River Project - 70% or more of youth volunteers saw improvement in four areas relating to confidence: in the way they felt about themselves; in ability to evaluate self; in adapting to new situations; and in communication skills.

- ◆ Participants in the Youth Against Violence Project, in their exit survey all responded that they believe they have gained the skill necessary to understand and help end family violence and while they all indicated that they intend to continue to be involved in anti violence activity, longer term data on actual involvement is not available.
- ◆ Men@peers trained peer advocates and developed training manual for service providers.
- ◆ Multicultural youth were trained in peer support to help newcomer integrate into Canadian Society. A longer term outcome was evident in this project in that youth who completed the training indicated an interest in mentoring other facilitators and the sponsoring agency, Immigrant Services Society is partnering with Big Sisters to develop this mentoring program. Also, a number of former youth facilitators, have formed an Action Team (an alumni group) and are continuing to meet on their own and volunteering their services to help educate others. What this program has accomplished is a multi-tiered support and involvement program where youth can participate in peer support, they can get training as youth facilitator and come back and provide peer training, they can help train other peer facilitators, they can be mentors, and they can provide support in mainstream organizations.
- ◆ First Nations School Success Project increased skills of Aboriginal youth to succeed in school and not drop-out. Many participated in the homework clubs, but long-term results are not available.
- ◆ Youth in the McCreary Centre Society Project were trained to support younger adolescents to enhance their resiliency.

Recommended Action

PPHB and community youth groups to ensure that skill development training for youth is documented and shared more broadly within BC and across Canada.

4.5.3 Healthy Lifestyle Choices

As indicated, many of the projects focused on enhancing personal coping skills. The aim was to increase personal coping skills so that youth would have strengthened capacity to make healthy lifestyle choices.

Indicators of healthy lifestyle choices

Making healthy lifestyle choices was evident by the actions of youth during the projects. Indicators included:

- ◆ Youth choosing to be involved in many positive activities such as events, workshops, fairs, conferences, alcohol and drug free recreational activities, support groups, and productions of materials and videos. The fact that many youth chose to participate in these activities provides short-term evidence of healthy lifestyle choices. For example:

“The value of fun, enjoyment, and social interaction cannot be underestimated in terms of benefits to health and well-being.”

“69% of adolescents reported getting new ideas about fun and healthy things to do; 71% reported cooperating with others and 63% reported helping someone out.”

- ◆ Youth indicating that they are more aware and more knowledgeable about healthy lifestyle choices.

How these healthy lifestyle choices will impact youth in the future was beyond the ability of the projects to assess because of the short-term nature of the projects. Indicators that would demonstrate healthy lifestyle choices in the intermediate and long-term could include, for example:

- ◆ Decreased smoking
- ◆ Decreased use of alcohol or illegal drugs
- ◆ Decreased use of emergency mental health services
- ◆ Youth demonstrate skills that maintain their health
- ◆ Youth report increased wellness
- ◆ Youth report increased mental support.

Learnings re: Healthy Lifestyle Choices

The projects did not provide sufficient information on the possible factors that impact healthy lifestyle choices and how to measure this. What can be learned from the PHF youth projects is that making healthy lifestyle choices is based on having the personal coping skills and knowledge to make informed decisions. The resiliency model illustrates that a higher level of resilience enables youth to cope with life's situations. However, it appears what is needed is more information on the relationship between personal coping skills and healthy lifestyle choices. In addition, more work is required to be able to identify what will sustain healthy lifestyle choices in the long-term for high risk youth. There is also a need to be able to measure impact in the longer term. Much of our knowledge is currently based on short-term interventions.



Recommended Action

Community youth groups and PPHB to support specific initiatives that will further clarify what strategies are required to sustain healthy lifestyle choices for youth and how this can be measured over the long-term.

4.5.4 Improved Service Access

A number of projects improved service access by both making youth more aware of services available in the community and making other service providers more aware of youth issues.

Indicators of improved service access

A number of indicators of improved service access stemming from the PHF youth projects included:

Youth becoming more aware of services, for example:

- ◆ Development of a directory of resources to assist youth.
- ◆ Youth advisory councils being educated on what services are available and helping to inform others.
- ◆ Youth becoming more educated on services available. This was manifested in a survey conducted in the Powell River project. Youth were able to identify three or more local resources or support for every youth issue identified except for poverty and drinking and driving. Youth were also able to indicate the challenges/barriers to youth accessing those resources.

Service Providers becoming more aware of youth issues and needs, for example:

- ◆ Training for service providers on working with particular youth such as LGBTQ youth, sexually exploited male youth or street youth.
- ◆ Service providers becoming more accessible to youth.

Increased number of programs and services available to youth was a further important indicator.

Learnings re: Improved Service Access

To improve service access, service providers need to be familiar with youth issues from the youth perspective. What we learn from the PHF projects is that addressing service access needs

“...service providers need to recognize and deal with the issue of confidentiality.”

to be incorporated into an overall plan. Youth organizations need to collaborate with service providers in their community to identify strategies for improving service access for specific youth target populations. Further, service providers need to recognize and deal with the issue of confidentiality. Youth are often reluctant to access

services because, as indicated by one of the projects: *“they want to feel confident that if and when they see information/help, the fact that they did so will be kept strictly confidential.”*

Recommended Action

Community youth organizations and PPHB to continue to identify effective ways to improve access to services for youth.

Community youth organizations and PPHB to consider developing policies and protocols that will ensure appropriate levels of confidentiality when providing services to youth.

4.5.5 Community Awareness and Support

As already discussed, most projects did not specifically identify enhanced community capacity as one of their main objectives. (See Section 4.3.1) However, many of the projects raised community awareness about youth and youth issues.

Indicators of community awareness and support

Indicators of community awareness and support of youth issues evident from the projects included:

- ◆ Increased number of community partnerships developed by the projects.
- ◆ Special presentations or speaking engagements conducted by projects to raise awareness of particular youth issues.
- ◆ Increased number of workshops or conferences held on specific youth issues, e.g., on sexually exploited male youth, LGBTQ youth, needs of Aboriginal youth and the needs of and sensitivity to multicultural youth.
- ◆ Manuals, kits and video developed and distributed to help create greater awareness of particular youth issues.
- ◆ Greater youth involved in community activities such as special committees or boards, which in turn, reflected greater acceptance by the community.

Further, community support was evident in a number of projects as reflected in the involvement of a wide range of community organizations, in the support received from particular adults in the community, or from service providers who have become more sensitive to the youth issues. Indicators of community support included:

- ◆ Parent and teacher support: the First Nations School Success project reported that parents and schools became more sensitive to needs of Aboriginal youth and how to assist them to succeed in school.
- ◆ Service provider support: Men@peers helped service providers become more informed about sexually exploited male youth while Connecting with Pride informed service providers and other community members about the specific needs of LGBTQ youth.
- ◆ Community support: Overall support from the community was evident in the Powell River project, with the municipality providing some continued funding for the Youth Advisory council.



Learnings re: Community Awareness and Support

Many of the projects found it extremely time consuming to engage the community. We can learn from the experiences of the projects that meaningful engagement of the community means that the community must be made aware of youth issues, they need the knowledge and skills to know what to do, and they need to be supported to be able to take action. In other words, there is often the need to build the capacity of the community before the community can be expected to provide meaningful and useful

“...there is often the need to build the capacity of the community before the community can be expected to provide meaningful and useful support to address critical youth issues.”

support to address critical youth issues. As indicated in *Section 4.3.1* on Community Capacity, more work is required to identify ways to enhance and measure community capacity.

Further, in examining the type of community support that projects received, we learn that the projects lacked support from the private sector and from other major funders. Most of the projects did not have a community leader

to champion their cause, advocate for the importance of their work, or assist with sustainability of their project. As indicated, community support is crucial for the ongoing success and sustainability of youth initiatives.

Recommended Action

Community youth organizations to consider strengthening their community support by establishing community advisory committees that include broad community representation including all levels of government, private sector and key community leaders.

4.5.6 Organizational Capacity

While enhancing the capacity of the organizations that managed the youth projects was not a stated goal of the PHF or of the projects themselves, this can be considered an important outcome for many of the projects.

Indicators of organizational capacity

Indicators of how the organization’s capacity was enhanced included:

- ◆ Youth involved in the organization’s decision-making processes, e.g., Covenant House hired youth and involved them in delivering of Covenant House programs, which was intended to make services more sensitive to youth needs.
- ◆ Expansion of the organization’s credibility and ability to respond to the needs of a target population not previously served, e.g.,
 - PEERS (Prostitute Empowerment Education Resource Society) had mainly focused on women in the sex trade and expanded its services to respond to the needs of sexually exploited male youth.

- Immigrants Services Society mainly provides services to multicultural adult populations. The Multicultural Youth Circle program strengthened the organization's ability to work with multicultural youth.
- ◆ Expansion of the organization's involvement with youth in general, e.g., Coast Garibaldi Community Health Centre Society increased its capacity to work with youth and to address youth issues through working with the Youth Advisory Council.
- ◆ Expansion of the organization's geographic outreach, e.g., Pacific Foundation for the Advancement of Minority Equality (known as the Centre) expanded its capability of reaching out to LGBTQ youth outside the Lower Mainland.
- ◆ Enhancement of an organization's role and responsibilities, e.g., The McCreary Centre Society expanded its role in terms of community development by establishing and adopting an innovative community action model for promoting health development in early adolescents.
- ◆ Establishment of a separate organization to address youth issues: In one situation, a centre for youth, the Gathering Place on Gabriola Island outgrew the organization in which it began, People for a Healthy Community on Gabriola Society. Programming for youth became so intensive that it required its own organization.

Learnings re: Organizational Capacity

The strength of the sponsoring agency for youth projects is an important factor in the success of the projects. We learn that a number of characteristics of a supportive sponsoring organization include:

- ◆ Ensuring continuity of leadership.
- ◆ Providing projects with a sense of financial stability.
- ◆ Providing advice and support in difficult or crisis situations.
- ◆ Providing expertise that may be lacking within the project.

“Despite several evaluation-related challenges, most projects remained committed to producing useful evaluation products.”

To facilitate the success of youth funded projects, it is important to facilitate the sponsoring organization's capacity to support youth projects. *(See Recommendation in Section 4.1)*

4.6 Learnings about Evaluation of PHF Youth Projects

Sponsoring organizations were expected to consider an appropriate evaluation budget plan and to hire an independent evaluator to evaluate their projects. PPHB provided an orientation at its initial gathering of all funded projects early in the first year of funding outlining expectations relating to the evaluation. Projects were expected to develop a logic model, interim evaluation, and then a final evaluation report. Despite several evaluation-related challenges, most projects remained committed to producing useful evaluation products. The evaluation requirements and challenges are discussed in greater detail below.

Logic Model

A Population Health Fund BC logic model (*See Appendix 5*) was developed in consultation with projects which identified five main program outcomes: youth participation and involvement, education and skill development, healthy lifestyle choices, improved service access and effectiveness, and community awareness and support. The logic models were developed by each of the projects and these were reviewed by PPHB staff and comments provided to the projects. This occurred twice for many projects – on their initial logic model and on their revised ones. PPHB presented projects with an opportunity to establish an evaluation committee to facilitate discussion on the evaluation process, address concerns, and help identify common outcomes, indicators and tools for measurement. The projects declined, indicating that they thought it would be too demanding of their time. PPHB had hoped to identify common indicators of success and perhaps common tools for evaluation, but this did not occur and each project relied primarily on its own evaluator to develop and carry out the evaluation process.



Considerable time and resources seem to have been invested in developing the logic models. For many projects, this was a useful process; however, a number of concerns were identified:

- ◆ A number of projects were unfamiliar with developing logic models and found the process challenging.
- ◆ The manner in which the projects presented information in the logic models varied.
- ◆ Many of the logic models were too activity based - outlining very detailed activities.
- ◆ Projects did not necessarily use the program areas or themes identified in the regional logic model. This limited the ability to make comparisons across projects.
- ◆ One of the most common weaknesses in the projects' use of the logic models was that many of the projects confused outcomes with activities and outputs, that is, many of the outcomes were actually outputs or activities and did not identify impact on or change for youth or the community.
- ◆ Many of the projects did not make a distinction between short-term, intermediate or longer-term outcomes. Further, the outcome indicators (measures to show that outcomes have been achieved) were not always identified in a measurable and observable manner. For example, one of the projects identified the number of reports disseminated as an indicator of greater community awareness. This is an output, not an outcome.
- ◆ Finally many of the outcomes identified by the projects did not relate back to the projects' objectives as identified in their proposals.

Interviews with project representatives confirmed the difficulties projects experienced in using the logic model. While a number of projects indicated that it was a worthwhile learning experience, many more indicated that it was very time consuming and confusing.

“Had difficulty identifying inputs, outputs and outcomes...stumbled with that...do not use that kind of terminology - do not feel fluent in it...it is like speaking a new language.”

Other difficulties with the evaluation process included: delays in hiring independent evaluators; unclear expectations of the evaluation process; and general lack of knowledge and expertise in measuring the impact of prevention programs.

Interim Evaluation

Some project coordinators found the interim evaluation useful in that it provided a summary of where they were at and what still needed to be done in their projects. However, in most cases, the interim evaluations varied in their quality and comprehensiveness because projects were at various stages of implementation at the time the interim reports were required. Most significantly, the interim evaluation

reports were largely descriptive in nature and could be considered process evaluations, not outcome evaluations. While some projects provided preliminary outcome data, the interim evaluations mainly addressed how projects were being implemented, what activities were completed and some output information such as number of participants and events. In some cases the interim evaluation only provided information on what the final evaluation will be doing.

The Final Evaluation

All projects dedicated a significant amount of time and effort to conduct the final evaluation. The evaluations reports provide an important legacy for the PHF youth projects. There are, however great variations in the quality and comprehensiveness of the final evaluations. This appears to be due to a number of factors:

- ◆ Evaluators were brought in at different times, some very late, toward the end of the first year and into the second year of the project. A couple of projects had to change their evaluators.
- ◆ Coordinators indicated that they were not clear as to what was expected from the entire evaluation process.
- ◆ Many evaluations simply reported on the number of youth participating in various activities and events. Therefore, much of the information remained at the output level.
- ◆ Because projects were relatively short-term (two years), the evaluations were unable to assess any long-term impacts the project might have for youth and communities. Therefore, most of the data was based on short-term assessment. For example, much of the evaluation data was based on participants' feedback about training sessions, exit surveys after a workshop, or some assessment of attitudes before and after a conference or training session. In most cases, where projects attempted to obtain data after the project ended, it was difficult to track the participants and/or to gain their interest in responding.
- ◆ Projects were not only limited in time and resources, but expertise of evaluators also varied.
- ◆ In a number of projects, due to the small number of participants, it was difficult to generalize to a larger population.
- ◆ The type and reliability of the data varied greatly.
 - Data from project records to address the evaluation questions were not always readily available.
 - Much of the data was qualitative information.



- A large amount of data was obtained from feedback forms completed by participants, though coordinators reported that in a number of cases it was difficult getting the youth to complete the feedback forms. It was especially difficult to track youth to do follow-up interviews, once the program had ended.
- In many cases, data collection tools did not appear to have been tested for validity or reliability.
- Data collection was not always consistent in terms of the way questions were asked or focus groups conducted.
- ◆ Some rigorous data collection from certain projects was available such as:
 - The resiliency model used in the HOPE project. A proven tool was adapted and an evaluation design which used pre and post measures was implemented.
 - Healthy lifestyle survey measuring a range of constructs that reflect healthy living and a volunteer survey that measures confidence levels of youth that volunteered in the Powell River Project.

From both a review of all the evaluation documents and interviews with the key stakeholders, it is clear that projects could have all used assistance in developing tools for gathering data on the impacts of their projects on youth and their communities. Some common data indicators and data collection tools would have been useful for all projects to use or modify to meet their specific needs.

Recommended Action

PPHB to provide more coordinated and consistent guidance and support to funded projects to carry out evaluations including development of logic models, agreement on outcomes, indicators and assessment tools.

PPHB to consider coordinating an evaluation team to assist with evaluating all projects funded under a particular PHF category to enhance consistency in data collection, indicators and outcome measures.

4.7 Learnings about Sustainability

Youth issues are complex and program delivery over a longer period of time would be most effective in demonstrating impact on the health and well-being of youth. Therefore, sustainability of project becomes important.

Many of the projects experienced difficulties in terms of sustainability. About half of the projects will not be continuing. A number of reasons given included:

- ◆ budget restraints within the sponsoring organization itself which is experiencing difficulties in maintaining its core funding base
- ◆ unsuccessful attempts to secure external funding that could continue to support the project
- ◆ general lack of support from other key partners.

A number of projects that have been able to sustain themselves once PHF ceased illustrate the importance of having a sponsoring agency that can provide ongoing support or being linked with key partners that have some capacity to provide financial support. For example:

- ◆ In the case of the Powell River project, the Youth Advisory Council is now under the roof of the Child and Youth Family Society. It has a home where it has status to raise funds in a non-profit environment. In addition, the project partnered with the municipality and the health authority which are able to provide some continued financial support.
- ◆ Programs for youth on Gabriola Island are continuing under a new organization called HOPE (the same name as the PHF project) with youth involved in fundraising to support the continuation of the youth projects started under the PHF.
- ◆ Multicultural Circle provided by the Immigrant Services Society of BC (ISS) have reorganized the delivery of its program. Instead of recruiting multicultural youth on their own and organizing all the training in the community, ISS is partnering with ten community centres and neighbourhood houses who will be sending their multicultural youth to be trained by ISS. This will not only enable many more youth to be trained each year, but helps to secure the commitment of many groups in the community. In addition, ISS has gained support from some other funding sources and is continuing to seek further support.
- ◆ Covenant House Vancouver has funded a youth Coordinator position within a Youth Department which is delivering the peer support program and this is all part of the core budget of the organization. The board of Covenant House Vancouver believed the program was worthwhile and allocated core funding to it.
- ◆ First Nations School Success project has limited support from a partner agency for a six month period.

Learnings re: Sustainability

A number of lessons can be learned about sustainability:

- ◆ A sustainability plan needs to be developed at the start of a project.
- ◆ Strategic partnerships need to be developed early to increase potential for support of the project.
- ◆ Key community leaders need to be engaged who can be instrumental in helping to gain community support.
- ◆ Key community leaders should be brought together in an advisory committee or other forum to secure their ongoing commitment and support.
- ◆ Projects need to use PPHB funding to leverage other funding in the community.
- ◆ Potential future funding sources need to be approached at an early stage in the life of a project.

- ◆ Many of the projects suggested that funding for a three to five year period would assist projects to establish a base of support for continued sustainability. They proposed that if a project can illustrate results after the first year or two, it should be eligible for continued funding over a three to five year period.

Recommended Action:

PPHB to provide sponsoring organizations with more information, training and resources to assist them with sustaining their projects in the long-term.

PPHB to consider extending the duration of projects funded under the PHF to a three to five year period to allow for longer term evaluation and ensure greater sustainability of its projects.

4.8 Learnings about Health Canada Monitoring and Support Role

Most projects indicated that the demand for monitoring information created a heavy workload and that a balance needs to be found. Most projects felt that they received good support from the PPHB Program Consultant when needed. In turn, it appears that all projects were committed and engaged with the PPHB. A number of observations can be made about PPHB's monitoring and support role.

Monitoring

Requirements for reporting were specified by PPHB and included four progress reports in year one and three progress reports in the second year with an option to provide a final progress report or a final project report. There was a standard format for the progress reports and a guideline for the interim reports. As already discussed, the

quality of these reports varied greatly. These reports, none-the-less provided a means to not only keep PPHB informed of what was happening and what projects may require additional assistance, but enabled projects to track their own progress. All projects indicated the importance of providing progress reports, but they found that reporting requirements took a great deal of their time. Some projects had difficulty in submitting reports in a timely fashion and this resulted in a backlog in PPHB's ability to respond to projects and provide the necessary support. Many projects were unclear about how much detail to provide and chose to provide a great deal of information. This was time consuming for them, but also, this created a great deal of work for PPHB staff. It appears that the progress reports caused an additional burden for both the projects and PPHB. A balance needs to be found in terms of workload and accountability requirements.

“Many projects were unclear about how much detail to provide and chose to provide a great deal of information.”

Support Role

PPHB provided support to the youth projects in terms of two gatherings over the course of the two years. The first gathering, carried out early in the life of the project, was an orientation session with an emphasis on reporting requirements and evaluation. The

second gathering in June, 2003 was established to enhance networking, sustainability, and sharing stories of achievement. While participants found these gatherings helpful, the issue of time and who was responsible to cover travel and accommodations for these sessions were concerns. Project representatives indicated that they should not be responsible for paying their way to such province-wide PHF projects' meetings, and that PPHB should set aside funding to cover all costs for everyone, not just for youth.

Most projects felt that they received good support from the PPHB Program Consultant. Projects that experienced some difficulty felt that they got support and understanding. A few projects indicated that they got very little feedback from PPHB on information submitted. (Note: This was largely due to the fact that projects were actually working well and had been assessed as not needing a great deal of extra support.)

Learnings Re: Health Canada's Monitoring and Support Role

Project representatives identified that there is a need for more support from PPHB in terms of:

- ◆ Ensuring reporting and evaluation expectations are clearer from the start.
- ◆ Streamlining reporting requirements.
- ◆ Developing common indicators and tools that could be used or adapted for evaluation of youth funded projects.
- ◆ Funding to support a developmental phase to enable projects to work out some of their implementation issues.
- ◆ Providing support and training to enhance sustainability options.

A suggestion was made for PPHB to employ youth as advisors at the regional level and to mirror the youth involvement requirement that projects are expected to meet. Discussions with PPHB indicated that there was an initial intention to involve youth in an advisory committee at the regional level, but this did not materialize.

Recommended Actions

PPHB to consider a semi-annual instead of quarterly reporting timeline and to streamline other mechanisms for ongoing monitoring of youth funded projects.

PPHB to cover the costs for projects to participate in province-wide PHF project meetings.

PPHB to involve youth as program advisors on an on-going basis and to potentially employ youth to provide support to projects being funded.



5. RECOMMENDATIONS

The following recommendations outlined in this report are intended to provide direction for future work of the Population Health Fund.

It is recommended that Health Canada take action in the following areas:

Priority Setting and Funding Process

- ◆ PPHB (Regional Office in BC) to establish an Advisory Committee on Population and Public Health that could assist in future priority setting and other strategic decision-making functions.
- ◆ PPHB to consider developing a consistent process for addressing issues identified by the review committee at the beginning stages of project implementation to optimize the review process and enhance the success of PHF projects.

Project Delivery and Management

- ◆ PPHB to consider supporting a developmental phase that could provide extra time and funding support to projects for start-up and to ensure appropriate staff requirements are met prior to project commencement.
- ◆ PHF Review Committee and PPHB to identify strategies to assist sponsoring agencies that may require additional organizational support to facilitate the successful implementation of PHF projects.
- ◆ Community youth organizations to consider more effective strategies that would enhance partnership development among themselves, with different levels of government, the private sector, and other potential funders.

- ◆ PPHB and community youth organizations work with community representatives to identify ways to enhance and measure community capacity and share this information more broadly for future initiatives.
- ◆ Community youth organizations to consider strengthening their community support by establishing community advisory committees that include broad community representation including all levels of government, private sector and key community leaders.

Policy Development and Knowledge Transfer

- ◆ PPHB, community youth organizations and youth work together to develop communication materials that address the determinants of health in language that is user-friendly.
- ◆ Community youth organizations to continue to adopt models or approaches that involve peer-based delivery, address personal coping skills, and enhance resiliency.
- ◆ PPHB to further support the documentation of the PHF youth prevention and intervention models or approaches and facilitate their distribution to a broader audience in BC and across Canada.
- ◆ Community youth organizations and funding organizations to create a mechanism to coordinate youth issues and work toward development of a youth strategy in BC.
- ◆ PPHB and community youth groups to ensure that skill development training for youth is documented and shared more broadly within BC and across Canada.

Outcomes and Impacts of Youth Programs

- ◆ Community youth organizations and PPHB to continue to strengthen the voice and involvement of youth either through the development of a youth advisory committee, involving youth in an advisory capacity with adults, or other mechanisms across communities and various levels of government.
- ◆ Community youth organizations and PPHB to support the further testing of the Resiliency Model for youth to address a wide range of health issues and share this information more broadly.
- ◆ Community youth organizations to link their projects more closely with appropriate federal and provincial youth employment programs to provide a bridge between enhancing youth's skills and providing workplace opportunities.
- ◆ Community youth groups and PPHB to build on the learnings from the PHF projects and engage Aboriginal youth and their communities in further joint initiatives with non-Aboriginal youth.

- ◆ PPHB to continue to support youth projects that involve multicultural youth, building on learnings from the PHF youth projects.
- ◆ Community youth groups and PPHB to support specific initiatives that will further clarify what strategies are required to sustain healthy lifestyle choices for youth and how this can be measured over the long-term.
- ◆ Community youth organizations and PPHB to continue to identify effective ways to improve access to services for youth.
- ◆ Community youth organizations and PPHB to consider developing policies and protocols that will ensure appropriate levels of confidentiality when providing services to youth.

Evaluation

- ◆ PPHB to provide more coordinated and consistent guidance and support to funded projects to carry out evaluations including development of logic models, agreement on outcomes, indicators and assessment tools.
- ◆ PPHB to consider coordinating an evaluation team to assist with evaluating all projects funded under a particular PHF category to enhance consistency in data collection, indicators and outcome measures.

Sustainability

- ◆ PPHB to provide sponsoring organizations with more information, training and resources to assist them with sustaining their projects in the long-term.
- ◆ PPHB to consider extending the duration of projects funded under the PHF to a three to five year period to allow for longer term evaluation and ensure greater sustainability of its projects.

Health Canada Monitoring and Support Role

- ◆ PPHB to consider a semi-annual instead of quarterly reporting timeline and other mechanisms for ongoing monitoring of youth funded projects.
- ◆ PPHB to cover the costs for projects to participate in province-wide PHF project meetings.
- ◆ PPHB to involve youth as program advisors on an on-going basis and to potentially employ youth to provide support to projects being funded.

In conclusion, community youth organizations along with all levels of government and communities need to work together to develop an overall coordinated youth strategy in BC to address issues faced by youth. This youth strategy should build on the learnings from the PHF youth projects and consider the following:

- ◆ Utilize tested models and approaches of youth prevention and intervention and ensure that these models including related products, training and resource information are documented in plain language, and a process is established to transfer this knowledge more widely throughout BC and Canada.
- ◆ Develop common indicators of success and measurement tools for youth involvement, and for youth and community capacity building that can be implemented by a wide range of youth programs throughout the province.
- ◆ Support longitudinal research initiatives and develop longitudinal studies to more effectively determine the impact of prevention/intervention models on youth and their communities.
- ◆ Develop strategies that would assist organizations and communities addressing youth issues to form long-term partnerships with groups such as other levels of government, private sector and other funders that will contribute to the sustainability of youth initiatives.
- ◆ Involve youth as part of this strategy, not only at the community level, but within provincial and federal organizations to act as program advisors to youth funded projects.





APPENDIX 1

Summary of Each of the Ten Population Health BC/Yukon Region Youth Projects (Funded between April 2002 and March 2004)

Thank you to all youth projects for providing this information.

Powell River Youth Project

Coast Garibaldi Community Health Service Society

The results of the McCreary Centre Society 1998 Adolescent Health Survey and McCreary Next Step Workshop in 2000 provided the impetus for the Powell River Youth Project. Youth identified the need for a youth advisor council to give Powell River youth a voice in planning around youth health issues.

In November 2001, North Shore/Coast Garibaldi Health Region (now Vancouver Coastal Health) applied to Health Canada for funding to carry out the Powell River Youth Project. This project was a community-based initiative that used a population health model to promote health among youth in the Powell River area. This model encourages the participation of community members such as local youth, parents, professional, groups and organizations in activities for youth. The model also promotes the mobilization of youth (in partnership with community organizations) to develop initiatives that address youth issues.

The overall goal of the project was to mobilize Powell River Aboriginal and non-Aboriginal youth to address identified youth issues through a Youth Advisory Council. The project had five main objectives:

1. To strengthen and expand the support network for the existing Powell River Youth Advisory Council.

2. To support the youth advisory Council to pursue those initiatives that increase opportunities for employment and pre-employment skills with the target population.
3. To support the youth Advisory Council to promote healthy choices/lifestyle behaviours through educational, social and recreational events and opportunities for Powell River youth.
4. To support the Youth Advisory Council to foster the development of positive interpersonal relationships between Aboriginal and non-Aboriginal youth.
5. To support the Advisory Council in developing opportunities for youth to connect with community organizations to share information regarding youth-identified issues; and, to encourage youth participation in the decision-making and planning regarding programs and services for youth.

Many of the project's activities such as dances, youth fairs, and cultural events, were open to all youth in the community. However, the project's target population was youth that were: between the ages of 12-18; Aboriginal and non-Aboriginal; currently in school; living in the Powell River area.

Surveys were used to collect information from youth participants: Health and Lifestyle survey and Volunteer Survey. In addition focus groups were conducted at the end of each project year and program records were reviewed. A number of key outcomes included:

- ◆ Youth were aware of youth-related issues/concerns.
- ◆ Youth were aware of some supports or resources to deal with these issues.
- ◆ Youth were aware of challenges/barriers to youth accessing these resources (youth identified 4 out of 6 challenges that staff identified).
- ◆ The HIV/AIDS kit was used six times over the two years to raise awareness.
- ◆ 70% or more of the youth volunteers saw improvement in four areas related to confidence: *“in the way they felt about self; in ability to evaluate self; in their ability to adapt to new situations/problem solving; in communication skills”*.
- ◆ At least 70% of the youth reported benefits of attending activities, e.g., *“that they learned something new”*.
- ◆ Youth Council members reported that the relationship between Aboriginal and non-Aboriginal youth had improved, e.g., more mixed activities; more different activities that would be of interest to both groups.
- ◆ Youth had increased opportunities to share information with community organizations about youth issues.
- ◆ Youth were represented on at least seven local committees, boards or other decision-making bodies.

With few exceptions, the project achieved the outcomes it set out to achieve and, in many cases, exceed its own expectations.

Men@peers

Prostitutes' Empowerment, Education Resource Society

The Men@peers pilot project, sponsored by the Prostitutes' Empowerment, Education and Resource Society (PEERS) and funded by Health Canada's Population Health Fund, addressed the need to develop prevention and intervention strategies targeted at vulnerable young men. Prevention strategies were developed to assist young men choose not to become sex trade workers in the first place. Intervention strategies were developed to help those already involved in the sex trade to exit, or, at best, improve their working conditions through healthier lifestyle choices. Understanding the special needs of Aboriginal youth was a high priority.

This project accomplished its goals by involving members of the target group in the development of supports, resources and learning opportunities which focus on intervention and prevention, and by building a coalition of agencies who would offer relevant services to sexually exploited young men, and speak out in the media on the issue of sexually exploited male youth to inform the public. In short, PEERS committed to developing a male component to its operations, which is now in place.

Over the course of the two years, the following objectives were met:

- ◆ Outreach worker was hired to reach the more marginalized sexually exploited male youth.
- ◆ A support group was established for sexually exploited male youth.
- ◆ Strategies were developed to address issues surrounding the male sex trade.
- ◆ Relationships were established with other community service providers to begin to address the needs of this extremely marginalized group.
- ◆ Resource materials were created and workshops facilitated, reaching out to the male population involved in sex trade as well as the community.
- ◆ Four group therapy sessions were organized through a partner organization - BC Male Survivors of Sexual Assault.

In summary, five Population Health Fund areas were addressed, including youth participation and involvement, education and skill development, improvement of service access and effectiveness, healthy lifestyle choices, and community awareness and support.

The project proved to be both valuable and groundbreaking. Issues surrounding sexually exploited male youth, which have been largely overlooked in the past, have now been discussed and addressed, increasing knowledge and awareness. This knowledge can now be shared with other stakeholders who are involved in working with sexually exploited young men.

Street Link

Punky Lake Wilderness Camp Society

The objectives of the Street Link project, delivered by the Punky Lake Wilderness Camp Society, was to support youth to find self worth through exploring their cultural identify, help youth build coping skills to empower them for re-entering mainstream of society, home and the education system, and to create a model of intervention for use in other communities.

The key activities carried out were:

- ◆ Developed relations with community (urban and First Nations community) service providers to make services more accessible to youth.
- ◆ Participated with the Youth Services Committee to co-ordinate services for at-risk youth in the region.
- ◆ Provided healthy social activities for homeless and at-risk youth at a number of functions co-ordinated with other agencies and at hosted program events.
- ◆ Developed a program curriculum manual to deliver workshop topics related to healthy lifestyle choices.
- ◆ Provided a series of camps for youth to attend through out the two-year period.
- ◆ Provided a number of workshops at camp and in the community to promote healthy lifestyle choices.
- ◆ Sponsored a number of events.
- ◆ Hosted two part leadership training for youth to develop peer counselling skills.
- ◆ Developed a handbook and guide to implement community based Population Health programs for at-risk youth.

The program changed somewhat from its original plans. The program was to address the needs of homeless and at-risk youth aged 15-24. Many youth 13 and 14 year olds were referred to the program. The camps were shortened to three days due to school issues.

The key results included a stronger sense of self-worth and cultural identify among program participants. Youth who participated in the camps indicated that they had enhanced problem solving and coping skills as a result of their participation. A handbook was developed as a guide to develop camp programs in other communities noting Street Link as a model of intervention for at-risk youth.

Youth Warriors Against Violence Program

Native Education Centre, Vancouver

We undertook a partnership with the Warriors Against Violence Society, a social service agency in Vancouver, to make Aboriginal youth aware of family violence issues and to train them to provide healing intervention.

Two cohort groups of youth attended a semester of educational upgrading to improve their English and First Nations Studies skills and knowledge. They also started understanding healing from a traditional First Nations perspective using talking circles, medicine wheel teachings and cultural arts.

The two cohort groups then attended a semester of Warriors Against Violence training including instruction in basic counselling and holistic family healing. Each group also organized a community educational activity on family violence.

In addition to receiving basic education and counsellor training, Youth Against Violence students accomplished the following:

- ◆ made traditional Aboriginal dream catchers
- ◆ made traditional Aboriginal hand-drums of deer and elk hide
- ◆ learned a traditional Lakota healing song
- ◆ participated in and learned how to hold the Smudge Ceremony
- ◆ participated in and learned how to facilitate Talking Circles
- ◆ participated in the sacred Sweat Lodge Ceremony
- ◆ learned about traditional Aboriginal plant medicines
- ◆ practiced the teachings of the Elders and traditional Aboriginal values
- ◆ attended a four day Spirit Camp in the Elaho Valley
- ◆ participated in traditional Aboriginal food preparation
- ◆ interacted with Aboriginal Elders
- ◆ participated in sacred pipe ceremonies
- ◆ interacted with professional counsellors and an author of a counselling book from Saskatchewan
- ◆ participated in a theatre workshop
- ◆ made presentations and skits to community members
- ◆ planned and implemented fundraising activities for a graduation dinner
- ◆ attended the Native Education Centre graduation ceremony
- ◆ visited social service agencies such as Hey-wey-noq Healing Circle
- ◆ attended the Valentine's Day march for missing women
- ◆ hosted Danny Beaton, a renowned traditional Aboriginal educator, healer, filmmaker and traditional flute player from Ontario
- ◆ attended a pow-wow and provided information on the project
- ◆ created a large tile mosaic which is permanently installed as part of a public art mural on Victoria Drive in east Vancouver.

Hands On Prevention and Education Project Gabriola Island BC (HOPE)

People for a Healthy Community On Gabriola Island

The mission of the Gathering Place youth centre on Gabriola Island is to support youth in staying resilient in their lives. The foundation of our work with youth is to build trusting and supportive relationships to ensure that whatever we offer or deliver will have high levels of youth input, investment and involvement. Through focusing on youth resiliency our efforts are directed at protecting our youth from the inside out.

The HOPE project was about enhancing our programs by increasing their overall effectiveness and through that process adding some new programs that would fit with this aim. As we stepped into creating new avenues in working with the youth in our community we paid particular attention to ensuring that our new efforts were established on sound best practices that had demonstrated effectiveness, proven by credible evaluation measures. The cornerstone of this project was increasing the overall resiliency amongst our youth population. Using the established research practices we used Bonnie Bernard's four components of a resilient youth to baseline and measure the effectiveness of our efforts, while using Search's 40 developmental assets as a tool to educate, motivate and encourage our youth to be more aware of their own ability to keep themselves safe from harm.

We focused on three age groups; 7 to 12 year olds, 13- 17 year olds and 18- 21 year olds. Prior to commencing the project we had 5 programs that we offered to the youth residing on our island. We knew from our research that a peer helper model of engagement was the widest door that we could reach youth through. Intrinsicly this model supported youth resiliency. We began by putting down as a foundation youth becoming trained skilled peer helpers. Over the two year project we had 43 youth covering the three age ranges successfully become peer helpers. We then focused this new resource into the already existing programs and establishing these youth as partners in expanding to new programs with the aim of increasing our effectiveness in supporting youth in staying resilient.

As results of this project our programs for youth aged 7- 12 expanded from one to three. This project enhanced our after school program by the increased focus of programming that encouraged strong social skills and problem solving attributes among the participants. The youth leaders in training program gave 11 to 12 year olds the opportunity to explore leadership in a significant forum. The HOPE support program for grade 7's provided an eight month long experience for these youth to assess their own levels of resiliency and the power of making personal choices prior to attending high school off island. Our recreation programs and our employment support program for youth age 13- 18 was enhanced by the peer helpers taking a more active role in the planning, design, decision making and supervision of these programs. The peer helper program established youth as leaders in the centre and in the community through their community change projects. We offered a weekly support system for these youth as they went through the process of helping their peers and defining themselves as leaders. Through their assistance we created a new

program specifically targeting the youth aged 18- 21. As our island has no industry and most of our youth move away, getting stuck can mean unemployment and mixing with a younger peer group. This 12 week intensive support group directly impacts this situation by refocusing on establishing direction and providing much needed support to give hope for the future. Overall we enhanced the five already existing programs and added an additional five. We currently offer ten programs that engage youth while building healthy connections in their lives.

As the external evaluation measures indicate we have demonstrated that through these efforts our youth participants have experienced an overall improvement in increased levels of resiliency. This project made a positive difference in our effectiveness in engaging and working with the youth on our island. We are very grateful to the Population Health team for all their support in reaching this aim.

From the Inside Out: Promoting Resilience in Early Adolescence

The McCreary Centre Society

From the Inside Out: Promoting Resilience in Early Adolescence was based on the principles of early intervention, healthy youth development and building capacity in young people and their communities. The project included two components: 1) the preparation of a research report that provides an evidence base highlighting that while early adolescents may be especially vulnerable to risks, this period also offers a window of opportunity for promoting healthy development; and 2) the development and conduct of a community development process that engaged early adolescents in activities promoting their healthy development.

The McCreary Centre Society used its population-based BC Adolescent Health Survey data to produce a user-friendly report that serves as an evidence base for supporting early intervention in early adolescence. *Healthy Youth Development: The Opportunity of Early Adolescence* confirms that problems start early: youth who engage in high-risk behaviours in later adolescence typically began these activities in late childhood or early adolescence. It also indicates that in promoting healthy development in early adolescence, it is important to include opportunities that develop competencies, create relationships with caring and supportive adults, and promote a sense of optimism for the future. Copies of this report have, and will continue to be disseminated to community agencies and government officials in BC.

The second part of the project developed an innovative community action model utilizing strength or resiliency-based strategies for promoting healthy development in early adolescence. McCreary partnered with two Aboriginal communities – the Wet’suwet’en Band in Moricetown and the Ulkatcho Band in Anahim Lake – and the suburban community of North Surrey. An adult in each of these communities committed to supporting a workshop series for early adolescents. Two local older teens were recruited to work with the adult support on the project. McCreary’s role was to provide the following support: 1) McCreary’s two Youth Participation Coordinators assisted the community teams, on an “as needed basis” in the planning

and conduct of the workshops; 2) McCreary provided a basic structure and activities for the workshops that included community mapping, the conduct of a community project, team building games and recreational activities; and 3) McCreary, through the Health Canada contribution, provided funds to cover the workshop expenses and an honorarium for the youth leaders.

The Canadian Intramural Recreation Association defines leadership as “having a positive influence on others.” The *From the Inside Out* model was designed to create opportunities for adults, older teens and early adolescents to develop skills and experience to exercise leadership in their communities. The model was not intended to create traditional recreational youth programming. Rather, a key component was to promote youths’ participation in their community by: adults supporting and working in partnership with youth; youth leaders facilitating activities and projects and serving as positive role models; and early adolescents being engaged in healthy activities that begin to involve them in community issues.

First Nations School Success Project

Urban Native Youth Association

The goal of the First Nations School Success Project (FNSSP), provided by the Urban Native Youth Association (UNYA), was to increase the life chances of Aboriginal youth by providing them with the educational support and resources that would encourage them to stay in school, and experience success, both academically and socially. To meet this goal, our objectives included:

- ◆ the development of Homework Clubs
- ◆ the development of useful learning tools and resources
- ◆ focused prevention and intervention with youth during the critical transitions from grades 7-9
- ◆ increased involvement of Aboriginal parents/guardians in their child’s education
- ◆ and increased community involvement in the FNSSP through the recruitment of volunteers for the Homework Clubs, as well as engaging parents, service providers, and VSB resource/support staff, and fostering increased communication among these community members.

Through the FNSSP, UNYA worked in collaboration with Vancouver School Board staff and other partners to create Homework Clubs in elementary and secondary schools and community venues on the Eastside of Vancouver. The FNSSP recruited and trained community volunteers to provide group tutoring and support to students in the Homework Clubs. The FNSSP also aimed to engage parents and guardians directly in their child’s learning, to facilitate dialogue between parents/guardians, VSB staff and administrators, and other community resources in order to increase awareness about the needs of Aboriginal students, and strengthen the continuum of resources available to support them. In addition, the FNSSP delivered special educational initiatives, such as Spring Break Reading Circles, the Kits for Kids Project, Aboriginal parent’s potlucks and community days, and the Young Spirits Summer Program, a six-week program for

Aboriginal youth transitioning from elementary to secondary school. Through daily workshops and positive educational, social and recreational activities, the summer program provided youth with life skills, cultural teachings, and other tools that will help them stay in school, and experience success – both academically and socially.

Over the course of the pilot project, the FNSSP's accomplishments included:

- ◆ Providing Aboriginal youth with educational support and resources by establishing a homework club program in the inner city schools of Vancouver.
- ◆ Establishing (11) homework clubs and educational tutoring opportunities in the community.
- ◆ Establishing a pool of trained, effective and committed tutors to provide assistance to Aboriginal students. To date, the FNSSP has recruited and trained over (60) community volunteers.
- ◆ Integrating preventative measures and techniques to help support the transition of students from elementary to secondary school. A key initiative in this area was the provision of a summer educational leadership program to help ease the transition of Aboriginal students between grades 7-9. Over the course of two summers, the YSSP provided almost (60) youth with opportunities to participate in (15) educational and preventative workshops. Workshops focused on fostering leadership skills, promoting educational endeavours, and increasing awareness about alcohol and drug use/abuse and other issues impacting Native youth.
- ◆ Providing parental support to Aboriginal students by encouraging the involvement of parents both in the Homework Clubs, other FNSSP initiatives, and in their children(s) school/educational pursuits overall.
- ◆ Developing and making use of useful learning tools and resources to enhance the learning and development process of Aboriginal students.
- ◆ Increasing community involvement through the recruitment of volunteers and forging relationships with local groups and services (including VSB resource/support staff and other community partners).
- ◆ Engaging in preventative measures with youth in grades K-7 to strengthen their academic skills and to ensure that they have access to a wide variety of supports from an earlier age.

While we did make minor programming adaptations over the course of our pilot, the FNSSP did not change significantly from our original plans.

Multicultural Peer Support Group Program – MY Circle

Immigrant Services Society of BC

MY Circle, project of the Immigrant Services Society of BC, was an innovative youth program based on a grass-roots peer support model that helps immigrant and refugee youth between the ages of 14 to 24 to:

- ◆ break their isolation
- ◆ learn new skills
- ◆ exchange coping strategies
- ◆ gather information and resources
- ◆ develop community capacity building opportunities

Our primary objectives included:

- ◆ To provide a safe, confidential, accessible space for immigrant and refugee youth to gain validation and understanding around the complex issues of adjustment and integration.
- ◆ To provide three 80-hour comprehensive trainings to 50-60 newcomer youth, on an annual basis, between the ages of 14 to 24, to become peer support group facilitators and young community leaders.
- ◆ To increase the self-esteem, participation, and involvement of immigrant and refugee youth within the broader community.
- ◆ To deliver a 15-25 peer support groups in and around the GVRD for immigrant and refugee youth who are dealing with challenges related to their integration process.
- ◆ To provide education to immigrant and refugee support group participants regarding such issues as: racism, bullying, suicide, depression, self-esteem, loss and grief, mental health, family structures, sexuality and the roles and responsibilities of citizens.
- ◆ To help physically link and create comfort for immigrant and refugee youth within their geographical community, i.e. increased awareness of community resources/services at cultural and youth centres, schools, neighbourhood houses, health clinics etc.
- ◆ To promote, publicize and continually develop and enhance community partnerships for newcomer youth peer support groups.
- ◆ To continue to create opportunities for newcomer youth to have a voice and raise awareness of the issues they face within the broader community through public education, speaking engagements, educational workshops and media profiles.

MY Circle program has trained 31 volunteer youth facilitators who reported that participation in the training significantly improved their self-confidence and self-esteem, reduced their stress levels, improved their communication skills and help them feel a greater sense of belonging within their communities and in Canadian society.

The youth facilitators delivered six peer support groups to over 150 newcomer youth experiencing challenges with their integration process. The groups helped the participants break their isolation and create new friendships. They shared stories about their cultures and home countries. The youth reported a better understanding of Canadian culture as a result of their participation in the group. They also learned about resources and services available to them.

The program alumni (after the first year) formed an “Action Team” that works towards creating a stronger voice for immigrant and refugee youth in the broader community. Action Team members participated in a youth video project in which they created short films depicting issues that they feel strongly about. Other Action team members helped to produce a weekly radio show with the Vancouver Co-op Radio called “Y57”, focusing on issues that newcomer youth face.

Over two years, the Multicultural Youth Circle has gained provincial and national profile through media attention. The program has been featured in several newspapers, television news features and radio programs on CBC. Our youth have been invited to speaking engagements across Canada and have participated on a number of panel presentations at various symposiums and conferences. They have been very active in offering educational workshops in schools and community centres raising awareness about the issues multicultural youth face. Many are making very positive contributions in the community through their volunteer work with mainstream organizations with which they connected with during the program. Others have secured employment as facilitators and youth outreach workers in various youth organizations. The program is helping young newcomers increase their active participation and positive integration into Canadian society.

Downtown Street Voice: Youth Participation Strategy

Covenant House Vancouver

The development of Covenant House Vancouver (CHV) Youth Advisory Committee (Downtown Street Voice) officially began in November 2000. By February 2001 a committee of 12 core members had been developed. The Youth Advisory Committee provides feedback and direction to CHV staff and Board of Directors in terms of current programs, services and policies that impact agency clients and homeless youth in the downtown south. Members are all current or alumnus clients ages 16-25.

In January 2002, CHV began working in partnership with both Justice Canada’s Community Mobilization Program and shortly thereafter, Health Canada’s Population Health Fund to create a Peer Helping model within the agency for homeless and at-risk youth ages 16-25. Since that time, a number of new initiatives were created and later implemented as permanent additions to our services.

This partnership with Population Health Fund enabled CHV to accomplish all of the originally forecasted goals as well as the majority of our projected outcomes. The following is a list of those goals as indicated in the original project proposal.

1. Provide a six month leadership training course for 12 homeless or at-risk youth ages 16-25;
2. Maintain and strengthen on-going in-house youth advisory committee for all agency clients;
3. Establish new partnerships with community groups and agencies through networking consultations and peer-led community roundtables;
4. Produce a Community Development Tool (Video Project) that will assist Covenant House sites and community partners to develop youth participation strategies i.e., Advisory Committees & Peer Helping models;
5. Youth Employment & Volunteer Opportunities.

All of the above goals and activities was developed with CHV youth advisory committee members and staff. Since the advisory committee's inception in February 2001 this project had grown in terms of membership, and direct involvement in decision making both in the agency and the larger community. All members of the advisory were either current or alumnus clients and based on personal experiences with homelessness, street culture, and the services at CHV this dynamic committee of young adults existed initially to provide feedback and insights to staff and board members to improve our programs and services.

All the Population Health Fund project activities and goals are now core, permanent projects of Covenant House Vancouver and include:

- ◆ A youth-run, youth advisory committee;
- ◆ A youth in care network for youth ages 16 - 24 in and from government care;
- ◆ A Peer Helper program (In 2002 there were six graduates. In 2004, there were ten.);
- ◆ Youth Volunteerism and employment opportunities within the agency;
- ◆ Community outreach and education (workshops, conferences, events, etc.).

Connecting with Pride: Enhancing the Health of LGBTQ Youth in BC

Pacific Foundation for the Advancement of Minority Equality (called The Centre)

Connecting with Pride: Enhancing the Health of LGBTQ (Lesbian, Gay, Bisexual, Transgender and Questioning) Youth in BC project was a collaborative initiative between Gab Youth Services at The Centre, Youthquest! and Urban Native Youth Association. Three staff were hired to implement the objectives, including two part time Community Developers/Trainers and a Research Coordinator. The objectives of the 2 year project were:

1. To expand access to information and resources on countering homophobia and heterosexism to areas outside the Lower Mainland.

2. To contribute to the long-term development of support services for LGBTQ youth outside the Lower Mainland by offering training and by supporting local coalition building to LGBTQ youth.
3. To develop a provincial network that supports LGBTQ youth and allies.
4. To gather information on what will help Two-Spirit Youth feel safe, by identifying the needs of Two-Spirit youth living in and around selected reserve communities.

Several written documents addressing the first and second objectives were published including: PrideSpeak Resource Manual: A Helpful Guide to Presenting Anti-Homophobia Workshops;

Peer Action Support Services: A How to Manual Revised Edition; Starting Out: A Practical Guide to Starting Queer Youth Drop-ins; Connections: A Resource Guide for Lesbian, Gay, Intersex, Bisexual, Two-Spirit, Transgender, Questioning and Queer Youth in BC. Hundreds of copies of these manuals were distributed across the province to individual youth, schools, public libraries, and social services agencies, health and addiction centres. These publications offer information and practical support to individuals working with and supporting queer youth.

In the first year of the project, staff organized four weekend workshops addressing the second and third objectives. Prince George, Kamloops, Trail, and Nanaimo were selected as the workshop sites as each community had either an established LGBTQ network or youth group. This provided a basis of local support for the youth attending the workshops. A total of 60 youth or youth leaders attended the leadership training workshops. Local organizational support was available to assist with arrangements in three of the four communities.

In the second year, a conference entitled, "Bringing It Home: Building a Queer Friendly BC," was held in Kamloops, August 12- 14, 2003. The goal of the conference was to enhance the skill base of youth outside the Lower Mainland and to enable youth to use these skills to develop needed services in their home communities. The conference was planned by a group of experienced youth leaders living in the Lower Mainland and 86 youth from across the province participated. A total of 17 workshops and 2 panel discussions addressing a variety of leadership and anti-oppression topics were offered.

The fourth overall project goal was implemented by the Research Coordinator and a Two-Spirit Youth Advisory Committee. The Research Coordinator and Youth Advisory Committee met monthly to develop a needs assessment questionnaire as well as review to and evaluate the results. The committee developed a Needs Assessment Tool that was disseminated over several months and 44 individuals responded. The results are available in the Two-Spirit Youth Speak Out: Analysis of the Needs Assessment Tool.



APPENDIX 2

Evaluation Questions

BC Region Health Fund Youth Projects Program Evaluation

Evaluation Questions

1. To what extent has your project met the Population Health Fund objectives in terms of:
 - a. Capacity-building of youth
 - b. Community capacity-building
 - c. Partnership development and collaborations among diverse sectors
 - d. Increasing knowledge base for population health programs and policies
 - e. Addressing the determinants of health?
2. With regard to the determinants of health – how has your project specifically addressed personal coping skills and income (ask if this is not covered in 1.d. above)?
3. What strategies did you use to reach out to Aboriginal communities or multicultural communities? (if applicable)
4. Did your project develop any new models of prevention or intervention for youth or reaffirm exiting models? Please explain.
5. What would you say are your key successes – what worked well and what can we learn from this?
6. What would you say were key challenges – what did not work well and what can we learn from this?
7. Has the implementation of the project differed from your initial proposal? If yes, in what way and what can we learn from this?

8. In terms of the results of your project, I have a number of questions:
 - a. Explain to what extent did the project achieve what it set out to accomplish?
 - b. What evidence do you have of the project's effectiveness in meeting goals and objectives? (Probe: What proportion of the target audience is being served and what is the degree of participation of the target audience)
 - c. What overall difference did it make that this project was funded?
 - d. What long-term impact do you believe the project will have?
 - e. Where there any unintended or unexpected results of your project?
9. In terms of evaluation, I have a few questions:
 - a. Was the logic model that you developed a useful tool? Why or why not?
 - b. With regard to the evaluation process - did you encounter any difficulties? Probe: re: design, evaluation consultant, training of staff and volunteers re: evaluation tools; who was involved in the process and how was their input used?
 - c. Did your project benefit in any way from the results of your interim evaluation? (Did you change any aspect of your project as a result of the interim evaluation?)
 - d. Do you have any suggestions as to how to improve the evaluation process?
10. With regard to the project's relationship with Health Canada,
 - a. Do you have any comments on the reporting process to Health Canada?
 - b. Do you have any comments on the support provided by Health Canada to the projects?
11. How did funding from Health Canada contribute to your program and to your overall organization?
12. What will happen to your program once Population Health funding is terminated? (Probe for sustainability plans.)
13. What would you do differently if you had the opportunity?
14. Do you have any other suggestions on how to improve the Population Health Fund program?





APPENDIX 3

Documents Reviewed

The following documents have been reviewed:

- ◆ **Materials used prior to solicitation:**
 - Health Canada's Report on Plan and Priorities 2001-2002 and 2002-2003
 - Considerations for Population Health Fund Solicitation Process 2001-2002 and 2002-2004
 - Speech from the Throne for the opening of the 37th parliament (2001)
 - The Blueprint to Promote a Population Health Approach in Canada
 - Strategic Directions for National Action
 - Population Health Mobilization: A Regional Strategy (1999)
 - PHF National Priorities (2001)
 - PPHB Interim Strategy Plan (2001-2004)
 - BC/Yukon PPHB Strategic Planning (2001-2002)
 - Health Goals for British Columbia, Ministry of Health and Ministry Responsible for Seniors (1997)
 - Performance Plan, Ministry of Children and Families (2001-2002/2003-2004)
 - Regional Youth Health Environmental Scan, prepared for the BC/Yukon Population and Public Health Branch (2001)

- ◆ **Materials related to the application process:**
 - Request for Proposal
 - Intention to Apply
 - Population Health Fund Guide for Applicants (2001)
- ◆ **Materials related to the review of applications:**
 - Review Committee Terms of Reference
 - Eligibility Review Form
 - Proposal Review Form
 - List of proposals reviewed and summary of strengths, weaknesses and specific comments
- ◆ **Supporting and monitoring materials:**
 - Quarterly Progress and Monitoring Report format (including examples of indicators for documenting results)
 - Quarterly Progress and Monitoring Information Sheet
 - Quarterly Monitoring and Progress Reporting Plan
 - Quarterly Monitoring Reports - Internal Reference Document for Program Consultants
 - Final Report Format
 - BC Population Health Work-Evaluation Plan
 - Eligible expenditures and Financial Management Guide (including ... A Walk through the Quarterly Cash flow Forecast and Record of Expenditure Form)
- ◆ **Other documents:**
 - Population Health Fund Evaluation Final Report, Sept, 2003 by Carolyn Nutter
 - Ministry for Children and Families, 2001-2002 -2003-2004 Performance Plan/March 26, 2001
 - Health Canada's Evaluation Study Assessment Guide (Draft March, 2003)



APPENDIX 4

List of Products Developed by the Population Health BC/Yukon Region Youth Projects

Powell River Youth Project:

- ◆ HIV/AIDS Kit
- ◆ Working Effectively Together: Tips for Working with Aboriginal Youth booklet

Men@peers:

- ◆ The Sexual Exploitation of Our Boys: How to Prevent and Intervene
- ◆ Conference notes and video on Male Sexually Exploited Youth

Street Link:

- ◆ Resource materials available

Youth Against Violence Program:

- ◆ Curriculum available

HOPE:

- ◆ Video, manual and parent book.

McCreary Centre Society:

- ◆ A Guide for Early Adolescent Workshops
- ◆ Research Paper – Healthy Youth Development: The Opportunity of Early Adolescence

Multicultural Peer Support Program - MY Circle:

- ◆ Youth Resources Binder

Downtown Street Voice - Covenant House:

- ◆ Video of youth involvement

Connecting with Pride:

- ◆ A Resource Book for LGBTQ
- ◆ Pride Speak Resource Manual – A helpful Guide to Presenting Anti-Homophobia Workshops
- ◆ Youth quest - Starting Out - A Practical Guide to Starting Queer Youth drop-ins
- ◆ Peer Action Support Services



Appendix 5: Population Health Fund BC Logic Model

Program Areas	Youth Participation & Involvement/F.U.B.U. Focus: Youth & Organizations serving Youth	Education & Skill Development Focus: Youth living in conditions of risk.	Healthy Lifestyle Choices Focus: Youth living in conditions of risk	Improve Service Access & Effectiveness Focus: Organizations & groups serving host community	Community Awareness & Support. Focus: Communities where youth live in conditions of risk
Activities (Programs)	<ul style="list-style-type: none"> • Organize/Facilitate Peer Support Groups • Hold Peer Helper Training • Train and Facilitate Peer Advocacy • Train and Support Peer Counselling • Provide Facilitation Training • Provide Leadership Training • Provide Board Training • Provide Staff Training • Organize/host Conferences • Produce videos/newsletters • Organize/Support Peer Support Network • Organize/Support Youth Advisory Council 	<ul style="list-style-type: none"> • Recruit & train tutors • Recruit Aboriginal youth • Outreach to Parents • Provide Aboriginal Tutoring • Homework clubs • Youth sensitive education on bullying violence,sexual health, substance use, relationships, & eating disorders. • Train Peer Support Group Facilitators • 10 week Peer Support Groups • Warriors Against Violence Training Program • Work placements • 28 Workshops in 4 BC communities for youth aged 12-14 yrs • Vocational & Pre-employment Training appropriate to street youth • Life skills counselling/Resume writing • Job referral and placement 	<ul style="list-style-type: none"> • Organize Youth Fair/Conference • Organize Drug and Alcohol free social and recreational events • Provide Outdoor/ Recreational Activities • Elders provide mentoring • Organize weekly Support Groups for youth 8 - 12 years • Produce Manual and curricula on substance abuse prevention 	<ul style="list-style-type: none"> • Produce report on determinants of health for early adolescence • Produce/disseminate report on model of early intervention in adolescence • Training for service providers working with LGBTQ youth • Develop resources/tools about LGBTQ • Provide mediation between services & at risk youth • Produce Guide to Services for at risk youth. 	<ul style="list-style-type: none"> • Advocate for youth at risk • Organize & Facilitate Community Discussion on Youth Homelessness • Produce video • Recruit & train male volunteers as outreach workers
Outputs	<ul style="list-style-type: none"> • # of programs, workshops, roundtables, conferences • Products produced (eg. Videos, newsletters) • # youth reached and risk factors addressed (eg. Youth participate in committees) • # Aboriginal youth reached • Length of participation by Aboriginal youth • Weekly peer support groups • # peer to peer support networks • # Aboriginal youth on Youth Advisory Council 	<ul style="list-style-type: none"> • # volunteer tutors trained • # trained peer support group facilitators • # peer support groups and # of youth participating • # classes/groups • # referrals • # peer mentors trained • # youth reached and risk factors addressed • # FN youth reached and length of involvement • Level of Participant Satisfaction • # jobs created 	<ul style="list-style-type: none"> • # youth/Aboriginal youth participating • # events held 	<ul style="list-style-type: none"> • # meetings with community partners • # service providers who receive training regarding increasing access to at-risk youth • # volunteers • # partner agencies • # participants involved in planning activities 	<ul style="list-style-type: none"> • # Participants from different sectors • # FN groups contracted • # educational tools produced • # FN groups participating
Program Effect: Short-term outcomes (typically includes benefits for participant change in skills, knowledge, awareness)	<ul style="list-style-type: none"> • # peer to peer support networks • # Aboriginal youth on Youth Advisory Council • At-risk youth have increased knowledge, motivation and skills to participate in decision making • Organization has increased knowledge of how to incrs youth participating in decision making • Youth feel able to obtain peer support when necessary • Increased understanding between Aboriginal and Non-aboriginal youth 	<ul style="list-style-type: none"> • Aboriginal students complete homework successfully • At-risk youth demonstrate increased knowledge and skills in accessing services/ resources • Youth facilitators have increased skills & motivation to reduce violence among peers • Increased coping and problem solving skills • Increased self-esteem • Increased knowledge of Canadian culture • Increased job preparedness skills 	<ul style="list-style-type: none"> • Youth are more knowledgeable to make healthy life-styles choices • Youth more aware of activities which are alcohol/drug free 	<ul style="list-style-type: none"> • Improved awareness among service providers of how to improve service access for at-risk youth • Personnel in organizations & groups have increased knowledge and skills to make programs accessible • Personnel in organizations and groups have increased knowledge of determinants of health in early adolescence • Personnel in organizations and groups have increased sensitivity and skills to support LGBTQ youth 	
Intermediate Outcomes (Benefits for Participant - change in)	<ul style="list-style-type: none"> • At-risk youth participate more in decision making at all levels • Increased # policies and programs which support youth involvement in decision making 	<ul style="list-style-type: none"> • Aboriginal students experience increased academic success • School Attendance increases • Increased percentage of Aboriginal students graduating • Decreased # of youth involved in risky behavior • Increased access to post-secondary education • Increased employment and employability • Youth report increased friendships outside own community 	<ul style="list-style-type: none"> • Youth make healthier lifestyle choices • Youth decrease/do not smoke • Youth decrease/do not use alcohol or illegal drugs • Youth decrease use of emergency mental Health services • Youth demonstrate skills to main-tain their health • Youth report in-creased wellness • Youth report in-creased mental health support 	<ul style="list-style-type: none"> • Increased use of community resources and programs by at-risk youth • Increased # and diversity programs supporting at-risk youth • Increased # programs for engaging early adolescents in community issues and decision making • Increased partnerships and networking among organizations working with at-risk youth 	<ul style="list-style-type: none"> • Community initiatives to address youth homelessness • Increased # youth living in safe/stable housing • Increased relation-ships betwn Aboriginal and non-Aboriginal youth • Evidence of changes to public policies to support at-risk youth • Increased understanding of community of sexually exploited male youth
Longer term Outcomes (Change in Status or Conditions)		<ul style="list-style-type: none"> • Increased effectiveness of organizations serving youth at-risk 	<ul style="list-style-type: none"> • Increased recognition and support by the community of youth at-risk, their needs, strengths, interests and rights 	<ul style="list-style-type: none"> • Youth living in conditions of risk, especially Aboriginal youth and youth in multicultural communities, have improved educational achievement, employmt and social skills, income and health 	