



The Students  
Commission  
Centre of Excellence for  
Youth Engagement

# SHARING THE STORIES



## Greater Than: County Youth Collective Cumulative Report



August 2018



The Students  
Commission  
Centre of Excellence for  
Youth Engagement



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## Origin Story

In 2013, the County Community Foundation produced a *Vital Signs* report that provided a snapshot of the community and raised awareness of its successes and challenges. Based on a collection of quantitative and qualitative data from municipal, provincial, and federal sources, it was guided by an advisory committee representing leaders of many local organizations. Community conversations also informed the process. The report pointed to opportunities for collaboration to analyze and address problems.

Based on the report, the advisory committee prioritized three key areas for immediate action: Learning, Food Insecurity, and Transportation. Working groups, comprising over forty organizations in total, were formed to define priorities and projects in each of the three areas. The Learning component of this initiative, originally comprised of members from eight organizations, became the Prince Edward County Youth Collaborative Impact Initiative. In the winter of 2018 this group was renamed Greater Than: County Youth Collective.

Focusing on youth 12 to 29 years old, the vision of this group is to create a community culture that embraces learning and personal development, and that enables everyone to reach their potential. The intended impact is to raise the high school graduation rate in Prince Edward County to parity with the provincial average by 2026.

The term ‘graduation rate’ refers in our work to academic achievement in general and may take several forms including the OSSD (Ontario Secondary School Diploma), the GED or High School Equivalency Certificate (for which the GED is the test), Ontario High School 16 Credit Certificate, or life skills and alternative work readiness credentials (such as Certificate of Accomplishment).

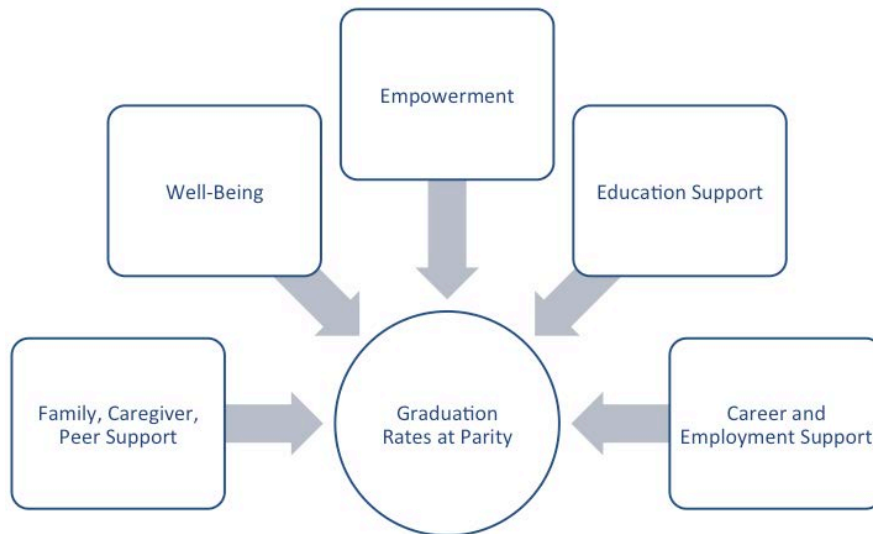
Bringing the graduation rate and education attainment rates to parity by 2026 is an ambitious goal. The available evidence suggests that there is no typical profile of a high school early leaver. Early leaving is a process, not an event, and is often the result of a long progression of disengagement that may begin before a child enters school. Moreover, there is a significant graduation disparity among students from differing socio-economic and demographic backgrounds. As a result, the project identified five essential support strategies necessary for our youth to succeed, as identified in our Theory of Change.

### Theory of Change

Our Theory of Change outlines the strategies required to produce the population-level outcome. It was developed through a series of workshops, youth surveys and research. The five pillars of our strategy, and their associated outcomes, are:

- **Family, Caregiver and Peer Support**
  - Youth feel connected to their families, caregivers and peers
- **Well-Being**
  - Youth are physically, emotionally and mentally well
- **Empowerment**
  - Youth feel valued in their community and have a voice

- **Education Support**
  - Youth are engaged in their learning
- **Career and Employment Support**
  - Youth see the relevance of their education to their future



These strategies will result in increasing the high school graduation rate to parity, as our best indicator of healthy engagement of youth in their community, school or workplace.

The Students Commission of Canada (SCC) has teamed up with the Prince Edward County (PEC) to complete the task of measuring youth perceptions, experiences, and outcomes, so that Greater Than Youth Collective can have a more specific idea of which areas of youth life may require more specific support by the collaborative. SCC holds strong values of supporting youth to thrive, especially youth who face barriers such as food insecurity or other areas of need.

## Executive Summary

The purpose of this report is to get an understanding of how youth in Prince Edward County (PEC) area are engaged in their communities and their mental health. The Greater Than: County Youth Collective was formed to help support youth in the PEC area with a collective focus on improving graduation rates.

This report contains the results of four quantitative tools that youth from PEC completed in order to understand experiences of different youth based on gender, sexual orientation, culture and to examine if there are changes over time (between year 1 and 2).

Youth were moderately engaged in their community and reported moderate mental wellness, with some minority groups (i.e. women/genderqueer youth, sexual minority, Indigenous) experiencing lower levels of distinct outcomes related to mental health and engagement. Youth described their engagement experiences as diverse in terms of many aspects, such as frequency and group size. The following are highlights of the statistically significant findings:

**Mental health:** Overall, youth involved in the Greater Than Collective in both years have high levels of knowledge, optimism and generativity (or interest in contributing to future generations) that are similar to youth in other programs and communities. Overall, youth from year 2 reported significantly more frequent feelings of irritability or bad temper and loneliness than youth from year 1, but similar to the StS aggregate.

- Heterosexual youth tend to report less frequent sadness, dizziness and back pain than youth who identify as sexual minorities.
- Indigenous youth report having less fun with friend than non-Indigenous youth, but report less frequent sadness and more frequent fair treatment from their parents.
- Young women/girls reported more frequent experiences of nervousness than young men/boys and more frequent stomach aches than young men/boys or genderqueer youth.

**Community engagement:** Overall, youth report lower civic participation, less influence in their community (sociopolitical control), and a lower sense of belonging as compared with youth in other programs and communities in the StS aggregate. However, in year 2, youth reported a greater sense of belonging than in year 1.

- Indigenous youth report a higher level of sociopolitical control or influence in their community than non-Indigenous youth.
- Heterosexual youth report higher sociopolitical control than sexual minority youth.

**Youth engagement qualities:** Overall, youth experienced high levels of youth engagement qualities in both years, with youth from year 1 reporting slightly higher results. These results were comparable to qualities in other youth programs in the StS aggregate.

- Heterosexual youth reported higher levels of safety and youth-staff partnerships in their programs than youth who identify as a sexual minority.
- Overall, young women/girls reported higher qualities of engagement, especially with respect to feeling engaged in decision-making. Genderqueer youth reported meeting youth who had

different backgrounds and opinions than they did. They scored diversity in their program higher than youth of other genders.

These findings suggest that minority youth may need more support in the community and that in general, youth are engaging moderately in meaningful activities in PEC.

## Process and Tools to Date

The Greater Than Collective chose four *Stepping Up* quantitative survey modules to identify trends and explore outcomes of the program. Over 60 participants filled out the three modules used to evaluate the program. In year one, youth who participated in Greater Than Youth programming completed several of the four surveys. In year two, both Prince Edward County youth and Greater Than Youth participants completed all four surveys.

- The Mental Wellness tool measures young people’s self-reported mental health and knowledge about mental health (n=61).
- The Engaged in Community tool allows youth to report their experiences in their community, in terms of participation, influence, and belonging (n=69).
- The Youth Engagement Qualities examines the extent to which youth participating in a program are experiencing key qualities of engagement (n=60).
- The Snapshot tool allows youth to quantitatively and qualitatively describe their experiences engaged in a chosen activity that is important to them (n=59).

Each module consists of 10-20 questions.<sup>1</sup> Questions differ in terms of response format, which will be presented with results. The current year’s Greater Than Youth program data is graphed alongside the past year of data and the StS aggregate dataset (when available), which includes youth voices from other programs. The StS aggregate provides a useful comparison to contextualize the results. Differences between the Greater Than Youth program and StS aggregate have been tested statistically.<sup>2</sup>

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

<sup>2</sup> If a result is statistically significant, it means that it is very unlikely that it occurred randomly. In other words, if the difference between your program and the StS aggregate is statistically significant, it means that there is a meaningful difference between your program and other programs.



## Organization of the Report

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

**1) Demographics:** This section will give an overview and breakdown of the demographic data of those who took part in the evaluation. The information in this section will be displayed as an infographic to allow for a visual representation of the data.

**2) Mental Wellness Module:** This module examines different aspects of youth health and wellness. These results will be graphed to illustrate the previous year of data compared to this year, as well as the StS aggregate sample.

**3) Engaged in Community Module:** This section is a quantitative analysis of how youth answered the youth engagement qualities module and will be graphed to illustrate comparisons across the previous years of the program, and compared with the StS aggregate.

**4) Youth Engagement Qualities Module:** This section is an analysis of how youth rated the programming in terms of key qualities related to youth engagement. It will be graphed across two years and compared to the StS aggregate.

**5) Snapshot Module:** This tool is completed by youth to capture their experience in engagement activities. Only data from year two will be presented for this section.

**6) Discussion and Conclusion:** An appendix can be found at the end of the report with all individual questions from each module.



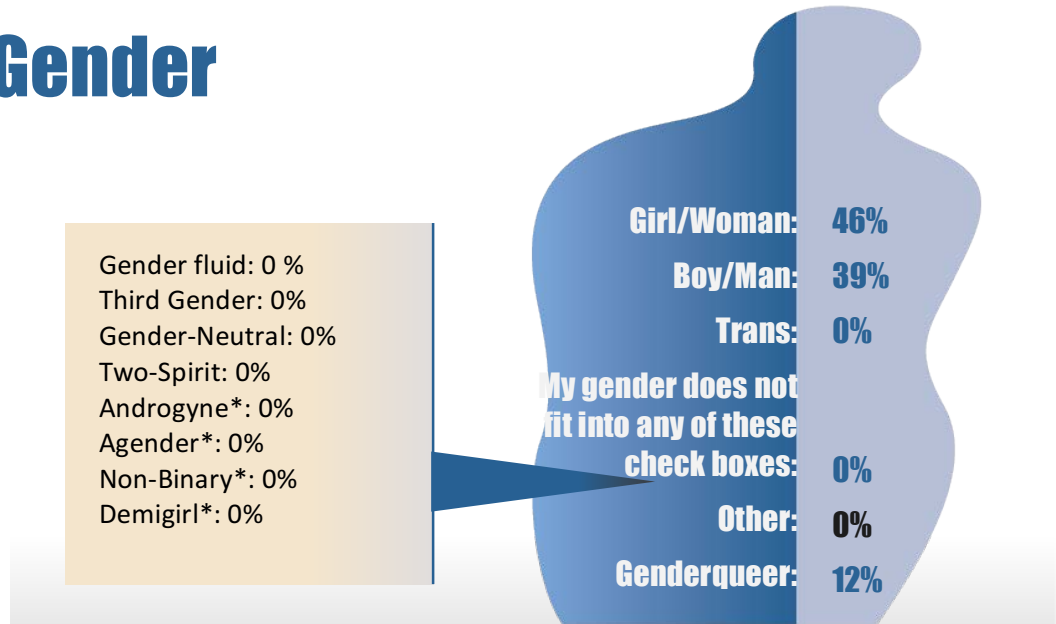
# Demographics

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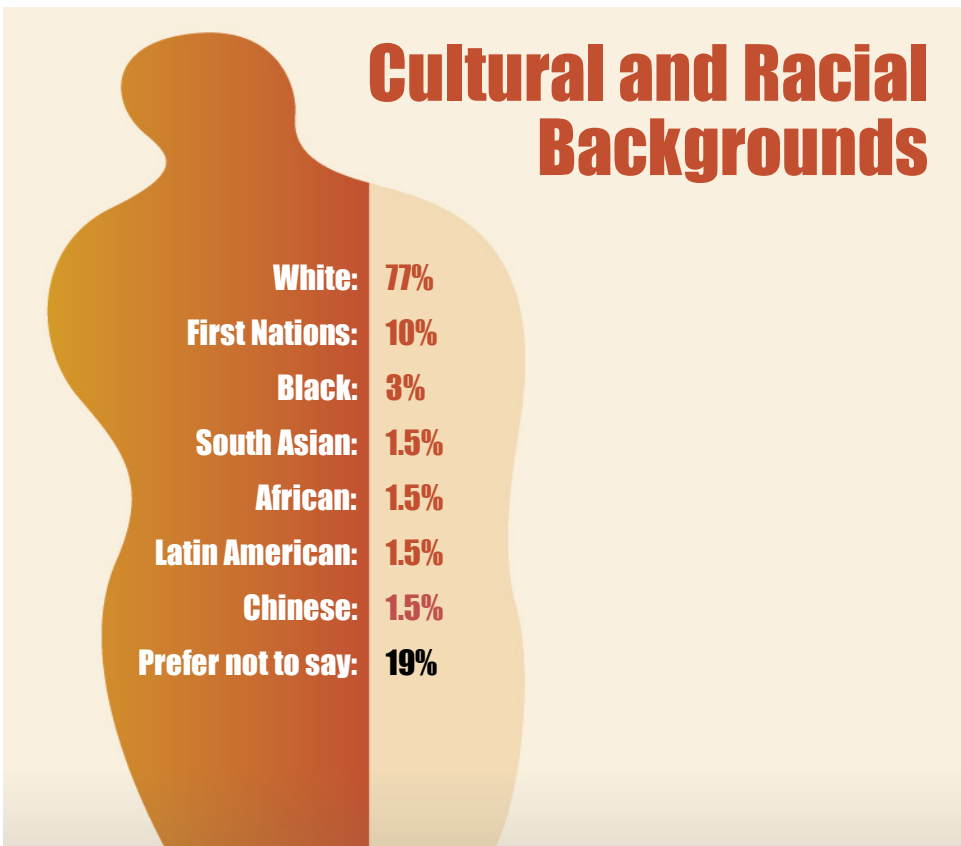
Average  
Age

This section outlines the demographic breakdown of the Prince Edward County youth

## Gender

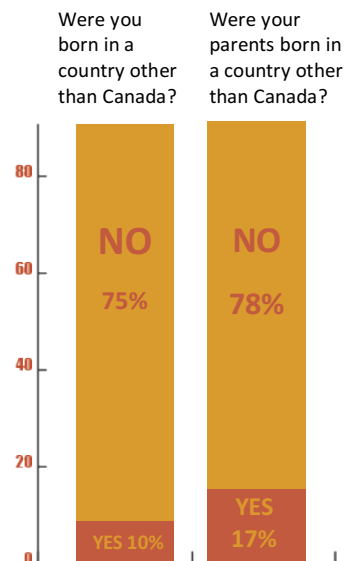


## Cultural and Racial Backgrounds

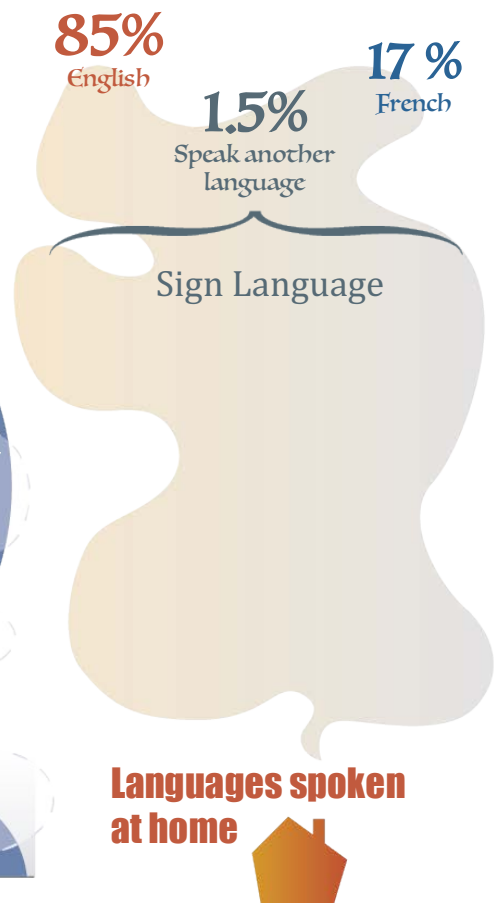
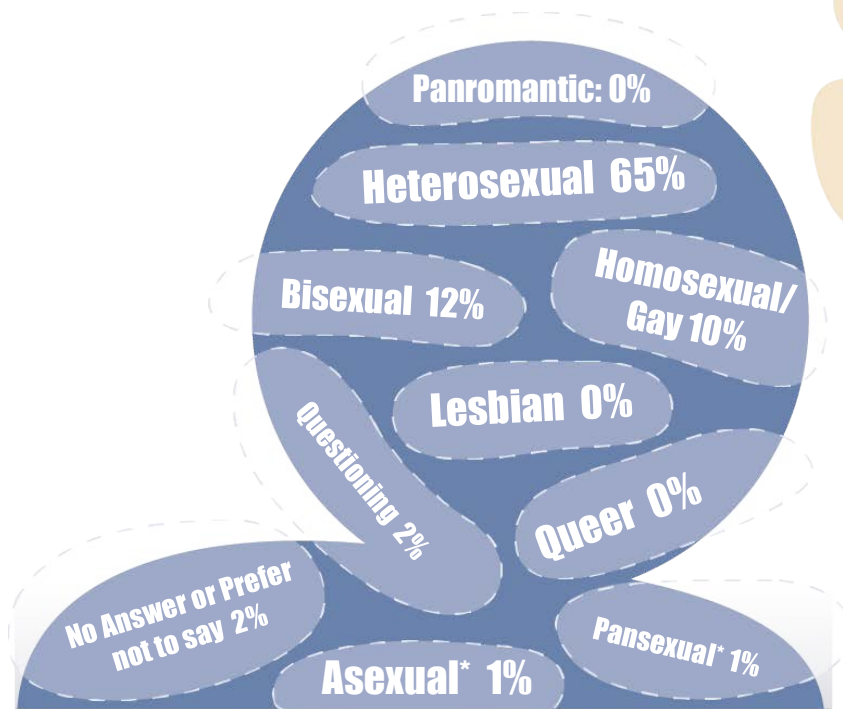


## Country of Origin

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

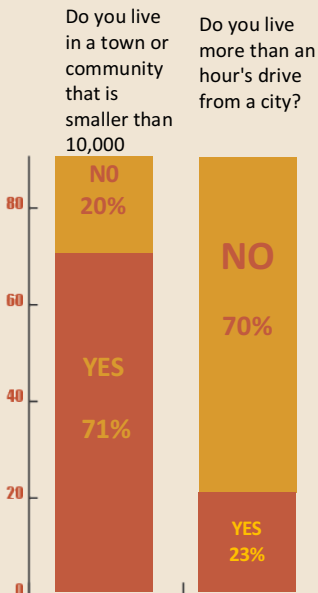


# Sexual Orientation



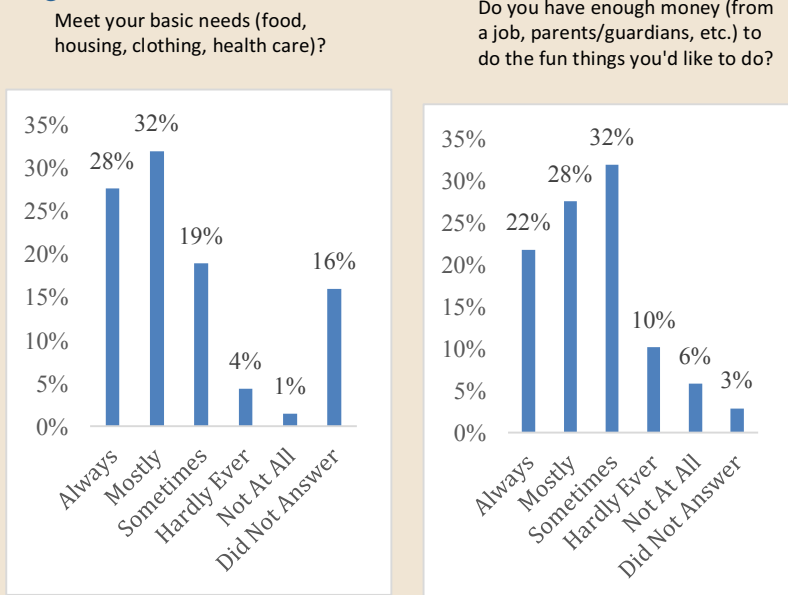
## Rural or Urban

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



## Money for Basic Needs & Fun Activities

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



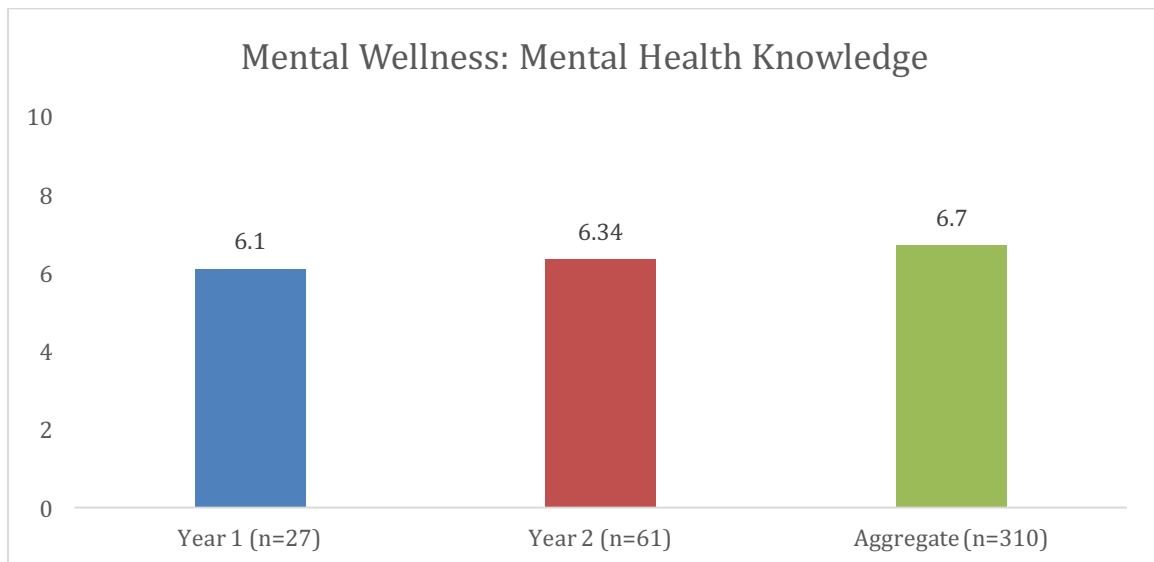
## Results: Youth voice

### Mental Wellness Module

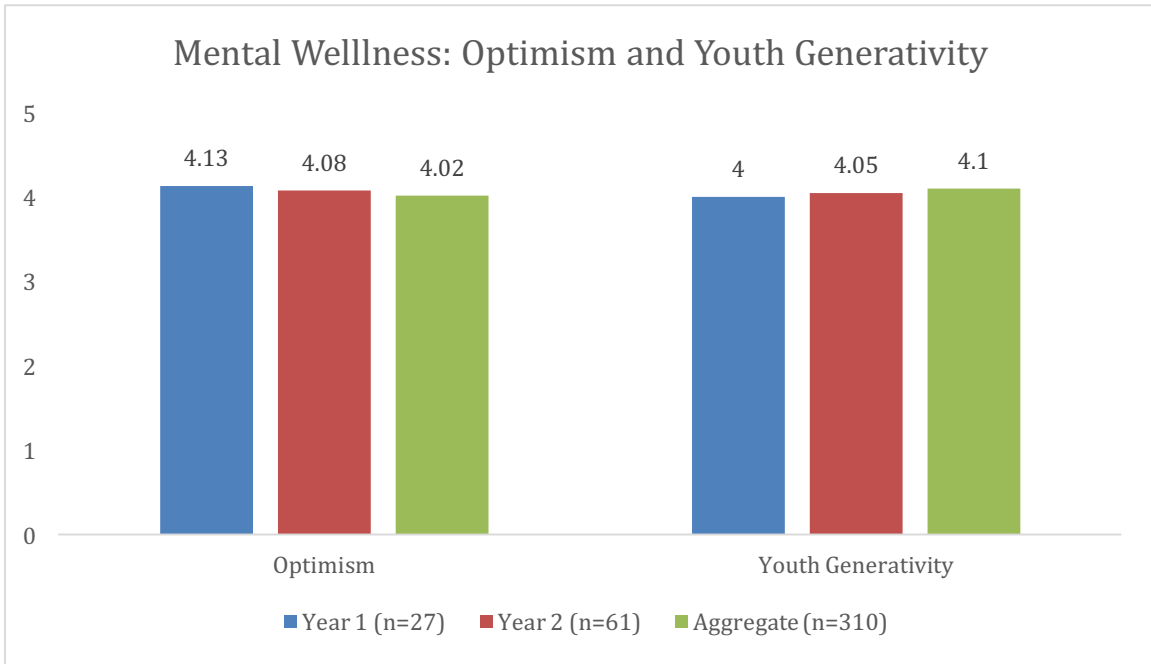
The Mental Wellness module presents youth with 27 statements related to their mental wellness and health. The tool measures mental health knowledge, optimism, generativity (leaving a legacy for future generations of youth), and different aspects of ill-being. Response options differ throughout the module and will be provided with the relevant section.

Youth scores were statistically analyzed and compared between years one and two, as well as compared to scores of youth in other programs in the StS aggregate.

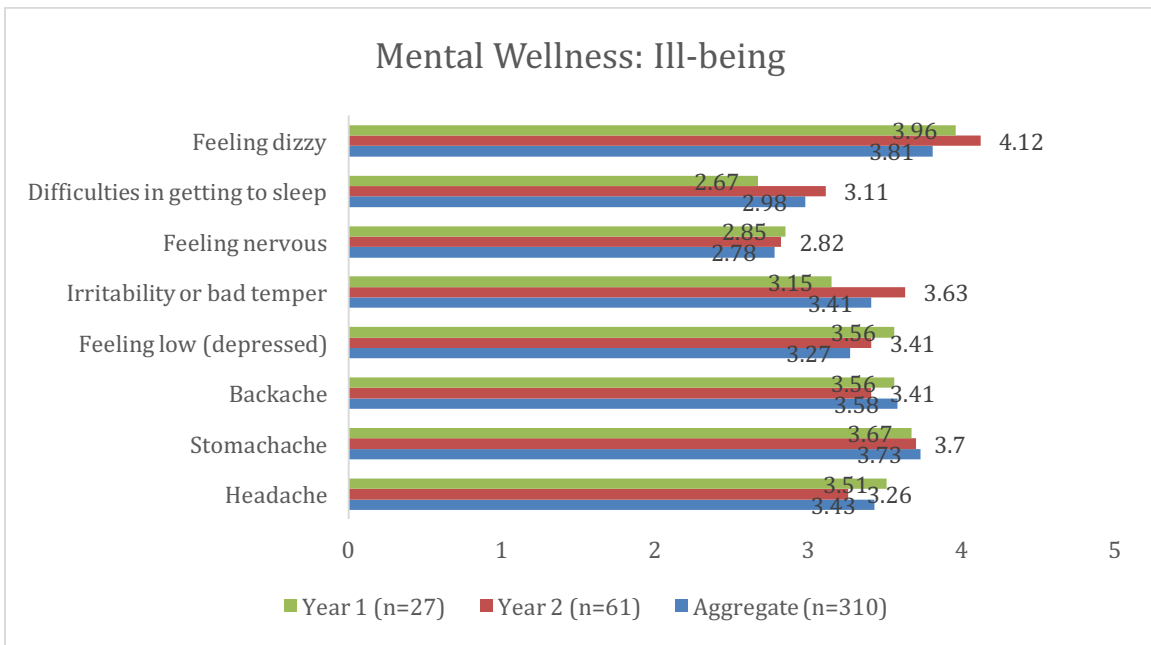
Scores were compared across genders (man, woman, genderqueer youth), sexual orientations (heterosexual compared to sexual minority youth) and cultural identities (Indigenous compared to non-indigenous youth). Only statistically significant differences will be presented.



**Takeaway:** Youth were asked to rate their general knowledge about mental health from 0-10 (10 being the highest). Youth did not have significantly different levels of mental health knowledge between years one (6.1) and two (6.34). Additionally, they have similar scores to the StS aggregate (6.7), suggesting that the year two youth feel as knowledgeable about mental health as youth in other programs and communities.



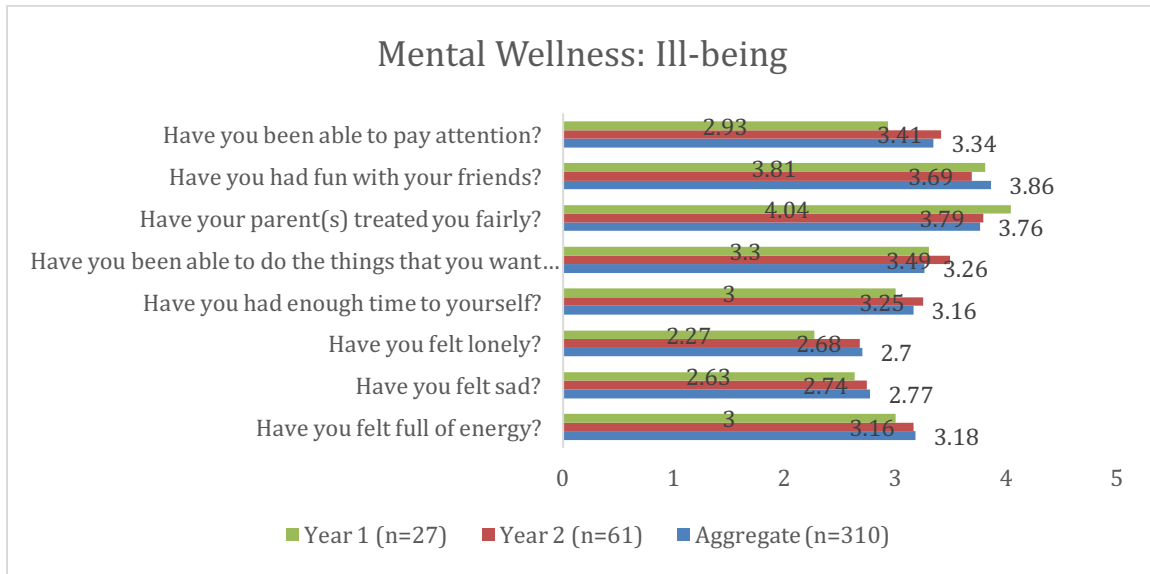
**Takeaway:** Youth in year two tended to agree that they were feeling optimistic (4.08<sup>3</sup>) and generative (4.05).<sup>4</sup> There were no differences across optimism or youth generativity between years one and two, nor between years two and the StS aggregate.



<sup>3</sup> Youth could score between Strongly Disagree (1) and Strongly Agree (5).

<sup>4</sup> Generativity refers to the urge to leave something behind or guide the next generation.

**Takeaway:** The youth from year two reported significantly higher levels of irritability or bad temper (3.63) than youth from year one (3.15)<sup>5</sup>. There were no significant differences between youth from year two and the StS aggregate, suggesting that the youth are experiencing ill-being at similar rates to other youth involved in StS programming.



**Takeaway:** Youth from year two (2.68) rated their experience of loneliness as significantly more frequent than youth from year one (2.27)<sup>6</sup>. That said, youth from year two had similar scores on this item to the StS aggregate (2.7) suggesting that their experience may be typical of youth. Additionally, youth from year two (3.41) rated their ability to pay attention as more frequent than youth from year one (2.93). The StS aggregate (3.34) fell between the two years' averages.<sup>7</sup>

<sup>5</sup> Youth were provided with the following options: About every day (1), More than once a week (2), About every week (3), About every month (4), or Rarely or never (5).

<sup>6</sup> Youth were given the following response options: Never (1), Seldom (2), Quite often (3), Very often (4), or Always (5).

<sup>7</sup> The StS aggregate sample is made up of a diversity of youth, including youth who face many barriers, as well as privileged youth.

Significant Differences between Heterosexual (n=53) and Sexual Minority (n=8) Youth	
Item	
Feeling dizzy	Trend <sup>8</sup> towards heterosexual youth experiencing feeling dizzy at significantly lower rates than LGBQ+ youth (3 = About every week, 4 = About every month). <sup>9</sup> <ul style="list-style-type: none"> <li>• Heterosexual: 4.21</li> <li>• Sexual Minority: 3.50</li> </ul>
Feeling low (depressed)	Trend towards heterosexual youth feeling low (depressed) significantly less often than youth who identified as a sexual minority. <ul style="list-style-type: none"> <li>• Heterosexual: 3.53</li> <li>• Sexual Minority: 2.63</li> </ul>
Backache	Trend towards heterosexual youth experiencing backaches at a significantly lesser rate than LGBQ+ youth. <ul style="list-style-type: none"> <li>• Heterosexual: 3.53</li> <li>• Sexual Minority: 2.63</li> </ul>
Have you felt sad?	Much like the previous finding, there was a statistical trend of heterosexual youth reporting feeling sad less frequently than sexual minority youth (1 = Never and 5 = Always). <ul style="list-style-type: none"> <li>• Heterosexual: 2.64</li> <li>• Sexual Minority: 3.38</li> </ul>

<sup>8</sup> A statistical 'trend' refers to an analysis result that was almost significant, meaning that the test almost picked up a meaningful difference. This could suggest that there was not a meaningful difference, or that one would have been noticed had more youth voices been included to increase sample size (minimum of n=30 per group is the ideal).

<sup>9</sup> Even though girls had a lower average score, if the reader considers the score scaling (About every day (1), More than once a week (2), About every week (3), About every month (4), Rarely or never (5), No answer), it is clear that having a lower score indicates a more frequent experience of the item.

### Significant Differences between Indigenous (n=7) and Non-Indigenous (n=44) Youth

Item	
Have you had fun with your friends?	<p>There was a trend towards a significant difference, in terms of Indigenous youth experiencing lower rates of having fun with friends than non-Indigenous youth.</p> <ul style="list-style-type: none"> <li>• Indigenous: 3</li> <li>• Non-Indigenous: 3.88</li> </ul>
Have your parent(s) treated you fairly?	<p>A trend towards a significant difference showed that Indigenous youth described their parents as treating them fairly more often than non-Indigenous youth.</p> <ul style="list-style-type: none"> <li>• Indigenous: 4.07</li> <li>• Non-Indigenous: 3.17</li> </ul>
Have you felt sad?	<p>A trend towards a significant difference suggests that Indigenous youth reported feeling sad at lower rates than non-Indigenous youth.</p> <ul style="list-style-type: none"> <li>• Indigenous: 2.14</li> <li>• Non-Indigenous: 2.64</li> </ul>

### Significant Differences across Men (n=26), Women (n=26), and Genderqueer (n=6) Youth

Item	
Feeling nervous	<p>There was a trend towards girls having significantly more frequent experiences of nervousness than boys.</p> <ul style="list-style-type: none"> <li>• Girls: 2.28</li> <li>• Boys: 3.26</li> <li>• Genderqueer: 3</li> </ul>
Stomach ache	<p>Trend towards girls having significantly more frequent stomach aches than boys and genderqueer individuals.</p> <ul style="list-style-type: none"> <li>• Girls: 3.31</li> <li>• Boys: 4.04</li> <li>• Genderqueer: 4.01</li> </ul>

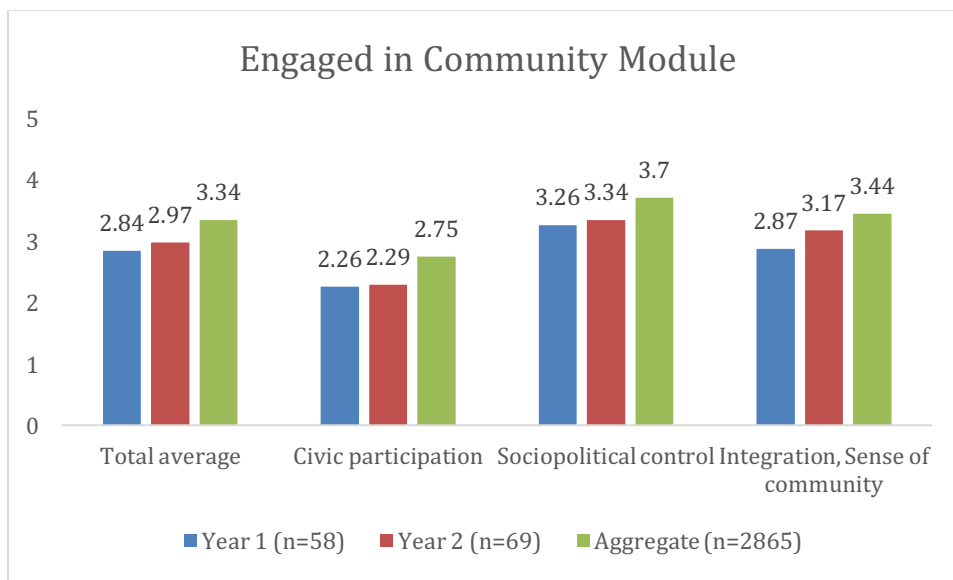


## Engaged in Community Module

The Engaged in Community Module contains 15 items that youth may rate from Strongly Disagree (1) to Strongly Agree (5). These statements are separated into three sub-sections related to different aspects of community engagement: civic participation (how involved the youth is with their community), sociopolitical control (how much voice or influence they perceive they have in their community), and integration/sense of community (how comfortable and connected they feel in their community).

A statistical analysis compared the total average, as well as the three separate sub-categories between years one and two. Additionally, the year two average was compared to the StS aggregate sample to contextualize the youth's results.

Scores were compared across genders (man, woman, genderqueer youth), sexual orientations (heterosexual compared to sexual minority youth) and cultural identities (indigenous compared to non-indigenous youth). Only statistically significant difference will be presented.<sup>10</sup>



**Takeaway:** Overall, youth continued to report moderate levels of engagement from year one (2.84) to year two (2.97). Their scores were significantly lower than the StS aggregate total average (3.34) though not by a large degree. Youth from year two showed a trend towards significantly higher levels of integration/sense of community (3.17) than youth from year one (2.87). This could suggest that the youth who accessed PEC programming in year one may have felt especially isolated within their community.

<sup>10</sup> There were no gender differences for the Engaged in Community module (man, n=27; woman, n=32; genderqueer, n=8).

### Significant Differences between Indigenous (n=7) and non-Indigenous Youth (n=61)

Item	
Sociopolitical Control	<p>A statistical analysis found a trend towards Indigenous youth reporting significantly higher levels of sociopolitical control than the non-indigenous youth. This suggests that the Indigenous youth in the community may feel that they have more a voice in decision making.</p> <ul style="list-style-type: none"> <li>• Indigenous: 3.79</li> <li>• Non-Indigenous: 3.28</li> </ul>

### Significant Differences between Heterosexual (n=46) and Sexual Minority Youth (n=15)

Item	
Sociopolitical Control	<p>A trend towards a significant difference was found, in that LGBTQ+ youth had lower scores than heterosexual youth. This may suggest that sexual minority youth feel more voiceless than heterosexual youth in the community.</p> <ul style="list-style-type: none"> <li>• Heterosexual: 3.39</li> <li>• Sexual Minority: 3.09</li> </ul>

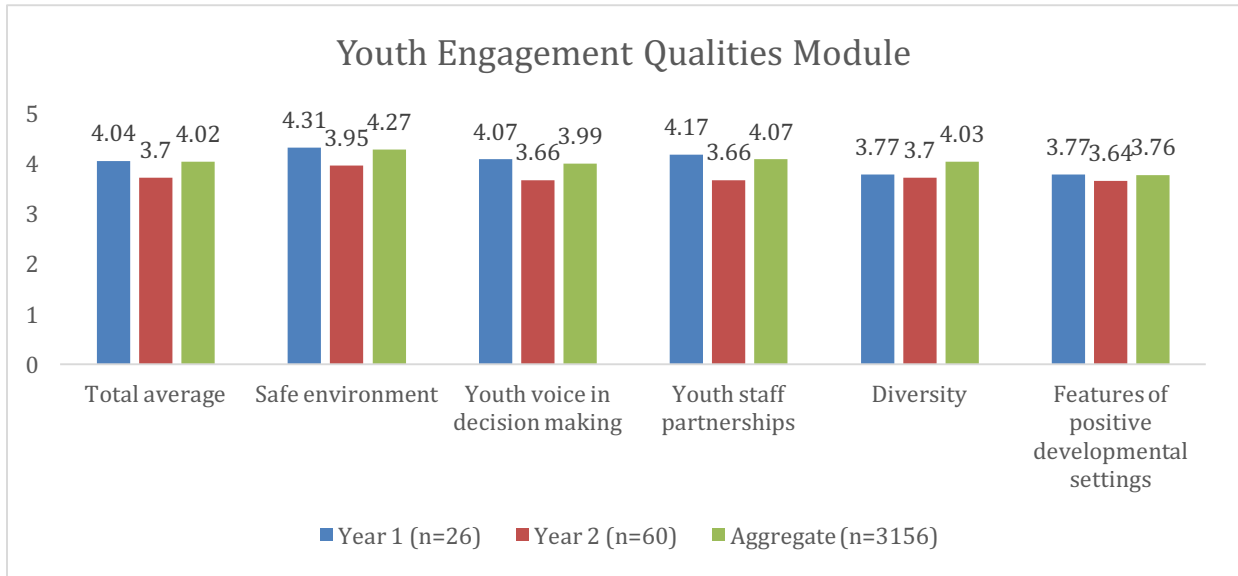
## Youth Engagement Qualities Module

The Youth Engagement Qualities Module contains 5 sub-categories related to program qualities that promote and support youth engagement: safe environment, youth voice in decision making, youth staff partnerships, diversity, and features of positive developmental settings. The first four sub-categories contain the traditional response format (Strongly disagree to Strongly agree) and the last sub-category uses a response format of Not at all (1) to Completely (5).

Once again, results were analyzed across all sub-categories, between years one and two, as well against the StS aggregate.

Scores were compared across genders (man, woman, genderqueer youth), sexual orientations (heterosexual compared to sexual minority youth) and cultural identities (indigenous compared to non-indigenous youth). Only statistically significant difference will be presented.<sup>11</sup>

<sup>11</sup> There were no significant differences between Indigenous youth (n=6) and non-Indigenous youth (n=51).



**Takeaway:** PEC youth from year two (3.7) generally responded similarly to youth from year one (4.04). Year two youth tended to score lower than the StS aggregate.

Significant Differences between Heterosexual (n=36) and Sexual Minority Youth (n=14)	
Item	
Safe environment	<p>A statistical test found a trend towards heterosexual youth reporting significantly higher levels of feeling a safe environment. Such a finding might highlight the need for more work towards making all individuals feel welcome in the community.</p> <ul style="list-style-type: none"> <li>• Heterosexual: 3.34</li> <li>• Sexual minority: 3.09</li> </ul>
Youth staff partnerships	<p>There was a trend towards heterosexual youth having significantly higher scores than sexual minority youth. This result suggests LGBQ+ youth feel less connected to staff.</p> <ul style="list-style-type: none"> <li>• Heterosexual: 4.14</li> <li>• Sexual minority: 3.71</li> </ul>

**Significant Differences across Men (n=27), Women (n=26), and Genderqueer Youth (n=6)**

<b>Item</b>	
Total average	<p>Women showed a trend towards having significantly higher total scores than men. This suggests that young women may be benefiting from the positive program qualities to a greater degree than young men.</p> <ul style="list-style-type: none"> <li>• Men: 3.85</li> <li>• Women: 4.14</li> <li>• Genderqueer: 3.92</li> </ul>
Youth Voice in Decision Making	<p>Women had significantly higher reported levels of feeling that their voice was heard in decision making, compared to men.</p> <ul style="list-style-type: none"> <li>• Men: 3.78</li> <li>• Women: 4.18</li> <li>• Genderqueer: 4</li> </ul>
Diversity	<p>A trend towards significance suggested that genderqueer youth reported experiencing the most diversity, followed by women, and then men.</p> <ul style="list-style-type: none"> <li>• Men: 3.6</li> <li>• Women: 4.17</li> <li>• Genderqueer: 4.4</li> </ul>

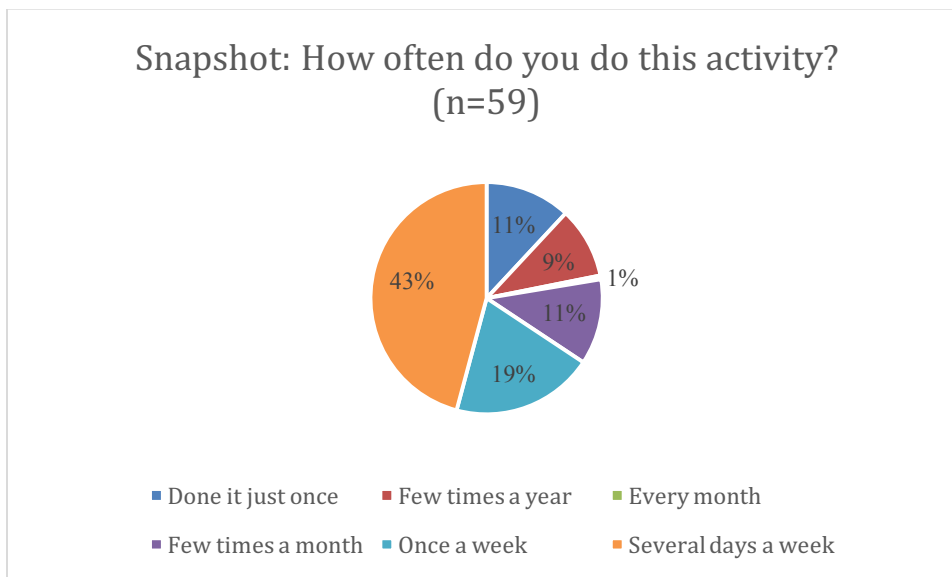
## Snapshot Module

The snapshot module is about portraying what youth engagement means and looks like to different youth. At the SCC, engagement is described through four parts (HHFS): head (thinking), heart (feeling), feet (doing), spirit (connecting). For this reason, the Snapshot module is broken into three sections: a qualitative engagement measure for youth to describe a chosen activity, a quantitative HHS measure,<sup>12</sup> and a quantitative engagement measure of their chosen activity.

### Qualitative Engagement Description

Youth were asked to select an example of an activity that they are engaged with. The following are several examples of activities that youth listed:

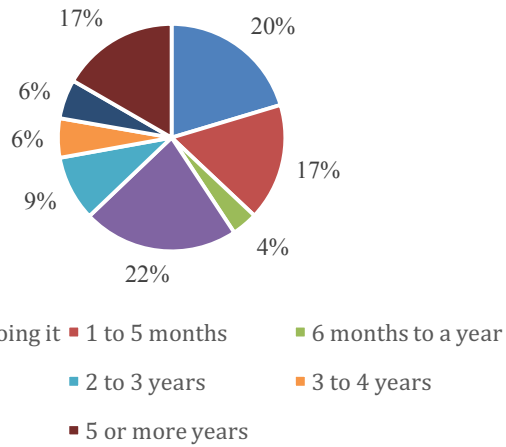
- Volunteer with Greater Than Youth Collective
- Bowling
- School
- Spending time with family
- Sports
- Prince Edward Learning Centre (PELC)
- The ROC
- Camp
- Community Living



**Takeaway:** Nearly half of the participants (43%) said that they engaged in their chosen activity several days a week, while there were a variety of other responses by the remaining youth (57%). This finding suggests that youth access their reported activities at different frequencies, likely suggesting that they have different motivations behind attending.

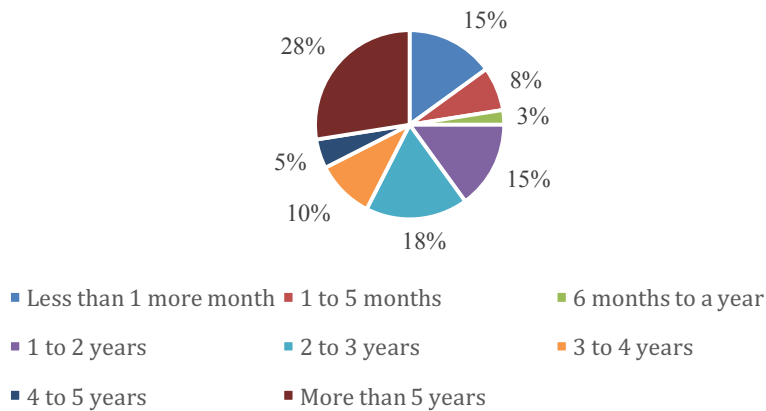
<sup>12</sup> "Feet" is not measured in this section as it is measured through the other sections of the Snapshot tool.

### Snapshot: How long have you been doing it?



**Takeaway:** One-fifth (20%) of the year two youth reported just starting the activity, while the second and third most common answer 1 to 2 years (22%) and 1 to 5 months (20%). This finding suggests that youth enjoy both engaging in new activities and habitual activities.

### Snapshot: How much longer do you think you will stay involved? (n=59)

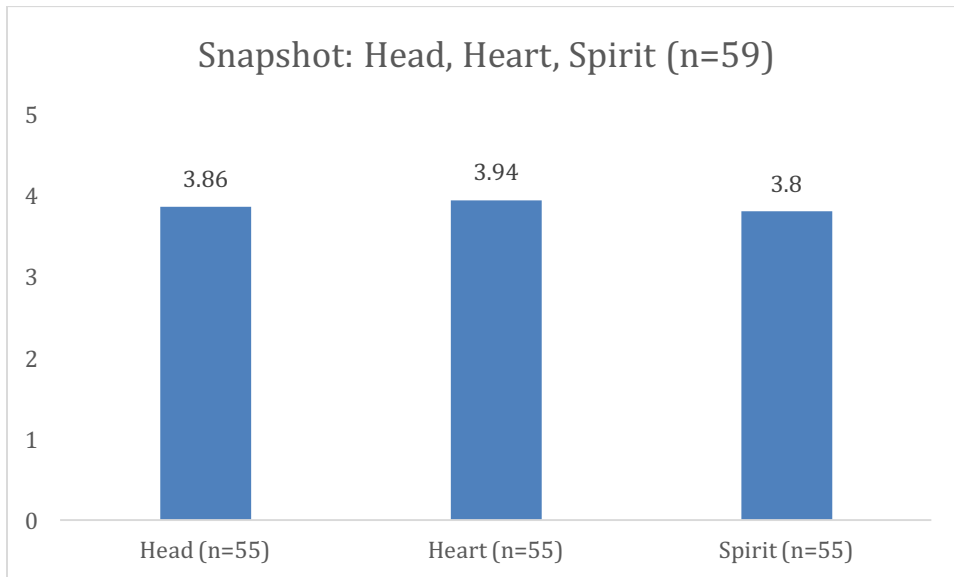


**Takeaway:** This graph demonstrates that young people are committed to their chosen activities at a variety of levels, from as short as less than 1 more months (15%) to as long as more than 5 years (27.5%).

#### **Head, Heart, Spirit**

Youth engagement has four components (HHFS): head (thinking), heart (feeling), feet (doing), spirit (connecting to something outside of one’s self) (Pancer et al., 2002; Rose-Krasnor, 2009).

The following are youth’s average scores on the Head, Heart, and Spirit sections of the Snapshot tool<sup>13</sup>.



**Takeaway:** Overall, youth thought positively about their activity (3.89), as well as felt positively about the activity (3.94). They also described having a strong connection to their activity (3.8). This suggests that the youth are experiencing full engagement in meaningful activities.

#### **Quantitative Engagement Description**

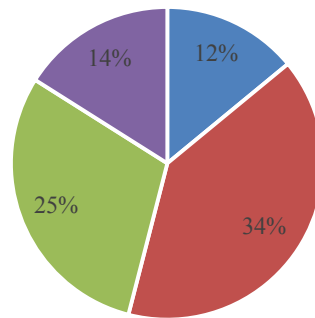
This section of the Snapshot module provides the “Feet” of Head, Heart, Feet, Spirit. This provides a “snapshot” of the types and structures of youth engagement activities in which youth in the PEC community are participating. Youth have a variety of options to quantitatively describe their experiences with their chosen activity.

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<sup>13</sup> Youth responded to 10 items with the following response format: Not at all (1) to A lot (5).



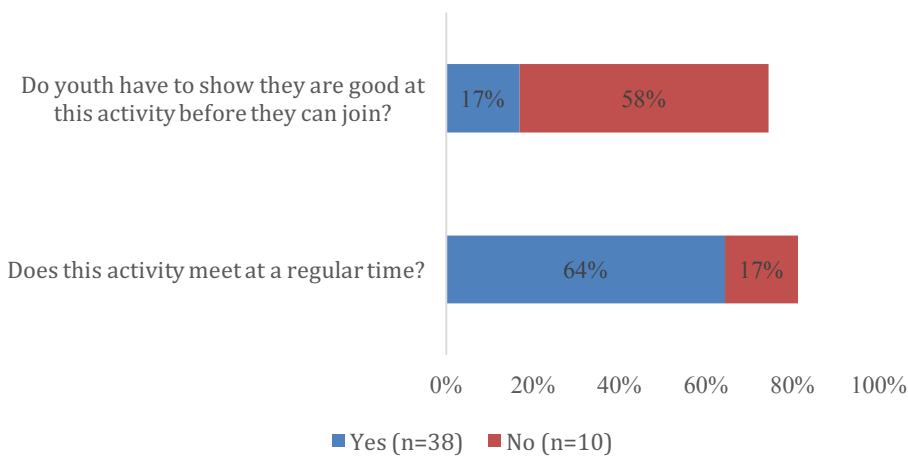
### Snapshot: Who leads this activity?



■ Mostly youth ■ Youth & adults equally ■ Mostly adults ■ Adults by themselves

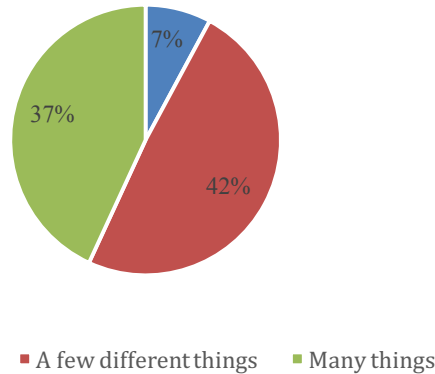
**Takeaway:** Youth reported most frequently that both youth and adults were equally involved in leading their chosen activity (34%). It appears that youth are otherwise engaged in a variety of setups, from mostly youth (12%) to adults by themselves (14%).

### Snapshot: The Engagement Landscape (n=59)



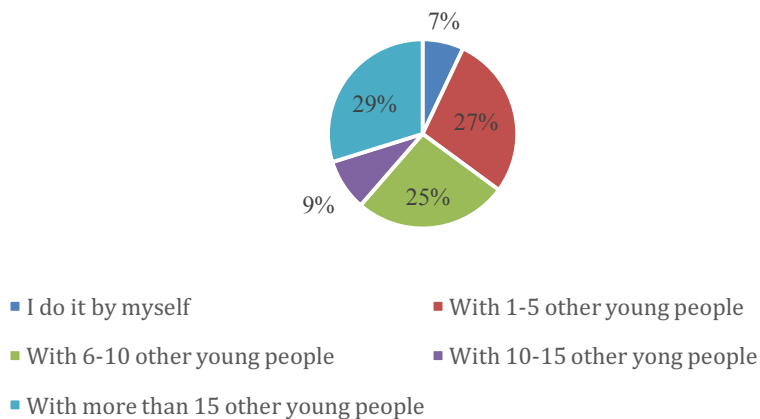
**Takeaway:** Most youth (58%) did not have to audition for the activity they were describing, while 17% of youth said they did. In regards to frequency of visits, 64% of youth said they meet regularly. This finding suggests that some youth may be more or less interested in regular activities and audition-based activities.

Snapshot: In this activity, how many different kinds of things do you do? (n=59)



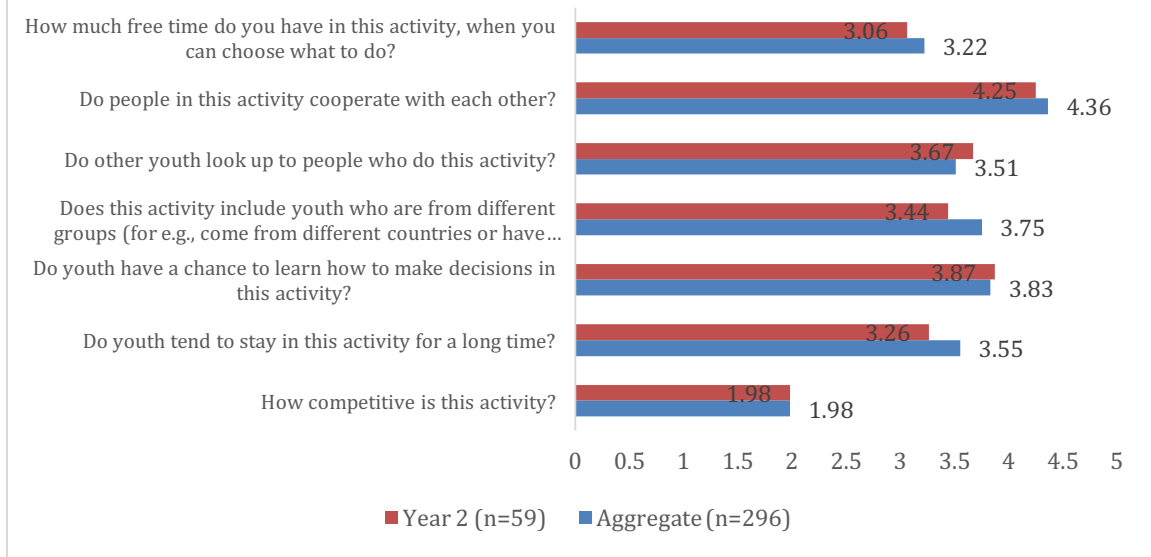
**Takeaway:** Only 7% of youth said that their engagement involved One specific activity, while 42% selected A few different things, and 37% youth selected Many things. This finding indicates that youth may be more interested in activities and programs that are multifaceted. Breadth of activities has been related to positive outcomes (Busseri et al., 2006; Rose-Krasnor, 2009).

Snapshot: In general, how many other young people do this activity with you? (n=59)



**Takeaway:** Youth are involved in activities with many different group sizes. This could have to do with the youth’s personal preferences and personality types, or simply because of which activities they chose to describe.

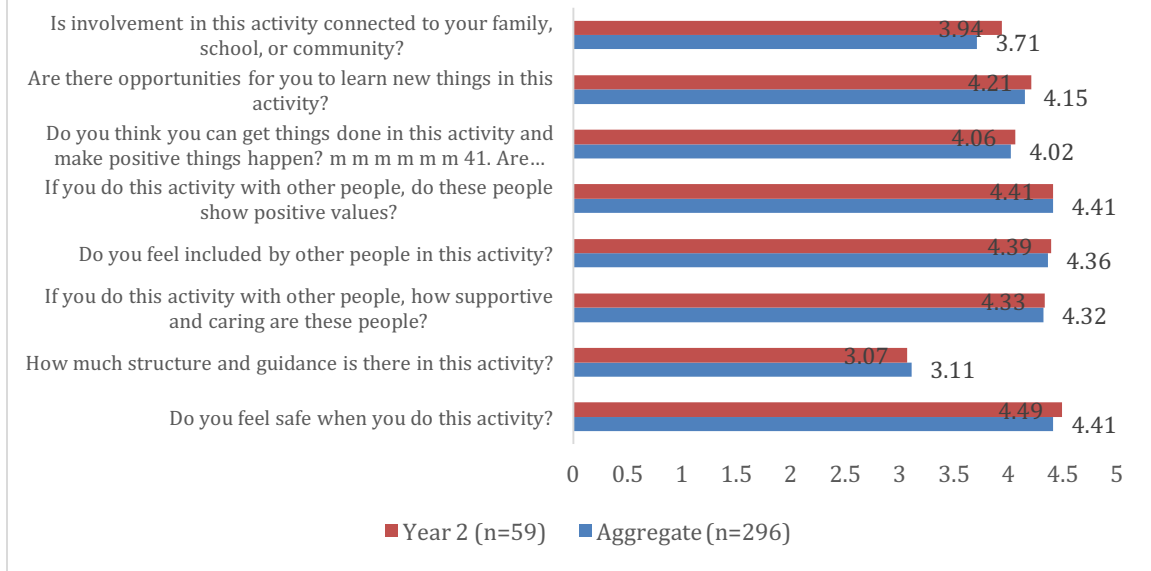
## Snapshot: The Engagement Landscape



**Takeaway:** Youth reported cooperation as being the strongest feature of their chosen activity (4.25).<sup>14</sup> In general, youth did not feel that the activities they were describing involved much competition (1.98), however there are many different opinions that make up each average score. That said, youth appeared to be involved in activities that consisted of positive features related to engagement. Youth reported similar responses to the StS aggregate, suggesting that their activities involve similar features to other StS youth.

<sup>14</sup> Youth had the option to respond to these questions from Not at all (1) to A lot (5).

## Snapshot: The Engagement Landscape



**Takeaway:** Once again, youth rated most items quite highly, with the highest rated feature being feeling safe (4.49). Youth described their activities as involved moderate structure and guidance (3.07), which may suggest that youth prefer more open-ended activities. Once again, youth reported similar results to the StS aggregate.

## Discussion: Making meaning of the findings

In the Mental Wellness Module, PEC youth tended to show consistency across years in terms of knowledge, optimism, and youth generativity. The youth experience symptoms of ill-being at similar rates to the StS aggregate sample. Some specific groups of individuals (i.e. sexual minorities, different genders, indigenous youth) experienced specific symptoms more frequently.

Youth were Engaged in Community at consistent, moderate, rates between the two years. They reported being engaged in their community at a significantly lower rate than the StS aggregate. Once again, some specific sub-groups of PEC youth experienced aspects of community engagement to lesser degrees.

In terms of the Youth Engagement Qualities Module, youth consistently rated the programming as providing a fair amount of such qualities, though to a lesser extent than the StS aggregate sample. Youth of minority identities and women experienced certain qualities to lesser extents.

The Snapshot Module demonstrated that youth in PEC are involved in a variety of activities and enjoy many different qualities of their chosen activities.

The results of this report suggest that more focus should be made to make minority identifying individuals more accepted and supported in the community.

## Conclusion

The purpose of this report is to compare PEC youth from year one to year two in order to see any differences in mental wellness and engagement experiences, as well as to compare the experiences of specific sub-groups of youth.

The findings suggest that youth in the Greater Than Collective have typical mental wellness experiences and are moderately engaged in a variety of activities. Youth may be experiencing more mental health issues in year 2, but are also reporting a greater sense of belonging than youth in year 1. Women, genderqueer, LGBTQ+, and Indigenous youth tended to have lower scores on certain key outcomes, suggesting they may be facing specific barriers in the community.

Greater Than: County Youth Collective is a collaborative project designed to help support the youth in Prince Edward County. Youth's voices gathered in this report can lead the way and communicate to the broader community about what is working for youth, how they are feeling, and which areas of youth's experiences may need to be addressed through future programming.

Our recommendation is to share the results of this report with youth in the community, find out whether it resonates with their experiences or if there are missing perspectives, what these findings mean to them, and how these results can inform next steps for improving their engagement and supporting them to thrive. Additionally, based on these findings, it is important to highlight the voices of youth who are minorities and who have unique experiences to ensure that they are heard and supported equitably.

**Update September 12 2018:** A community 'data-party' was held in which youth and their adult allies were invited to look at the data from this report and share their reactions. Approximately 40 youth and 10 adults attended the event and hundreds of comments and ideas from the group were collected. These were organized into 8 theme groups.

- Supports for LGBTQ+ Youth
- Youth Engagement
- Sexual Health, Healthy Relationships
- Emotional Well-being for boys/men
- Mental Health Supports
- Education
- Connection Between Education and Career
- Family and Caregiver Supports

From these themes the Youth team worked to synthesis these into 8 calls to action. Below is the list of "What we want":

- A safe space in the community for LGBTQ+ Youth. A LGBTQ+ Community Support Network.
- A commitment from local government, community organizations, service clubs, agencies etc. to meaningfully engage youth in their decision making. We want to help the community develop Youth Engagement Strategies.
- Access to relevant sexual health education.

- Parenting programs for young men, supportive programming for boys, access to positive male role models.
- Timely and consistent Access to Mental Health Supports for Youth. Youth to have knowledge of existing supports. People working with youth are clear on how to refer youth to appropriate supports.
- Alternative Learning Environments for students who need extra supports.
- Connect youth to community programming that exposes them to different careers and provides opportunity to connect with people in diverse fields.
- Support for families for navigating systems and accessing entitlements and supports (entitlements e.g. social assistance, child benefits, daycare subsidies, hydro subsidies, housing benefits). (Supports: food bank, Learning and Engagement Fund, Learning Enrichment Foundation, Jumpstart etc.)

**Update September 20<sup>th</sup> 2018:**

A meeting was held with the Partners of the the Greater Than: County Youth Collective and other organizations involved in the project where the results of this data was shared with services providers and they were able to react to the calls to action from youth. During this meeting three Action groups were formed.

1. Mental Health
2. Career
3. Youth Empowerment (with a focus on using youth empowerment to address LGBTQ+ issues in the community, Sexual Health/Healthy Relationships and Emotional Well-being for boys/men)

A follow up meeting of this group will meet October 31<sup>st</sup> 2018.



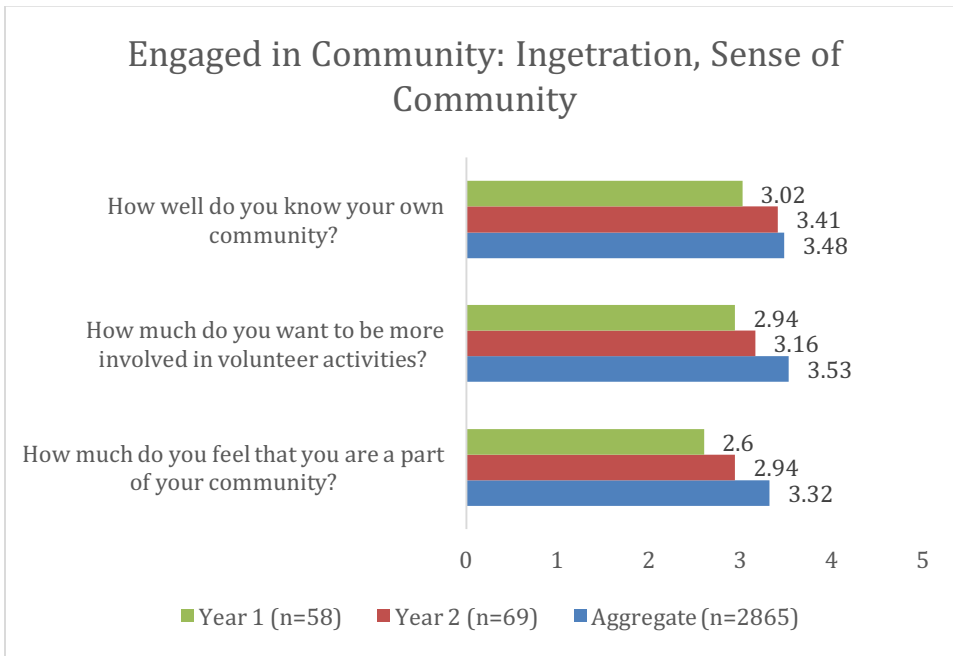
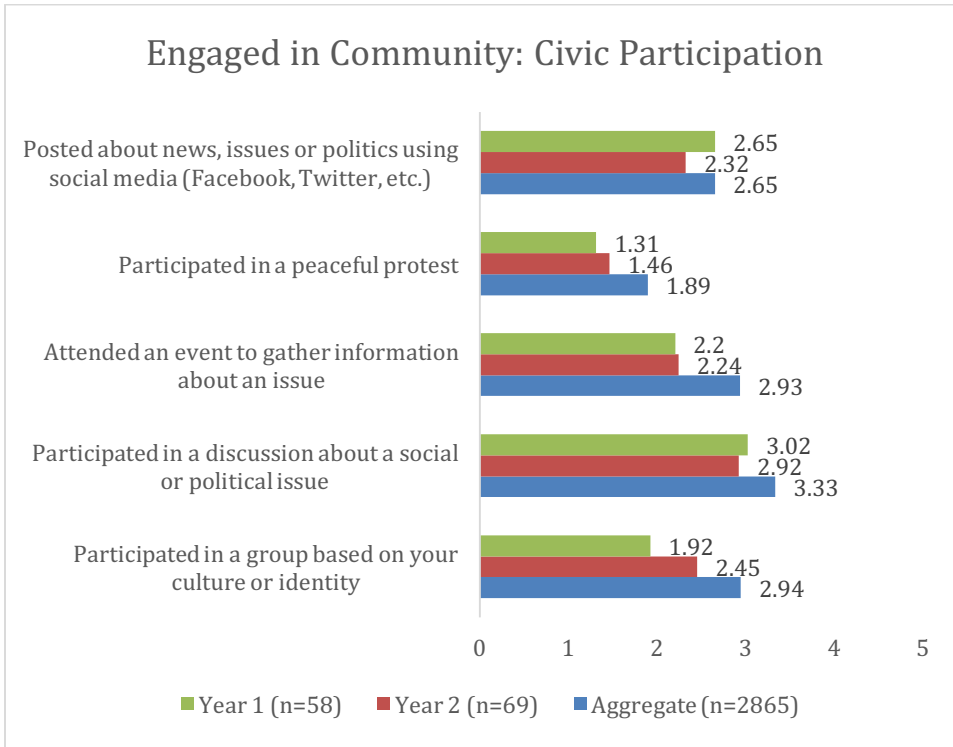
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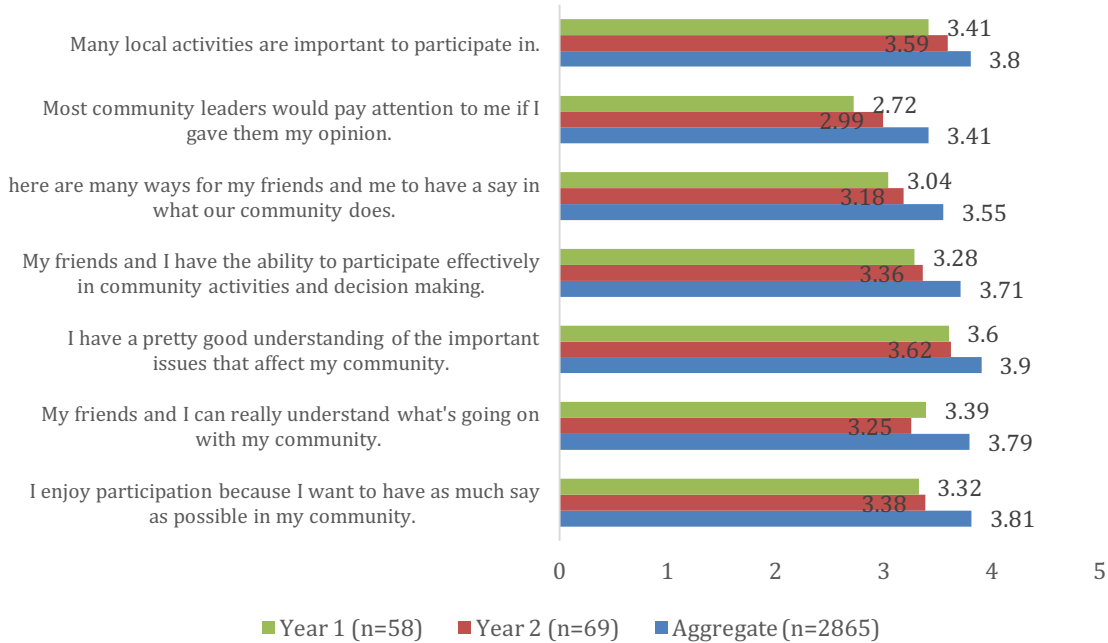
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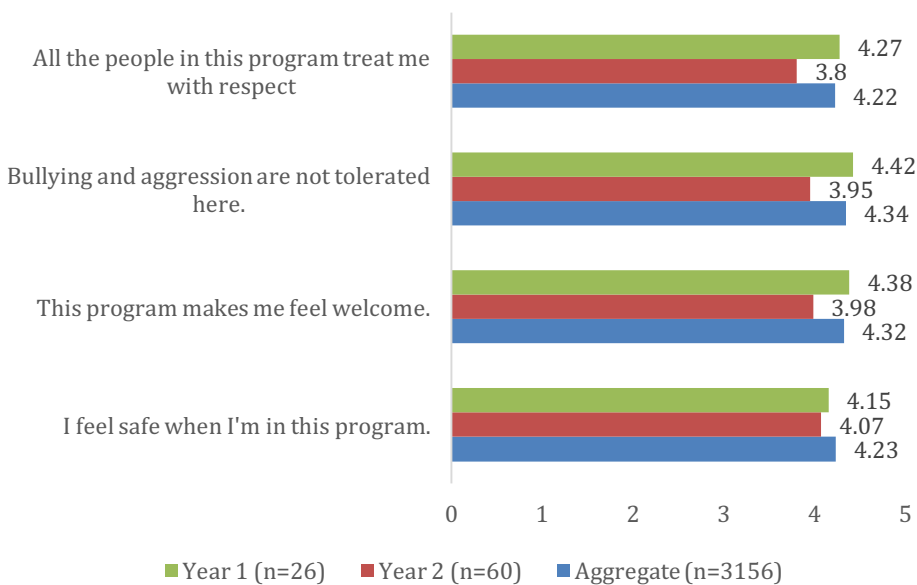
## Appendix



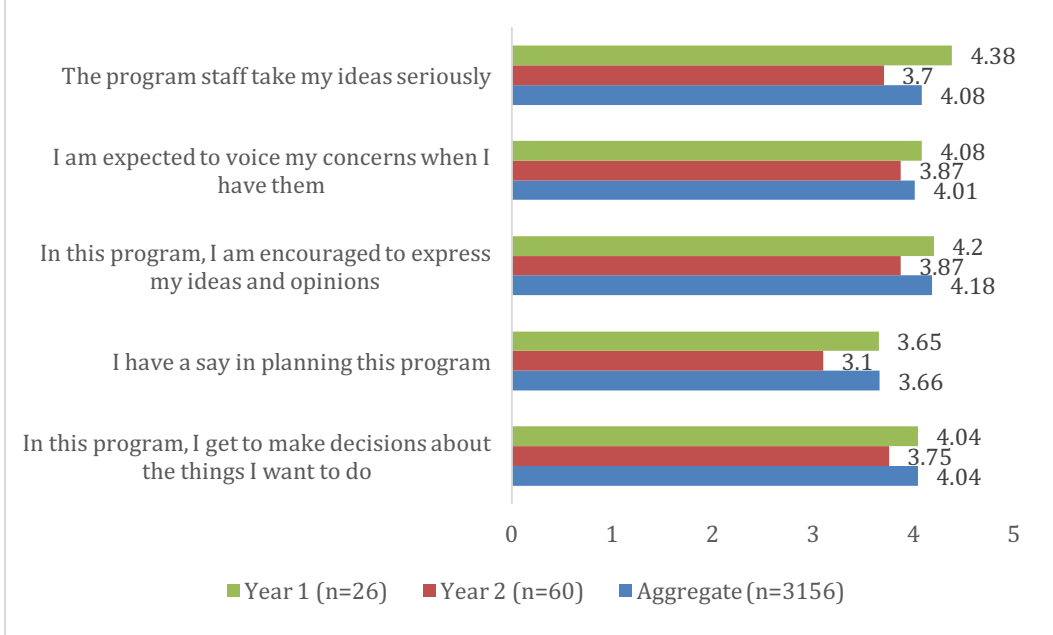
## Engaged in Community: Sociopolitical Control



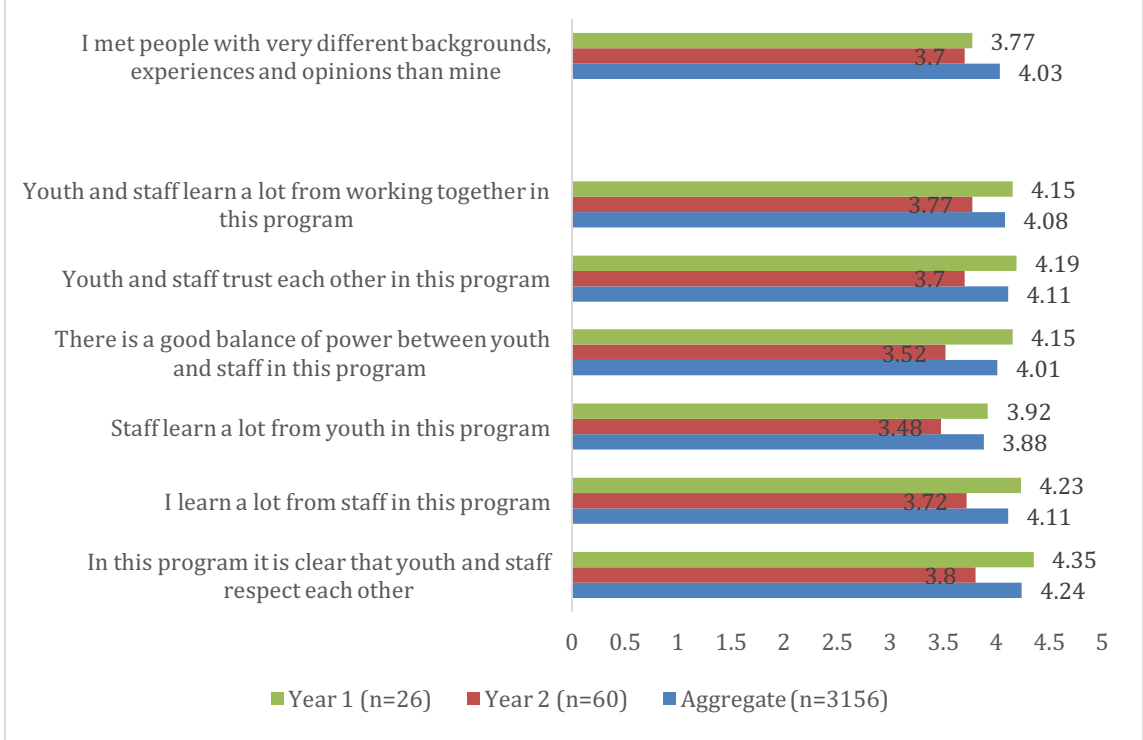
## Youth Engagement Qualities: Safe Environment



### Youth Engagement Qualities: Youth Voice in Decision Making



### Youth Engagement Qualities: Diversity and Youth Staff Partnerships



## Youth Engagement Qualities: Features of Positive Developmental Settings

