Prince Edward County CI
2017 Shared Learning Report

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Table of Contents

Executive Summary

The purpose of this report is to gain a greater understanding of the experiences and realities of youth in Prince Edward County. The Prince Edward County (PEC) Youth Collective Impact (Youth CI) project utilized a shared learning approach to gather voice and experience from youth.

Phase 1: Quantitative Data Collection

PEC Youth Cl data was collected in two phases—a quantitative and qualitative phase. Considered together, this report provides a detailed snapshot of youth engagement in Prince Edward County. The first phase of data collection involved a battery of eight quantitative surveys administered across the collaborative to examine outcomes and qualities. To date, this is one of **the most comprehensive quantitative data collections** completed by a Sharing the Stories subscriber. The measures administered were:

1. The *Engaged in Community* tool examines the extent to which youth participate in community activities, as well as the extent to which they feel connected to and integrated to their community.
2. The *Resources in the Community* tool examines the extent to which youth feel they have the knowledge and skills for being involved in the community and accessing community resources.
3. The *Addressing Social Issues* tool examines the degree to which youth leverage their assets to address social issues.
4. The *Career Skills* tool examines the extent to which youth have the skills and resources needed to develop a successful career or business.
5. The *Mental Wellness* tool examines youths' perspective of their knowledge and skills around mental wellness. It also looks at their own experiences of mental wellness.
6. The *Consistent Caring Person* tool examines the extent to which youth feel they have consistent and caring adult support in their lives.
7. The *Youth Engagement Qualities* tool examines the extent to which youth participating in a program are experiencing key qualities of engagement.
8. The *Decision-Making* tool examines whether youth think they have some say and control in the decisions while participating in an activity or program.

Participation in modules varied in how many questionnaires were completed, with the number of participants per module ranging from 5 to 58. Across the eight modules, 213 questionnaires were completed by a number of participants, attending a number of different programs. Demographic data was also collected. It is important to note that different participants from different PEC Youth CI members completed the measures, thus comparisons across the measures would not be meaningful. However, quantitative data does provide a baseline for which comparisons can be made throughout the course of the systems change initiative. In some cases, results from the PEC Youth CI data were compared to results from the Sharing the Stories (StS) aggregate data.

Phase 2: Qualitative Data Collection

Photovoice, a visually driven qualitative method, guided the second data collection. Once phase 1 data collection was analyzed by the SCC, PEC Youth Cl met to review survey results. Collectively, PEC Youth Cl worked together to analyze and discuss phase 1 data. The photovoice process is reviewed in detail in the *Process and Tools to Date.* In short, PEC Youth Cl sought to capture the key gaps and discrepancies identified in the phase 1 data by taking photos around PEC that illustrate their perspective, frustrations, or insights. These photos were presented by PEC youth in a participatory action research meeting. In addition to the photographer's voice, shared photographs inspired rich conversations among the PEC youth present for the meeting. This data reveals rich insights on collected phase 1 quantitative data.

Key Findings

The following sections briefly summarize the main takeaways from this report. The eight quantitative modules are bundled into five subsections. These subsections are useful for framing and understanding important PEC Youth Cl takeaways. Phase 1 and phase 2 findings are addressed within each takeaway section.

Experiences within their Community

With respect to their community experiences, generally, PEC program participants have moderately low levels of engagement, such as participating in civic activities, understanding what's going on in the community, and feeling integrated within their communities. Consistently in the area of "engaged in community," responses from the StS aggregate sample were statistically significantly higher than those from the PEC participants, suggesting that PEC youth may not be as engaged with their community as youth in other communities. Photovoice data revealed several explanations for this finding. First and foremost, PEC youth do not believe they have a voice in the community. One PEC youth's perspective is especially salient to this issue. They shared:

"I do not think that my voice has any impact at school. I am in grade 9 and no one wants to listen to what I have to say. I do not think that I have any impact at all or voice in the community."

A lack of voice in the community is tied to a present lack of inclusiveness. Youth and community allies at the photovoice session agreed that youth are excluded from many opportunities. Transportation was highlighted as one hurdle, which may bridge the gap between understanding of resources and community engagement. PEC participants agreed that improving transportation was a key prerogative to advancing youth engagement in the community.

Despite this finding, however, PEC participants did report moderate knowledge of resources within the community and in the area of "resources in community." There were no statistical differences between PEC participants and the StS aggregate sample. Taken together, while results suggest that PEC participants are not as engaged as youth from other programs, PEC participants do report having some understanding of what's available in the community. Phase 2 data aided in understanding a lack of community involvement despite community awareness. PEC photovoice

participants described the inaccessibility of youth programs, citing these programs as, "impossible to get into," and, "only for the smart kids." Counter to these programs, the Youth Advisory Council was described as an inclusive and inviting place for all youth.

The Youth Advisory Council is only one promising outlet for youth voice. As a result of PEC Youth Cl, community organizations are becoming increasingly more aware of one another's presence in PEC. More importantly, community organizations and allies are banding together and setting long term goals to propel youth-centered initiatives and programs forward. Since starting the PEC Youth Cl, community organizations have secured $150,000 in grant funding ensuring a long-term legacy and resources for youth.

Addressing Social Issues

Phase 1 PEC program participants reported that it is important to address social issues to a moderately high degree. Phase 2 data surfaced many social issues that are important to PEC youth. Gender roles and issues, teen pregnancy, LGBTQ+ issues, and graduation rates were four specific social issues mentioned. That said, phase 1 PEC participant responses on questions about their unique impact towards social issues were slightly lower. Further, it appears that while the PEC youth value the importance of addressing social issues, their actions do not necessarily align with this; specifically, they endorsed engaging in a number of social activities at low-moderate levels. Despite this finding, Phase 2 data brought to light several programs which are helping youth find their voice for addressing social issues. One participant talked about drama club as an influential platform for them to discuss and address gender role issues. Several other PEC youth highlighted how the Youth Advisory Council has been central to feeling heard in their community. One participant explained:

*"It's great to have a space to be heard and to know that there is a chance
social change might happen"*

Career Skills

Only five participants completed the phase 1 career skills questionnaire so generalizations from the data would not be appropriate. Overall, these five participants mostly reported positive experiences with respect to the development of their career-related skills and the extent to which they exhibit career-related leadership characteristics. However, they differed in whether they think they will have a job that pays well and a career that they like in the future. Despite optimistic career outlooks, PEC participants in phase 2 outlined difficulties in accessing school-hosted job fairs. Additionally, co-op job placements were described as limiting for certain youth given interests, skillsets, and transportation. In efforts to bolster job outlooks for youth in PEC, several jobs have been created through PEC Youth Cl. Better yet, two youth have been hired as a result of PEC Youth CI efforts.

Wellness and Adult Support

Generally, phase 1 PEC program participants reported high levels of youth generativity (feelings and commitment towards the future) and optimism and this was comparable to the StS aggregate sample. Their self-report of overall wellness, as well as endorsement of physical and psychological symptoms, were also at levels comparable to the StS aggregate sample. They did, however, report

statistically significantly lower mental wellness knowledge and skills when compared to the StS aggregate sample. Thus, while the PEC participants appear to be functionally generally well with respect to their mental wellness, their understanding for seeking resources for their mental wellness is lower than youth from other programs. Phase 2 discussions revealed that youth do not feel comfortable sharing their mental health challenges. Confidentiality and privacy are both missing from schools. Specifically, school mental professionals are difficult to access while maintaining privacy. Additionally, gossip and stigma were noted as deterrents for accessing mental health support. One PEC youth commented:

> *"People are afraid to say or admit that they have depression or mental health issues because of stigma and other youth making fun of them."*

Notwithstanding, phase 2 participants highlighted the Youth Advisory Council and trusting peers as positive mental health supports. One youth expressed an intimate tie between their mental wellness and the Youth Advisory council. In describing a picture of a waterfall (featured on the front cover of this report) they shared,

> *"Half the picture is dark and half is light. I feel strong, like I am in the light, as a part of the youth council."*

Positive and guiding conversations occurring through the Youth Advisory Council were described by PEC participants as extending beyond immediate youth advisory participants, emphasizing the crucial impact of this community resource.

In the area of adult support, only five participants completed the phase 1 survey and they reported low to moderate levels of general adult support. Low to moderate levels of adult support were reflected in phase 2 photovoice discussions. As mentioned above, fear of stigma and gossiping peers keep youth from accessing caring adult mental health professionals. School staff were also brought up by phase 2 participants in discussions about caring adults. School mergers have resulted in a lack of education assistants required to support PEC students. Although mental health professionals and school staff were highlighted as stifled relationships in phase 2, data from phase 1 revealed that PEC participants felt strongly connected to and supported by specific adults in their lives.

Program Qualities

Similar to results from the StS aggregate sample, phase 1 PEC participants reported that the programs provide a safe space that encourages safe expression of ideas, opinions, and viewpoints, while maintaining a welcoming and respectful atmosphere. One participant in the phase 2 conversation captured this finding in discussing the progress and goals of the PEC Youth Cl. They explained,

> *"This is a journey not a destination, we have a long way to go. But we never would have gotten the respect and confidence of outside agencies without having the common space for adults and youth to come together."*

Further, the PEC participants are experiencing key qualities of engagement. In particular, phase 1 participants endorsed highly that they were encouraged to express their own views, felt accepted for who they are, and felt they had a lot to offer. Phase 2 data echoes these quantitative findings. PEC youth attribute participation in the Youth Advisory Council as a vital conduit of their voice and impact. PEC youth have also assumed leadership roles within the Youth Advisory Council since the beginning of the PEC Youth Cl. PEC youth who have been a part of the Youth Advisory Council avidly encourage other youth to find their voice through program. Outside of the program, PEC youth talked about using their voice to stand up for other youth in the photovoice session. One PEC participant expressed,

"You make a point to stand out and stand up."

Moreover, based on phase 1 PEC participant responses, it is evident that the PEC programs take seriously the experiences of their youth and emphasize the importance of mutual respect between youth and staff. Phase 2 photovoice participants highlighted how the Youth Advisory Council has been working with youth to cultivate self-advocacy skills. Other programs, such as an athletic council, were mentioned as respecting and including voice from all youth participants. These finding's frame one particular result from phase 1 data. In the area of decision-making, participants' sense of youth influence over the activities and decisions were at moderate levels.

Sharing the Stories Background

The Students Commission of Canada (SCC) is the lead organization for the Centre of Excellence for Youth Engagement (CEYE). CEYE is a network of youth, organizations, and academics focused on generating evidence and best practices on youth engagement programs, initiatives, and interventions. CEYE has developed a youth engagement definition for the Canadian context as well as a comprehensive youth engagement framework.

In 2011, the Students Commission of Canada identified a consistent gap in the capacity of Canadian youth-serving organizations to effectively tell their story. In fact, most organizations did not have the capacity or resources to rigorously evaluate their programs or compare the effectiveness of their programs with other organizations. As a result, there was a lack of Canadian evidence for youth engagement programs, initiatives, and interventions. Through support and funding from the Ontario Trillium Foundation, the SCC launched the Sharing the Stories (StS) research and evaluation platform. StS includes reliable and valid quantitative and qualitative evaluation tools. More importantly, it includes a team of coaches and analysts who support organizations to effectively tell the story of their programs.

StS is based on a subscription-based model. Each organization pays a relatively small fee to subscribe to the platform. They also agree to pool their data into an anonymized database so that comparisons can be made across programs using similar evaluation tools, processes, and measures. StS now has over 270 unique programs and organizations that subscribe to the platform.

Sharing the Stories Vision

Sharing the Stories is focused on building an anonymized database of information for youth, the youth sector, policy-makers, and funders. The information gleaned from the database supports:

1. **Youth Voice:** StS provides a platform for young people to have their voices heard in the programs and initiatives that work with them.
2. **Youth Sector:** StS provides a platform for organizations to learn about what's working in their programs and what might need to be improved.
3. **Policy-Makers:** StS identifies trends in the youth-serving sector and shares them with policy-makers so that policy can be informed by evidence.
4. **Funders:** The evidence generated from StS informs funders on the effectiveness of their programs.

Sharing the Stories is organized around reporting on change on Three Levels using CEYE's Youth Engagement Framework.

- The individual level focuses on reporting on changes (positive and negative) for individual youth and adult allies.
- The social level focuses on reporting on changes (positive and negative) in relationships. For example: how youth interact with other youth or how youth interact with other adult allies.
- The system level focuses on reporting on changes (positive and negative) for programs, organizations, and policy-makers. For example, how youth influence program design or how youth influence government policy.

Process and Tools to Date

The PEC Youth CI used seven *Stepping Up* quantitative survey modules to discover outcomes and qualities of the program and one additional Sharing the Stories tool. The PEC Youth CI team chose to use the Engaged in Community, Resources in the Community, Addressing Social Issues, Career Skills, Mental Wellness, Consistent Caring Person, Youth Engagement Qualities, and Decision Making modules.

The *Engaged in Community* tool was developed to examine the extent to which youth participate in community activities, as well as the extent to which they feel they are connected to and integrated within their community.

The *Resources in the Community* tool was designed to examine the extent to which youth feel they have adequate knowledge and skills for both community involvement and accessing community resources.

The *Addressing Social Issues* tool examines the degree to which youth leverage their assets to address social issues.

The *Career Skills* tool examines the extent to which youth have the skills and resources needed to develop a successful career or business.

The *Mental Wellness* tool examines youths' perspective of their knowledge and skills around mental wellness. It also looks at their own experiences of mental wellness.

The *Consistent Caring Person* tool examines the extent to which youth feel they have consistent and caring adult support in their lives.

The *Youth Engagement Qualities* tool was developed to examine the extent to which youth participating in a program are experiencing key qualities of engagement.

The *Decision-Making* tool examines whether youth think they have some say and control in the decisions while participating in an activity or program.

Program	Stepping Up Modules	Other Sharing the Stories Tools
Prince Edward County	- Engaged in Community (N=58) - Resources in Community (N=17) - Addressing Social Issues (N=48) - Career Skills (N=5) - Mental Wellness (N=27) - Consistent Caring Person (N=5) - Youth Engagement Qualities (N=26)	- Decision-Making (N=27)

PEC Youth CI engaged in a qualitative participatory action research (PAR) process after the quantitative data was collected. The PAR process focused on making meaning of the quantitative results and exploring trends that were of interest to the community. The SCC facilitated two PAR sessions with interested youth and adult allies from the key service providers (KSPs). The first PAR session focused on identifying key questions for further exploration. The following questions were selected by the PAR committee:

1. How and/or where do you feel your voice has impact?
2. What are some strategies that would help remove the barriers between you and your peers and the mental health resources you need/want to access?
   a) What mental health resources do you know of?
   b) Are there enough mental health supports in PEC?
3. What do you need to increase your participation in:
   a) Accessing resources in the community
   b) Addressing social issues
   c) Developing career skills

PAR committee members were then invited to gather responses to these questions from the community using Photovoice. Photovoice is a youth-friendly data collection method. Pritzker, LaChapelle, and Tatum (2012) defined photovoice as "a community-based participatory research method . . . based in photography" (p. 2247). Citing the work of Catalani and Minkler (2010), Pritzker et al. stated, "Photovoice studies typically focus on themes that emerge from the participants' research, rather than on systematic evaluation of how participants themselves are impacted by Photovoice" (p. 2247). As Wang (2006) noted, photovoice provides an opportunity for youth to be engaged in all aspects of the research. Photovoice "does not rely on the written word or artistic skills" (Dixon & Hadjialexiou, 2005, p. 54).

With photovoice in mind, PAR committee members were asked to collect photos from up to 5 individuals that answered the questions generated in the first committee meeting. The committee met for a second time and reviewed 14 photos that answered the questions. The discussion about

the photos was treated as a focus group. The data generated from the focus group was then synthesized with the quantitative data to flesh out the findings in more detail.

Organization of the Report

This report will be divided into nine sections, as follows:

Demographics: This section will give an overview and breakdown of the various demographics of those who took part in the program.

Outcomes

Module 1 – Engaged in Community: This section is a quantitative analysis of how youth answered the engaged in community module and is supported by the use of graphs and tables to allow for a visual representation of the data. Qualitative data from the photovoice and focus group sessions were analyzed based on the Engaged in Community module. Where appropriate, themes and quotes have been added to this section.

Module 2 – Resources in Community: This section is a quantitative analysis of how youth answered the resources in community module and is supported by the use of graphs and tables to allow for a visual representation of the data. Qualitative data from the photovoice and focus group sessions were analyzed based on the Resources in Community module. Where appropriate, themes and quotes have been added to this section.

Module 3 – Addressing Social Issues: This section is a quantitative analysis of how youth answered the addressing social issues module and is supported by the use of graphs and tables to allow for a visual representation of the data. Qualitative data from the photovoice and focus group sessions were analyzed based on the Addressing Social Issues module. Where appropriate, themes and quotes have been added to this section.

Module 4 – Career Skills: This section is a quantitative analysis of how youth answered the career skills module and is supported by the use of graphs and tables to allow for a visual representation of the data. Qualitative data from the photovoice and focus group sessions were analyzed based on the Career Skills module. Where appropriate, themes and quotes have been added to this section.

Module 5 – Mental Wellness: This section is a quantitative analysis of how youth answered the mental wellness module and is supported by the use of graphs and tables to allow for a visual representation of the data. Qualitative data from the photovoice and focus group sessions were analyzed based on the Mental Wellness module. Where appropriate, themes and quotes have been added to this section.

Module 6 – Consistent Caring Person: This section is a quantitative analysis of how youth answered the consistent caring person module and is supported by the use of graphs and tables to allow for a visual representation of the data. Qualitative data from the photovoice and focus group sessions were analyzed based on the Consistent Caring Person module. Where appropriate, themes and quotes have been added to this section.

Qualities

Module 7 –Youth Engagement Qualities: This section is a quantitative analysis of how youth answered the youth engagement qualities module and is supported by the use of graphs and tables to allow for a visual representation of the data. Qualitative data from the photovoice and focus group sessions were analyzed based on the Youth Engagement Qualities module. Where appropriate, themes and quotes have been added to this section.

Module 8 – Decision Making: This section is a quantitative analysis of how youth answered the decision-making module and is supported by the use of graphs and tables to allow for a visual representation of the data. Qualitative data from the photovoice and focus group sessions were analyzed based on the Decision-Making module. Where appropriate, themes and quotes have been added to this section.
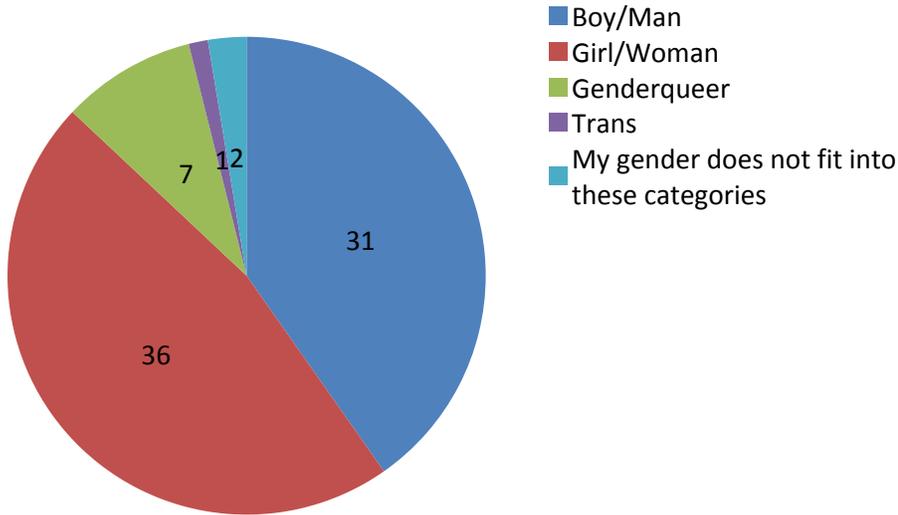
Demographics from Phase I

This section outlines the demographics for participants in the Prince Edward County programs. Although a total of 213 questionnaires were completed throughout the course of data collection, demographic information is only available for 80 unique participants. For many of the questions, participants could answer more than one option, so at times total values may exceed 80. The average age for participants was 18.89 years. The graph below outlines the frequency of responses per *gender identity* category:

Legend:
- Boy/Man
- Girl/Woman
- Genderqueer
- Trans
- My gender does not fit into these categories

Values shown: 31, 36, 7, 12

The graph below outlines the frequency of responses per *sexual orientation* category:

Legend:
- Bisexual
- Heterosexual
- Lesbian
- Queer
- Questioning
- I prefer not to say
- My sexual orientation does not fit into any of these check boxes

Values shown: 11, 2, 4, 3, 1, 1, 54
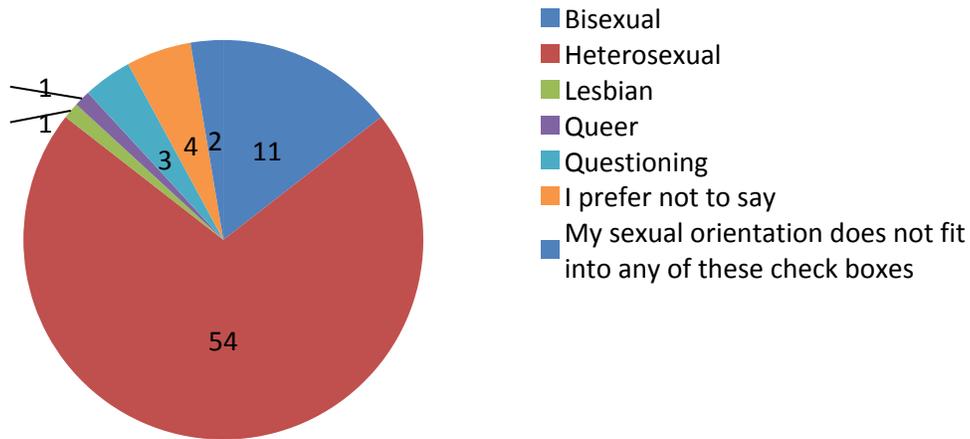
Participants were also asked to self-report their *ethnic identity*, however many did not provide a response. Of the participants that did respond, the breakdown was as follows:

- ➢ African – 1
- ➢ Arab – 1
- ➢ Black – 2
- ➢ First Nations – 6
- ➢ White – 3
- ➢ I prefer not to say – 1
- ➢ Other – 6

With respect to being born in Canada, six participants reported that they were born in a country other than Canada and 12 reported that their parents were born in a country other than Canada. The majority of participants (76, 96%) reported English as their first language, followed by "I prefer not to say" (4), French (2), and First Nations Language (1).

Next, a few questions were asked about participants' *living status*. A total of 61 (77%) participants reported living in a town or community that is smaller than 10,000 people and 16 (20%) participants reported living more than an hour's drive from a city. The graph below outlines the frequency of responses per category regarding who the participants were living with:
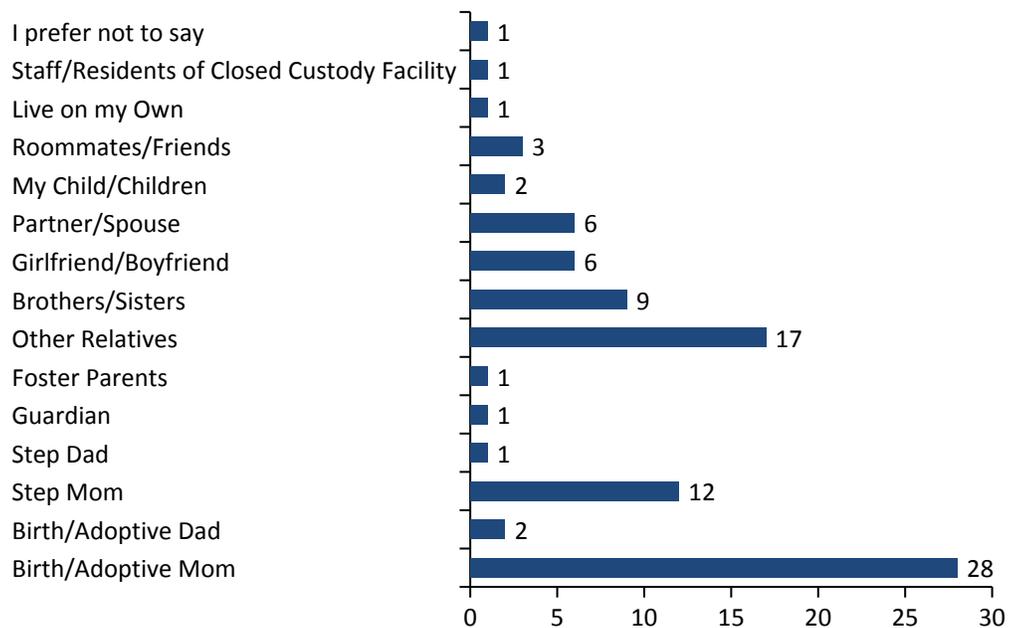
Lastly, to gain a sense of participants' *socioeconomic status*, two questions were asked about income. The graphs below describe the responses:

Do you have enough money to meet your basic needs?

Always	Mostly	Sometimes	Hardly Ever	Not At All	Did Not Answer
35%	39%	10%	3%	1%	11%
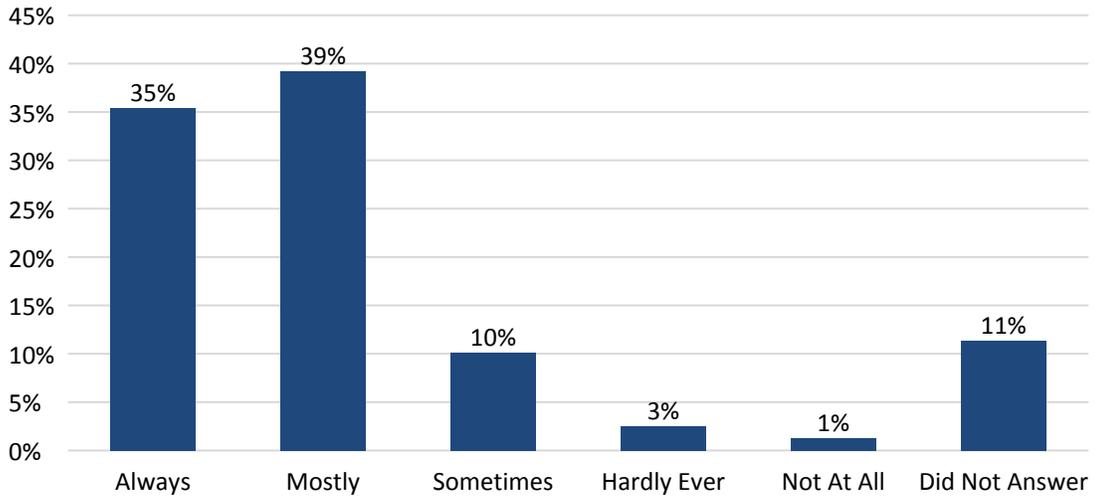
Do you have enough money to do the fun things you'd like to do?

Always	Mostly	Sometimes	Hardly Ever	Not At All	Did Not Answer
9%	33%	35%	13%	1%	9%
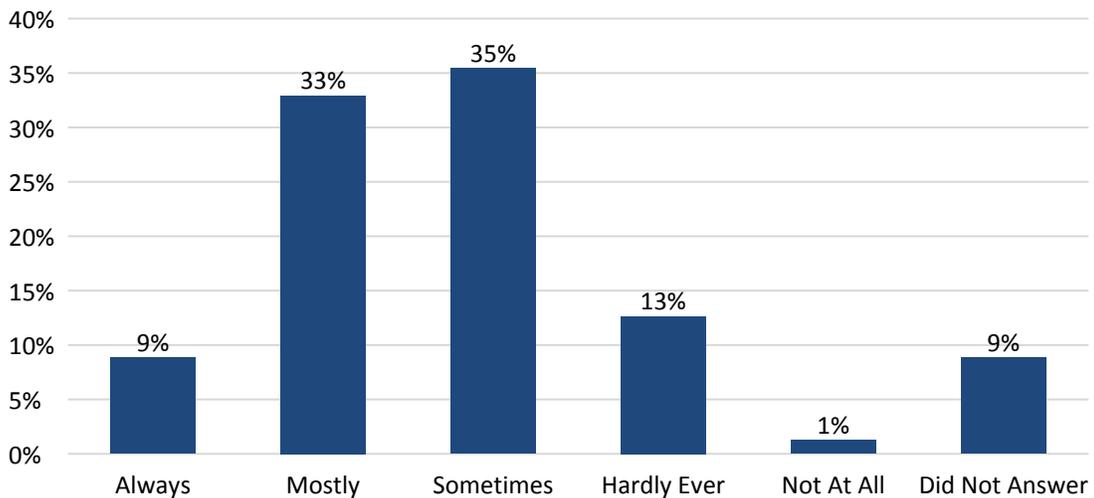
Demographic information was not collected for the qualitative phase of the data collection. 15 unique photos were captured through the process and at least 17 unique individuals were engaged through the process.

Quantitative Tools

The modules described in this report each consist of 5-20 questions 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 related, but different aspects of what is being studied.

Most of the questions within the modules used a 5-point scale to determine the level to which participants agreed or disagreed with the statements:

1. Strongly disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly agree

For questions that do not use this scale, a note will be added to clarify. The data is illustrated through the use of graphs and tables. Key findings are highlighted to give readers a starting point from which to reflect on the data. When applicable, data for questions is graphed alongside the Sharing the Stories aggregate data. For the groupings within each module, comparisons between the PEC Youth CI data and the aggregate data are explored further via statistical tests.

Outcome 1: Engaged in Community

A total of 58 PEC participants completed the *Engaged in Community* module. This module consists of 15 questions, that are grouped into three reliable sets. The results from PEC Youth CI are compared alongside the StS aggregate data.

A) Civic Participation

First, participants were asked some questions about their participation in political and civic events within their communities. Responses ranged from 1(none) to 5(a lot), thus higher values represent higher civic engagement. The graph below provides a breakdown of the average responses per question in this domain:

...pated in a group based on your culture or identity	2.23 / 3.11
...pated in a discussion about a social or political issue	3.19 / 3.42
...ed an event to gather information about an issue	2.28 / 3.05
...pated in a peaceful protest	1.42 / 2.02
...about news, issues or politics using social media (Facebook, Twitter, etc.)	2.70 / 2.76

1.00 1.50 2.00 2.50 3.00 3.50 4.00 4.50 5.00

■ Aggregate (n=1534) ■ PEC (n=58)
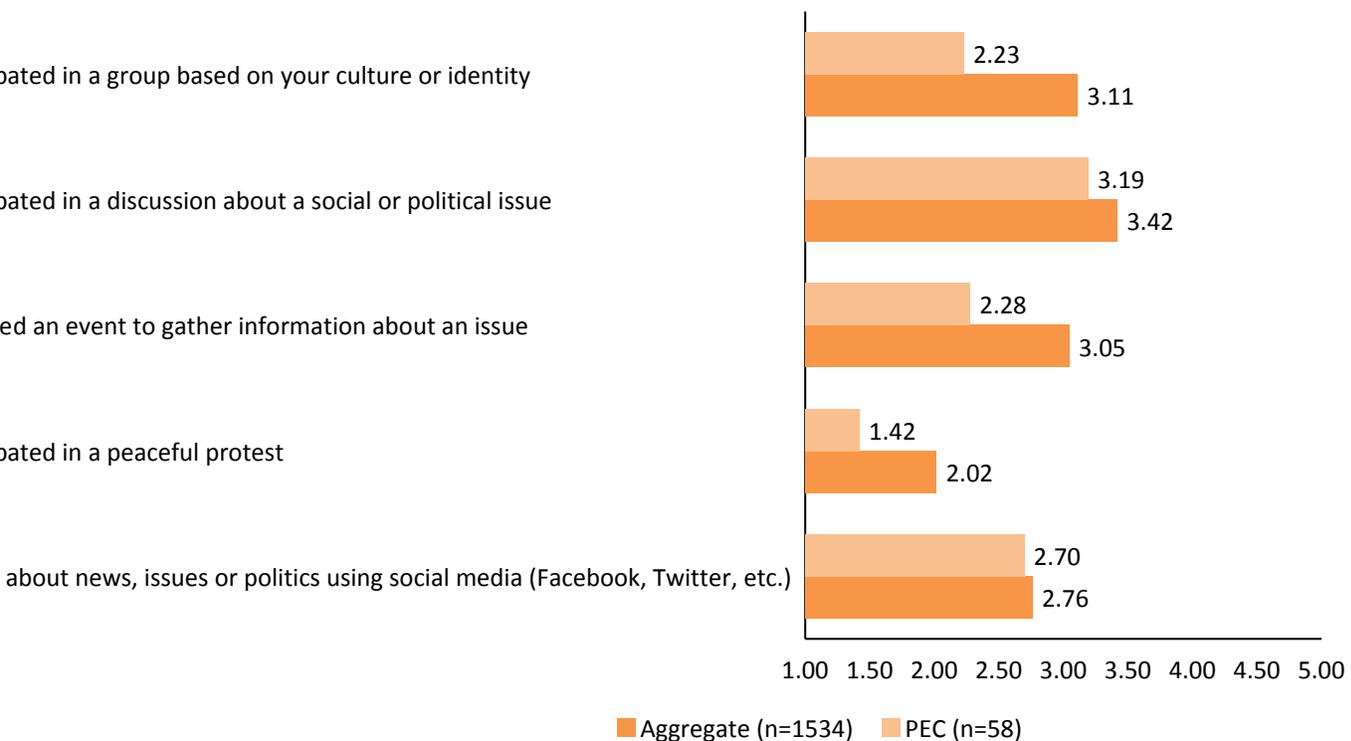
B) Socio-political Control

Next, participants were asked questions about how much say, voice, and control they feel they have within their community. The graph below provides a breakdown of the average responses per question in this domain:

PEC (n=58)   Aggregate (n=1534)

	Many local activities are important to participate in.	Most community leaders would pay attention to me if I gave them my opinion.	There are many ways for my friends and me to have a say in what our community does.	My friends and I have the ability to participate effectively in community activities and decision making.	I have a pretty good understanding of the important issues that affect my community.	My friends and I can really understand what's going on with my community.	I enjoy participation because I want to have as much say as possible in my community.
PEC	3.54	3.00	3.15	3.47	3.66	3.45	3.44
Aggregate	3.97	3.61	3.70	3.88	3.98	3.93	3.96

C) Integration & Sense of Community

Participants were also asked questions about their sense of involvement within the community. Responses ranged from 1(not at all) to 5(completely), thus higher values represent a higher sense of integration and community among participants. The graph below provides a breakdown of the average responses per question in this domain:

Aggregate (n=1534)   PEC (n=58)
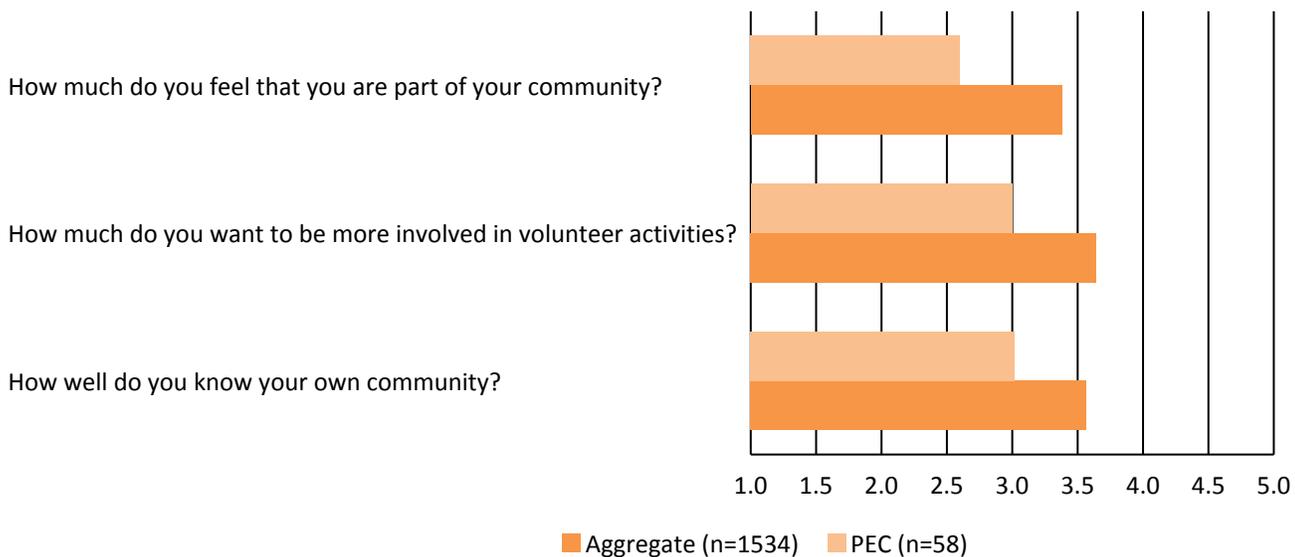
D) Module Summary & Takeaway

Lastly, for the three categories within the *Engaged in Community* module, participants were assigned an overall mean. These means were averaged and then compared to determine whether any statistically significant differences existed between the groups. The table below describes the results (missing data was omitted from these analyses):

Category	Overall Mean (SD)		Summary of Comparisons
	PEC	Aggregate	
Civic Participation	2.26 (0.81) n=57	2.72 (0.98) n=1341	Aggregate sample statistically significantly greater than PEC sample, with a medium effect size (Cohen's d = 0.51)
Socio-political Control	3.26 (0.77) n=57	3.71 (0.66) n=1446	Aggregate sample statistically significantly greater than PEC sample, with a medium effect size (Cohen's d = 0.62)
Integration and Sense of Community	2.87 (0.89) n=55	3.43 (0.82) n=1403	Aggregate sample statistically significantly greater than PEC sample, with a medium effect size (Cohen's d = 0.62)

Engaged in Community Module Takeaway: For this module, participants answered a number of questions assessing their participation and engagement in community activities. The first set of questions looked at their overall civic participation and a review of these results suggests the following:

- Generally, PEC participants reported low to moderate levels of civic participation. Among the various activities, they were more likely to report participating in a discussion about a social or political issue. One example of a social issue brought up in the phase 2 photovoice session was gender roles. One PEC participant showed a photo of their drama club and discussed how the drama club was their vehicle for addressing and exploring gender roles and issues. The photo has not been shared for privacy reasons.
- Young people who completed the Engaged in Community module said they were least likely to report participating in a peaceful protest.
- For all the questions, PEC participants endorsed the items in this domain at significantly lower levels than the StS aggregate sample.

The next set of questions in this module assessed participants' sense of socio-political control, or how much say, voice, and contribution they feel they have within their community towards important issues. A review of the results suggests the following:

- Generally, PEC participants reported moderate levels of socio-political control, which was consistently and statistically significantly lower than the StS aggregate sample.
- One question that stood out as being lower than the others (though still endorsed moderately) was "Most community leaders would pay attention to me if I gave them my opinion." Thus, although participants' motivation to be involved is moderate, this may not translate directly to their experiences. In particular, putting their motivation into action may be slightly challenging.

Phase 2 PEC participants shed some light on this finding. PEC youth in particular repeatedly brought up the need to be heard and to feel heard. The lack of youth action appears to be linked to feeling suppressed, or that no one is listening when youth speak up. One youth explained the perceived silence of community leaders and organizations,

"Just give us an answer, as long as there is an answer. Even 'no', is better than no answer at all."

Another youth shared a painting of a woman standing with wide eyes and no mouth. They explained:

"I do not think that my voice has any impact at school. I am in grade 9 and no one wants to listen to what I have to say. I do not think that I have any impact at all or voice in the community. I don't feel I am good enough to sit on student council or get involved in committees at school."

One community ally PEC participant commented,

"Youth just want to be heard, they don't care about the outcomes."

Fear may also be a deterrent for getting involved. In efforts to recruit other youth to get involved, PEC participants in phase 2 shared:

"Youth are afraid to take step forward to make an impact or to share their voice."

The last set of questions in this module examined participants' integration and overall sense of community. Three questions were included in this area and PEC participants reported low to moderate levels of integration and sense of community. Again, their responses on questions in this domain were consistently and statistically significantly lower than the StS aggregate sample.

During Phase 2, participants explained that the lack of knowledge and involvement in PEC is connected to exclusion. PEC participants in phase 2 challenged present community inreach and outreach efforts to get youth more involved in the community. Concluding a lack of inclusiveness for youth in the community, one PEC participant commented:

*"Where are the opportunities for inclusion? What are the groups,
councils, and areas that can be more inclusive?*

- Another barrier to community involvement is transportation. In the phase 2 photovoice session, one PEC participant shared a photo of a school bus, identifying the lack of transportation as a barrier to getting involved in extracurricular, clubs, and organizations. The community partners in the room assured that transportation was earmarked as an important issue for PEC Youth Cl to address. To overcome this barrier, a collective approach between community partners was put forward.


Another youth identified public transportation as a key solution to solving their engagement needs.

Outcome 2: Resources in Community

A total of 17 PEC participants completed the *Resources in Community* module. This module consists of 11 questions that are grouped into three reliable sets. The results from the PEC program are compared alongside the StS aggregate data.

A) Community Involvement

First, participants were asked two questions about their community involvement. Responses ranged from 1(not at all like you) to 5(very much like you), thus higher values represent a higher sense of community involvement. The graph below provides a breakdown of the average responses per question in this domain:
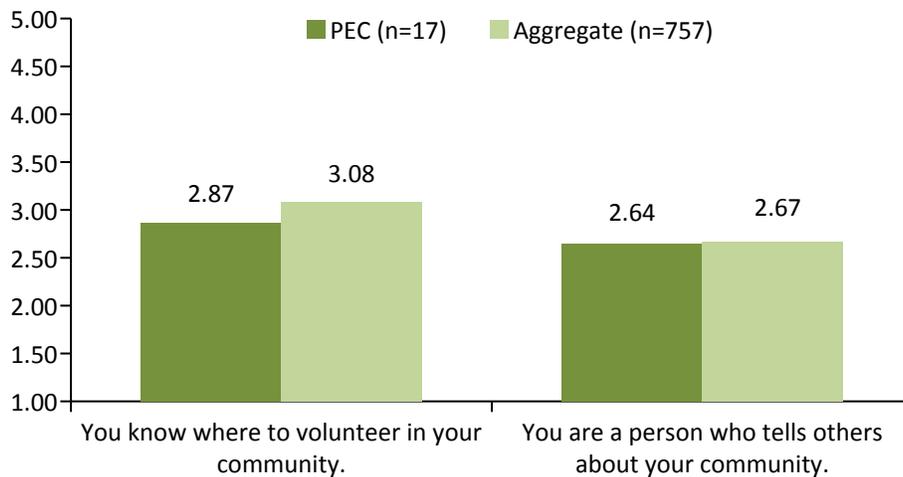
B) Community Knowledge

Next, participants were asked questions about their knowledge of programs and resources within their communities. Responses ranged from 1(not at all) to 5(completely), thus higher values represent higher community knowledge. The graph below provides a breakdown of the average responses per question in this domain:

rmation about programs in my community.

3.40

3.32

n my community that I can go to for help.

3.35

3.57

e about where and how to connect with organizations in the community.

2.65

3.10

uld help me find and access resources and opportunities in my community.

3.71

3.63

1.00 1.50 2.00 2.50 3.00 3.50 4.00 4.50 5.00
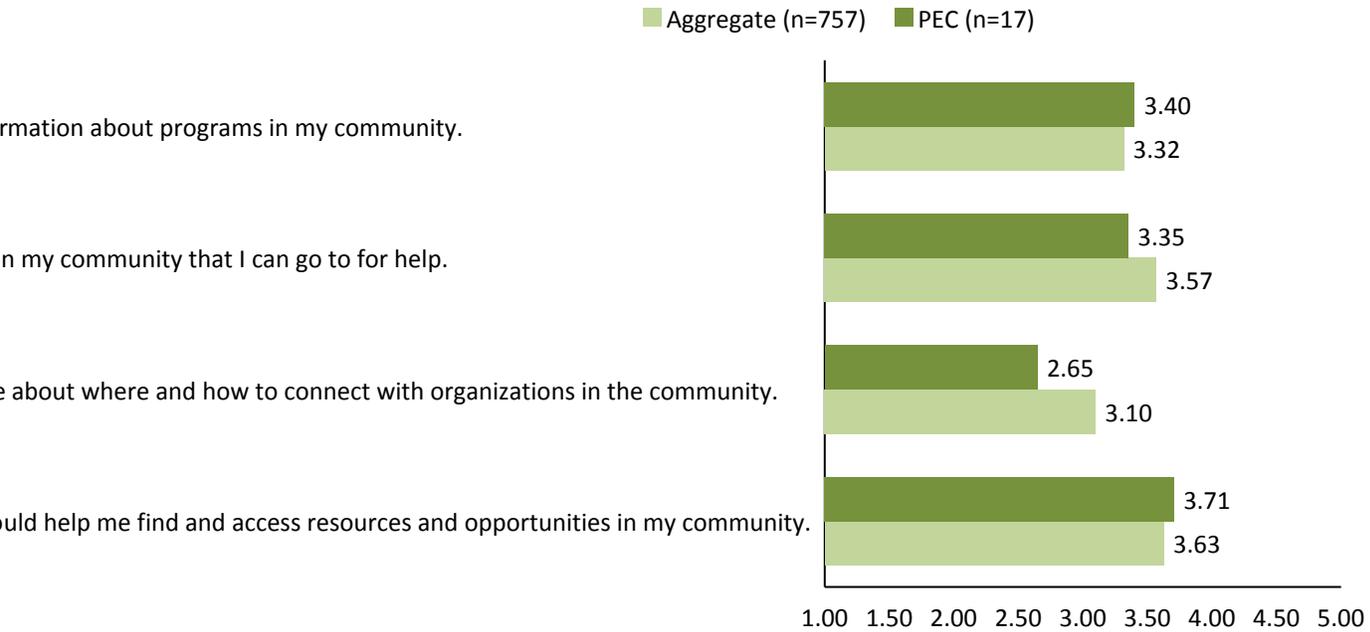
C) Skills for Accessing Resources

Participants were also asked questions about their comfort and perceived competency around accessing resources within their communities. Res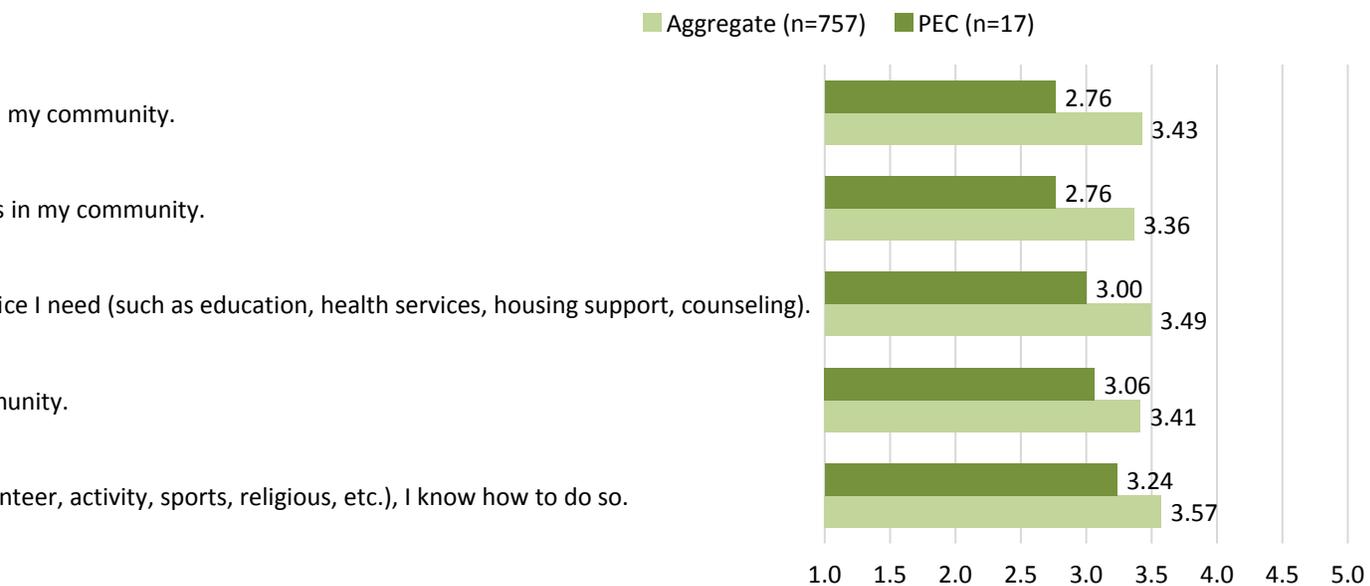ponses ranged from 1(not at all) to 5(completely), thus higher values represent a higher sense of competency in accessing resources among participants. The graph below provides a breakdown of the average responses per question in this domain:

Aggregate (n=757)   PEC (n=17)

my community.

2.76

3.43

s in my community.

2.76

3.36

ice I need (such as education, health services, housing support, counseling).

3.00

3.49

munity.

3.06

3.41

nteer, activity, sports, religious, etc.), I know how to do so.

3.24

3.57

1.0   1.5   2.0   2.5   3.0   3.5   4.0   4.5   5.0

D) Module Summary & Takeaway

Lastly, for the three categories within the *Resources in Community* module, participants were assigned an overall mean. These means were averaged and then compared to determine whether any statistically significant differences existed among the groups. The table below describes these results (missing data was omitted from these analyses):

Category	Overall Mean (SD)		Summary of Comparisons
	PEC	Aggregate	
Community Involvement	2.66 (0.89) n=16	2.69 (0.86) n=729	No statistically significant differences between groups.
Community Knowledge	3.21 (0.90) n=17	3.27 (1.01) n=743	No statistically significant differences between groups.
Skills for Accessing Resources	2.95 (1.10) n=17	3.37 (0.92) n=741	No statistically significant differences between groups (likely a result of different sample sizes).

Resources in Community Module Takeaway: For this module, participants answered a number of questions assessing the extent to which they feel they have the knowledge and skills for being involved in their communities and accessing community resources. The first set of questions examined their community involvement. Results suggest that generally, PEC participants know where to volunteer in the community and tell others about their community to a moderate degree. These results were consistent with the StS aggregate data. The second set of questions looked at participants' community knowledge and a review of these results suggests the following:

- PEC Youth CI participants appear to have moderate knowledge about how to access information from various organizations in the community, but give advice to others about community organizations to a lesser extent.

- Although not statistically significant, PEC program participants endorsed the following two questions at levels slightly higher than the StS aggregate sample: "I know where to get information about programs in my community" and "I know someone who would help me find access to resources and opportunities in my community."

- Despite high response rates for knowing where to go to get information about community programs, PEC participants indicated much lower comfort communicating with individuals and organizations than the aggregate. PEC participants from phase 2 shed fresh light on this data gap. One organization cited in phase 2 as leveraging youth impact was student council. Only one participant flagged student council as a platform for sharing voice. The other youth present contested this claim, citing that student council was "only for the smart kids" and "impossible to get into." Even though youth know about student council, they do not try to engage with the organization because they do not feel qualified.

- In contrast to the student council discussion, the Youth Advisory Council was discussed by phase 2 PEC participants as welcoming and "a place for everybody." Questions about the application process to get onto the council were discussed in phase 2. PEC participants settled on the application as a healthy process which promoted growth, accountability, and a life learning opportunity.

- One interesting contrast between phase 1 and phase 2 data is in regard to giving advice to others about how to get involved with the community. Although PEC participants in phase 1 reported much lower responses than the aggregate, several youth participants in phase 2 talked about connecting with peers and connecting with organizations such as 4H, culinary programs, paddling clubs, and even the Youth Advisory Council. This may be an indication of the level of engagement of the PAR committee members.

The last section of this module asked participants about their skills for accessing resources in the community and found the following;

- PEC Youth Cl participants appear to have low to moderate levels of comfort in their skills for accessing resources in the community. Consistently, they reported lower levels on these questions than the StS aggregate sample (though not statistically significant). Since the phase 1 survey of PEC Youth Cl, participants identified a stronger alignment between community organizations in PEC in regards to improving high school graduation rates. Additionally, PEC community adult allies present in phase 2 reported a more comprehensive organizational review put in place since phase 1. Community organizations are taking a closer look at their mission and services to find ways to better serve PEC youth and improve graduation rates.

- PEC Youth Cl community organization partners are reporting increased understanding of each other, resulting in leveraged strengths and working together to set ambitious goals for addressing youth needs.

- In addition to more ambitious and long term goals, community organization alignment has led to financial benefits. Since starting the PEC Youth Cl, community organizations have secured $150,000 in grant funding to address the needs of PEC youth and to meet long term community impact goals. One phase 2 participant commented on the success saying:

"No one agency would have been able to get the funding on its own."

Outcome 3: Addressing Social Issues

A total of 48 PEC participants completed the *Addressing Social Issues* module. This module consists of 18 questions, that are grouped into two sets, described below.

A) Thoughts & Attitudes

First, participants were asked some questions about their thoughts and attitudes towards various social issues. The graph below provides a breakdown of the average response per question in this domain:

hallenge things that are not equal in society — 4.27

uy products from businesses who are careful not to harm the environment — 4.06

rotest when something in society needs changing — 3.96

ork with others to change unfair laws — 3.26

improve the community is by connecting to others — 3.94

ty, it is more effective to work with a group than as an individual — 4.06

ssues only by working in an organized way with other people — 3.37

can people make changes in a community — 4.02

1.00 1.50 2.00 2.50 3.00 3.50 4.00 4.50 5.00

B) Behaviour

Next, participants were asked some questions about their behaviour around social issues, or how often they engaged in various social activities in the past year. The table below summarizes the results:

Activity Mean (SD)	% of Response Endorsement				
	Never	Once or Twice	A Few Times	Often	A Lot
Did things to help improve your neighbourhood 2.41(1.02)	18.8	**33.3**	**33.3**	6.3	4.2
Helped organize neighbourhood or community events 2.11(1.26)	**45.8**	16.7	18.8	12.5	4.2
Volunteered at a school event or function 2.36(1.38)	**37.5**	14.6	22.9	8.3	10.4
Participated in a group based on your culture or identity 1.98(1.22)	**54.2**	6.3	27.1	6.3	4.2
Participated in a discussion about a social or political issue 2.96(1.40)	18.8	16.7	**31.3**	8.3	20.8
Signed a petition 1.87(1.24)	**54.2**	14.6	14.6	4.2	6.3
Contacted an official to give them your opinion 1.89(1.24)	**56.3**	12.5	18.8	4.2	6.3
Participated in a peaceful protest 1.58(1.09)	**70.8**	12.5	8.3	4.2	4.2
Posted about news, issues, or politics using social media 1.27(0.75)	**79.2**	8.3	4.2	0	2.1

C) Module Summary & Takeaway

Addressing Social Issues Module Takeaway: For this module, participants answered a number of questions assessing the extent to which they leverage their assets to address social issues. Comparisons were not made to the StS aggregate sample. The first set of questions looked at participants' thoughts and attitudes towards addressing social issues and the second section looked at participants' actions and behaviours around addressing social issues. A review of the results suggests the following:

- Generally, PEC Youth CI participants think that it is important to address social issues to a moderately high degree. However, phase 2 discussions highlighted social issues that PEC youth care about. LGBTQ+, teen pregnancy, and graduation rates are three specific social issues brought up by members of the Youth Advisory Council in phase 2 conversations.

- When asked questions about their unique impact towards addressing social issues, participants rated these questions slightly lower than their more general attitudes (though still moderately). Despite lower scores regarding impact regarding social issues, PEC youth are finding their voice through PEC Youth Cl initiatives such as the Youth Advisory Council. PEC youth are feeling heard in spaces created through PEC Youth Cl. One youth offered this hopeful sentiment at the phase 2 discussion,

"It's great to have a space to be heard and to know that there is a chance social change might happen"
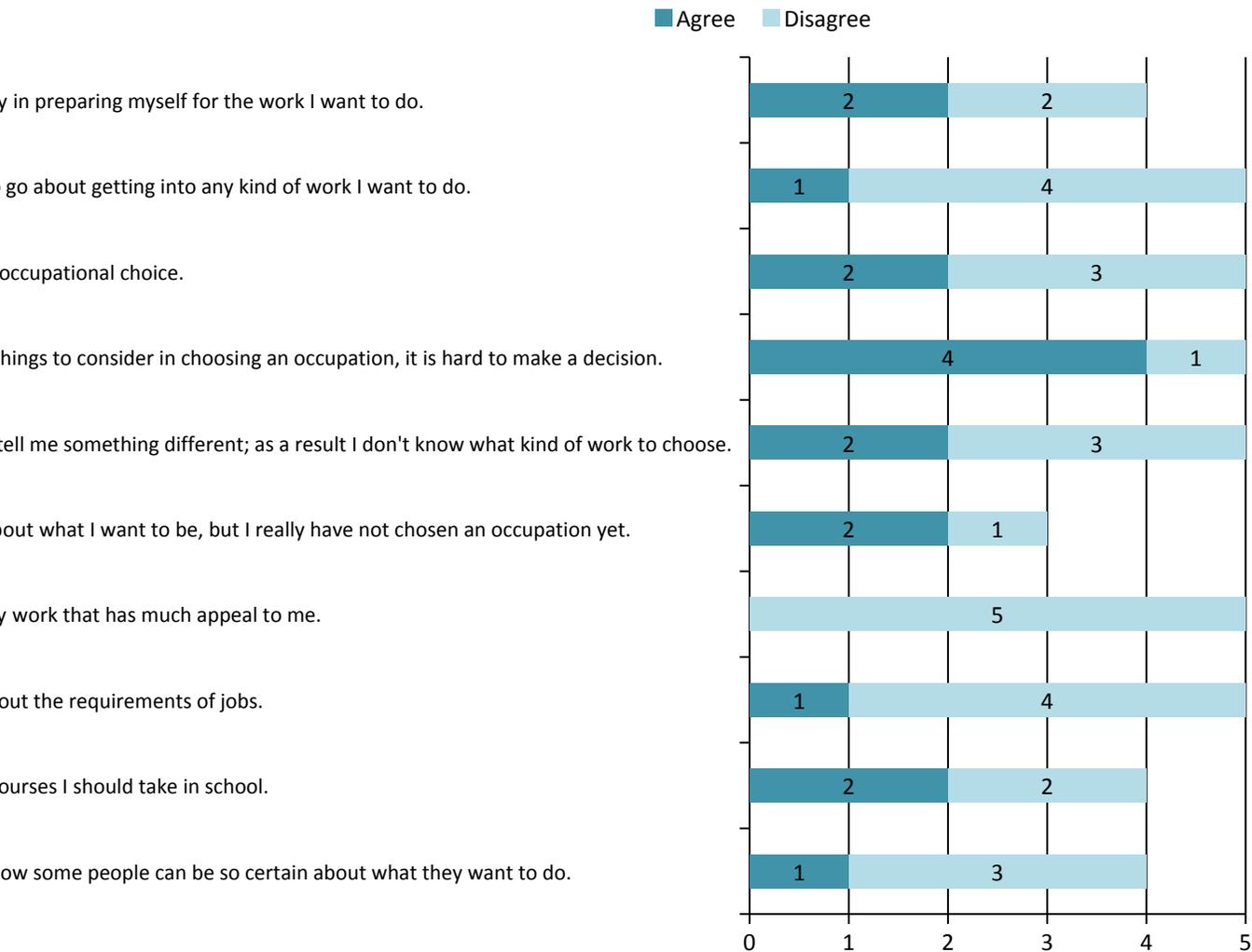
- In terms of their reported actions and behaviours, PEC program participants often reported never engaging in a specific behaviour (e.g., 79.2% reported never posting online about social issues, 70.8% reported never participating in a peaceful protest).

- However, the actions and behaviours most often endorsed were: doing things to help improve your neighbourhood and participating in a discussion about social or political issues.

Sharing the Stories Youth Program Evaluation – The Students Commission of Canada

Outcome 4: Career Skills

A total of 5 PEC participants completed the *Career Skills* module. This module consists of 20 questions, that are grouped into three broad categories, described below.

A) Overall Career Skills

First, participants were asked 10 agree/disagree questions about their overall career skills. The graph below summarizes the number of participants that agreed or disagreed with the specific statements.

■ Agree ■ Disagree

Statement		
...y in preparing myself for the work I want to do.	2	2
...go about getting into any kind of work I want to do.	1	4
...occupational choice.	2	3
...hings to consider in choosing an occupation, it is hard to make a decision.	4	1
...tell me something different; as a result I don't know what kind of work to choose.	2	3
...bout what I want to be, but I really have not chosen an occupation yet.	2	1
...y work that has much appeal to me.		5
...out the requirements of jobs.	1	4
...ourses I should take in school.	2	2
...ow some people can be so certain about what they want to do.	1	3

0   1   2   3   4   5

B) Career Predictions

Next, participants were asked two questions about where they see themselves in the future with respect to their careers. The graph below summarizes the number of responses per category.

Think about your future. What are the chances that you will ...
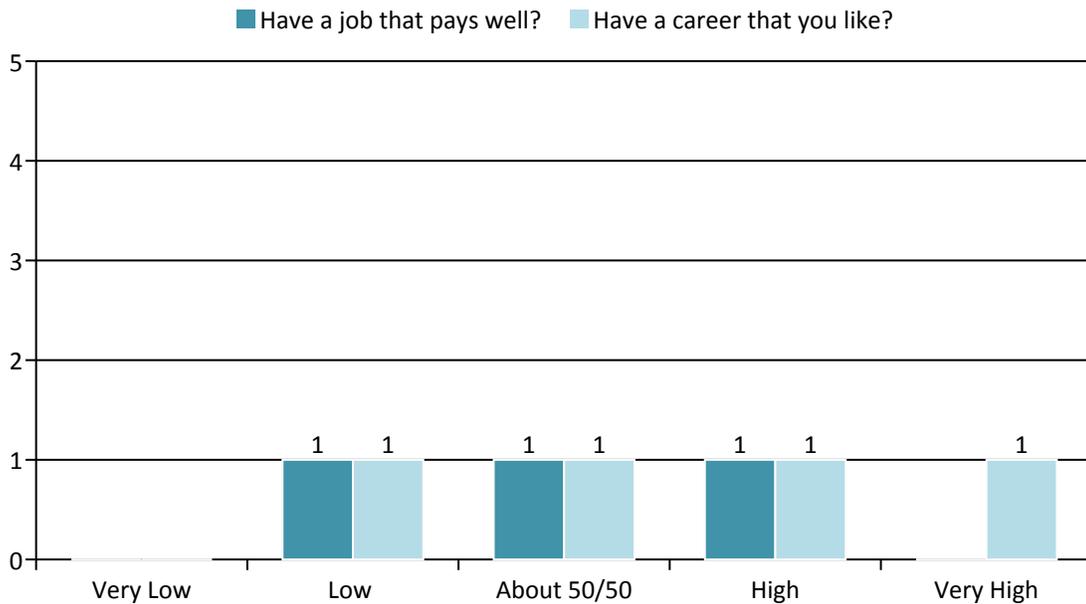
C) Leadership Skills

Lastly, participants were asked 8 questions about their career-related leadership skills. The table below summarizes the number of responses per category.

Question	# of Response Endorsement				
	Never	Rarely	Sometimes	Often	Very Often
I respect and listen to new ideas.	0	0	0	2	3
I consider and question my own negative assumptions and stereotypes.	1	0	2	2	0
I use professional language.	1	0	1	0	3
I use critical thinking.	0	0	1	4	0
I am open to alternative forms of communication and problem solving.	0	0	0	4	1
I share power and decision-making.	0	0	1	3	1
I am honest about issues or challenges that I may be facing.	0	0	1	3	1
I work to reach consensus with regard to purpose, expectations, motivations, and roles.	0	0	1	1	3

D) Module Summary & Takeaway

Career Skills Module Takeaway: For this module, participants answered a number of questions assessing their overall career skills, career predictions, and career-related leadership skills. Comparisons were not made to the StS aggregate sample. Further, only 5 participants completed this survey, thus results should be interpreted with caution and should not be generalized to larger samples or groups. A review of the results suggests the following:
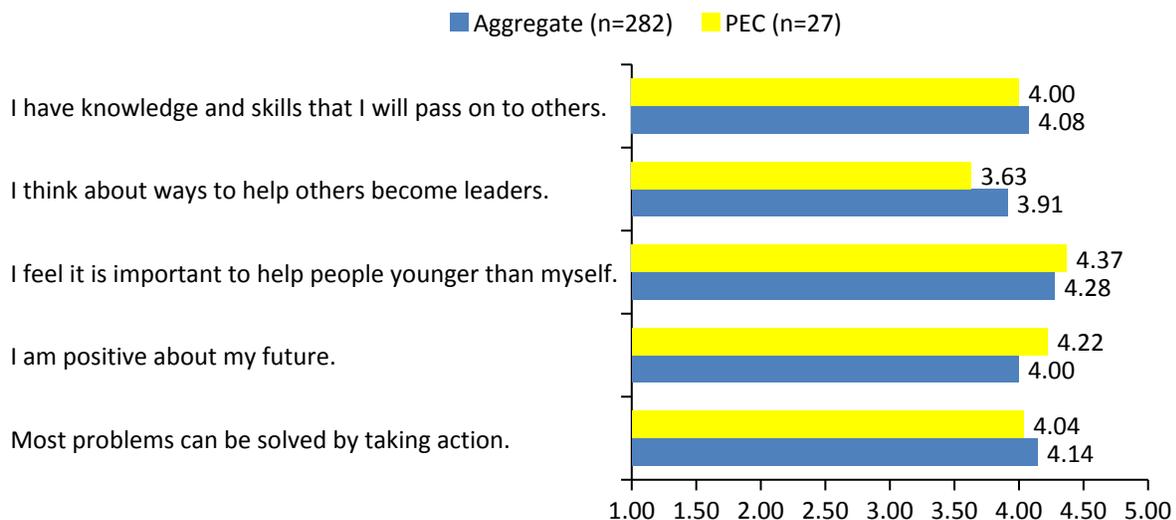
- Generally, these five participants are reporting positive experiences with respect to the development of their career-related skills. For example, all five participants disagreed with the statement "I really can't find any work that has much appeal to me." Phase 2 conversations mirror these findings. Participants highlighted that skill development remains a priority for youth. Another result of PEC Youth CI discussed in phase 2 was the creation of several jobs in Prince Edward County. Additionally, two PEC youth have been employed due to the initiative. One deviation from this finding is the inaccessibility of job fairs. PEC participants in phase 2 talked about how job fairs offered at school were rarely at times that they could get out of class and attend. Moreover, co-op occupational placements were cited as limited for some youth given interests, skillsets, and transportation.
- There was some variability in how these five participants view their careers in the future.
- Generally, these five participants experience career-related leadership skills to moderately high degrees, with most of them endorsing that they often or very often exhibit the specified skill. Creating opportunities for youth to develop and demonstrate leadership potential was discussed in phase 2 as results of PEC Youth Cl. For example, the Youth Advisory Committee is led by youth.

Outcome 5: Mental Wellness

A total of 27 PEC participants completed the *Mental Wellness* module. This module consists of 27 questions, that are grouped into three broad categories, described below. The results from PEC Youth CI are compared alongside the StS aggregate data.
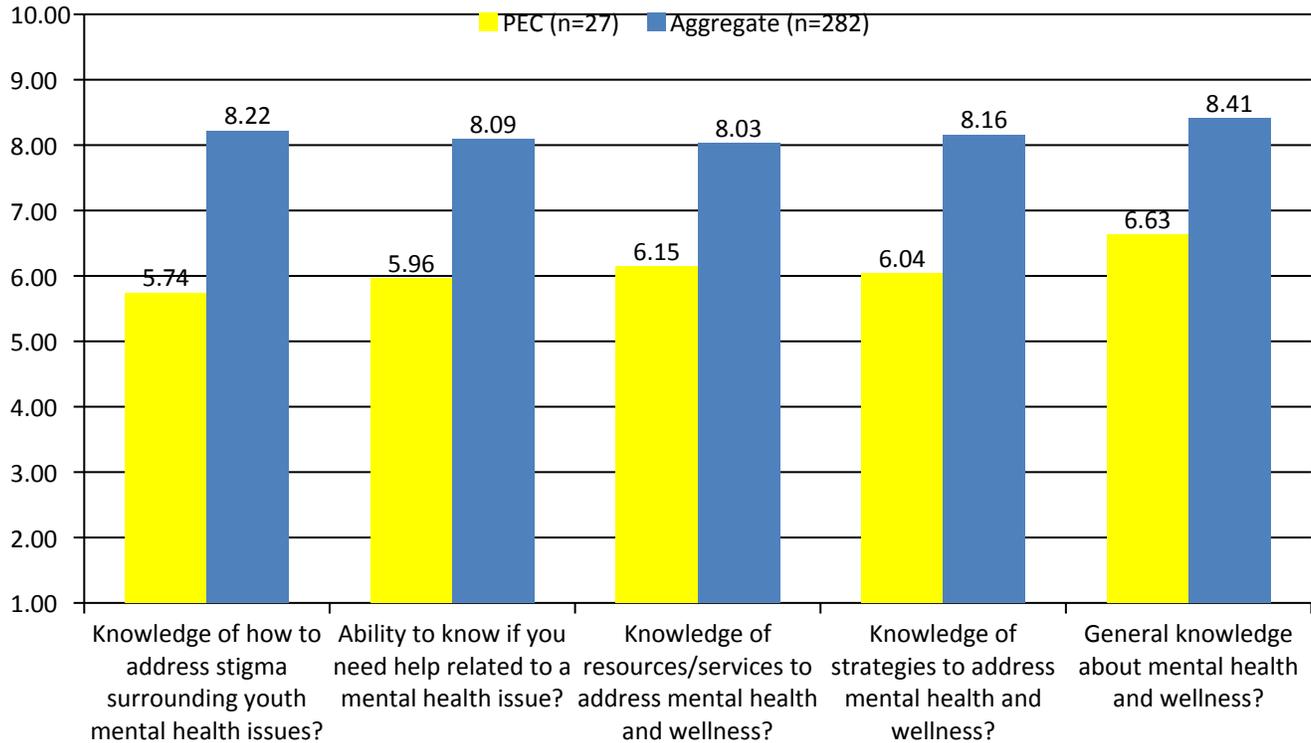
A) Youth Generativity & Optimism

First, participants were asked three questions in the domain of youth generativity, which refers to one's feelings and commitment towards the future. These factors have been shown to be related to positive mental health among youth. Participants were also asked two questions about their general optimism towards the future. The graph below provides a breakdown of the average responses per question in these areas, with the first three questions representing youth generativity and the last two representing youth optimism.

Aggregate (n=282) ■ **PEC (n=27)** ■

Question	PEC	Aggregate
I have knowledge and skills that I will pass on to others.	4.00	4.08
I think about ways to help others become leaders.	3.63	3.91
I feel it is important to help people younger than myself.	4.37	4.28
I am positive about my future.	4.22	4.00
Most problems can be solved by taking action.	4.04	4.14

1.00 1.50 2.00 2.50 3.00 3.50 4.00 4.50 5.00

B) Mental Wellness Knowledge & Skills

Next, participants were asked to rate their knowledge about mental health, wellness, and accessing resources. Responses on these questions ranged from 1(very little) to 10(a lot). The graph below provides a breakdown of the average responses per question in this area.

Chart legend: **PEC (n=27)** (yellow), **Aggregate (n=282)** (blue)

Question	PEC	Aggregate
Knowledge of how to address stigma surrounding youth mental health issues?	5.74	8.22
Ability to know if you need help related to a mental health issue?	5.96	8.09
Knowledge of resources/services to address mental health and wellness?	6.15	8.03
Knowledge of strategies to address mental health and wellness?	6.04	8.16
General knowledge about mental health and wellness?	6.63	8.41

C) Self-report of Mental Wellness

Next, a number of questions were asked to assess participants' overall mental wellness. The first part asked them to rate the following question on a scale of 0 to 10:

> "In general, where do you feel you stand at the moment? Mark the circle next to the number that best describes where you stand."

The responses ranged from 3 to 10 and the average was 6.63 (*SD* = 1.86). Below is a breakdown of the percentage of responses per answer for the PEC participants:

Response	3	4	5	6	7	8	9	10
%	3.7	7.4	18.5	18.5	22.2	14.8	3.7	11.1
(n)	(1)	(2)	(5)	(5)	(6)	(4)	(1)	(3)

The next two sets of questions asked participants to report on aspects of their own physical and mental health. For the first set, participants were asked to estimate how often they experienced various symptoms in the last <u>six months</u>. The responses ranged from 1(about every day) to 5(rarely or never). So, important to note is that **higher values represent lower endorsement of the symptoms (i.e., higher values are good!)**.
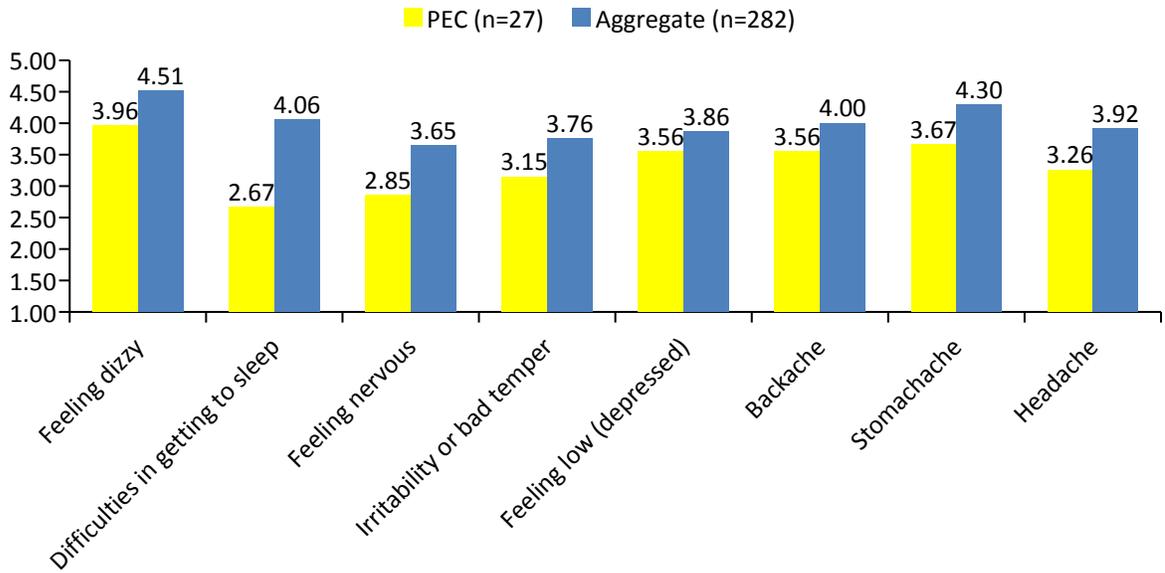
For the second set, participants were asked to estimate how often they experienced various psychological experiences in the past week. The responses ranged from 1(never) to 5(always). So, **important to note is that higher values represent higher endorsement of the specific experience.**
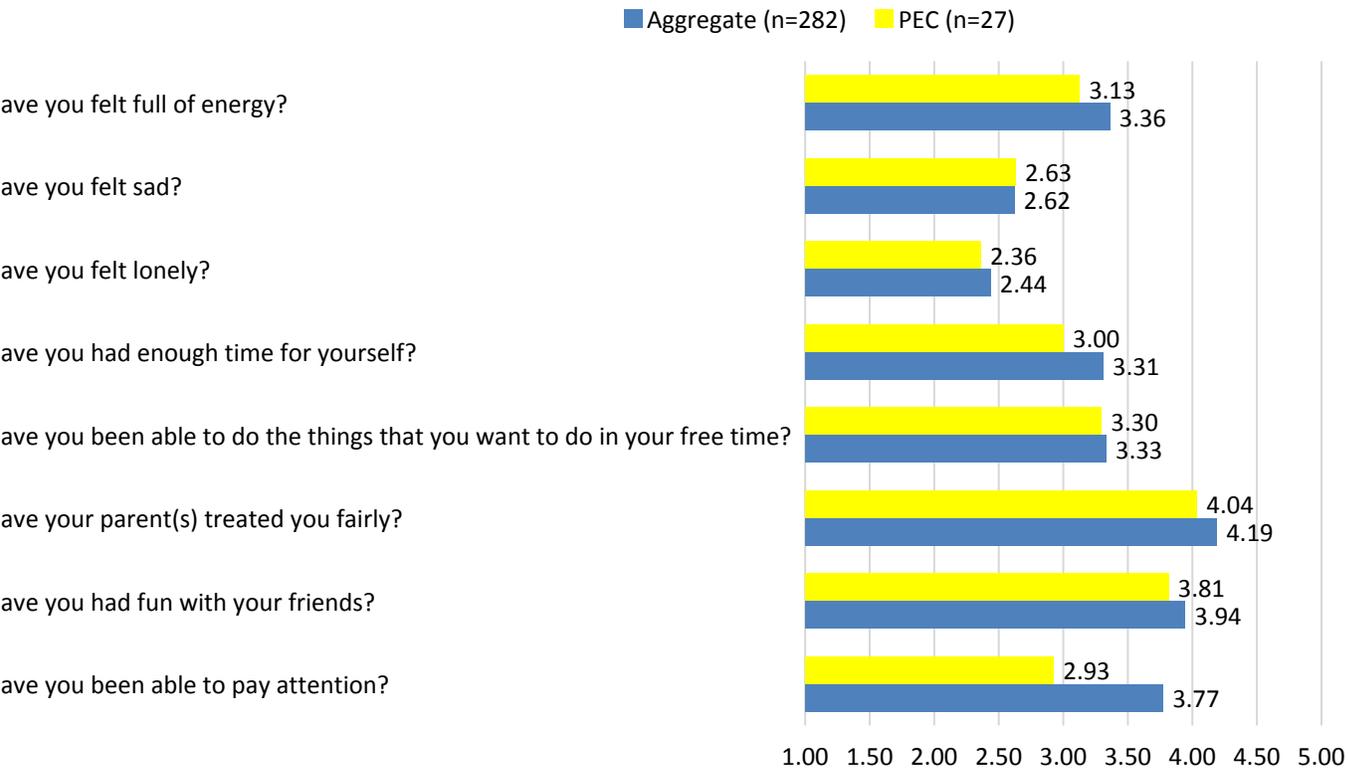
D) Module Summary & Takeaway

Lastly, for the categories within the *Mental Wellness* module, participants were assigned an overall mean. These means were averaged and then compared to determine whether any statistically significant differences existed between the PEC program participants and the StS aggregate sample. The table below describes these results (missing data was omitted from these analyses):

Category	Overall Mean (SD)		Summary of Comparisons
	PEC	Aggregate	
Youth Generativity (3 questions)	4.00 (0.58) n=27	4.00 (0.94) n=282	No statistically significant differences between groups.
Optimism (2 questions)	4.13 (0.61) n=27	3.96 (0.90) n=281	No statistically significant differences between groups.
Mental Wellness Knowledge & Skills	6.10 (2.14) n=27	7.41 (1.44) n=37	Aggregate sample statistically significantly greater than PEC sample, with a medium-large effect size. (Cohen's d = 0.72)
"Where do you feel you stand at the moment?"	6.63 (1.86) n=27	7.21 (1.89) n=38	No statistically significant differences between groups.
Physical & Psychological Symptoms (past 6 months)	n/a (each question tested independently)		Of all the questions, there was a statistical difference for "difficulties in getting to sleep," with the aggregate sample reporting significantly fewer difficulties sleeping than the PEC sample. (Medium-large effect size, Cohen's d = 0.71)
Psychological Experiences (last week)	n/a (each question tested independently)		Of all the questions, there was a statistical difference for "have you been able to pay attention," with the aggregate sample reporting significantly greater capacities for attention than the PEC sample. (Medium effect size, Cohen's d = 0.62)

Mental Wellness Module Takeaway: For this module, participants answered a number of questions assessing their mental wellness. The first set of questions assessed their generativity and optimism, two important factors for overall mental wellness. Results in this domain suggest that PEC participants have moderately high youth generativity and optimism, which were at levels comparable to the StS aggregate sample. The second set of questions looked at participants' mental wellness knowledge and skills. Results suggest the following:

- PEC Youth CI participants reported having moderate levels of knowledge and self-efficacy with respect to the mental health resources in the community. On a scale of 1(very little) to 10(a lot), participants' average responses ranged from 5.74 to 6.63.
- When compared to the StS aggregate sample, the PEC Youth CI participants reported substantially lower endorsement of the questions. Further, the overall rating in this category was statistically significantly greater among the StS aggregate sample. Given this finding, it is possible that the PEC Youth CI participants experience more barriers to accessing mental wellness knowledge and resources than youth from other programs.
    - One of the photos shared in the photovoice session was a waterfall. In response to addressing barriers youth face in accessing mental health resources, one participant commented how powerful water is. Once water gets in motion, a waterfall can break through many obstacles.
    - As cited in the *Caring Adult Model,* youth do not feel comfortable accessing mental health staff given possible shame and poor office placement.
    - Several youth cited gossip and peer stereotypes as barriers to accessing mental health services. One PEC participant commented, "Confidentiality is missing in the schools." Another participant sadly stated,

    "People are afraid to say or admit that they have depression or mental health issues because of stigma and other youth making fun of them."

- In response to phase 1 data, PEC Youth Cl has begun to address this huge community gap. The ROC Youth Advisory Council has created space to discuss mental health issues and resources. Better yet, these discussions are beginning to ripple out from the Youth Advisory Council space. One youth participant in the phase 2 discussion shared,

    "We are working towards mental health stuff right now. Sometimes we meet outside of the ROC and talk about ideas we want to talk about next time we have a meeting."

    Another participant in the phase 2 conversation questioned whether or not PEC Youth Cl has the correct orientation to meet the mental health needs of youth. This quote speaks to the power of relationships.

    "We get stuck thinking, 'What agencies are available?' Maybe we are overlooking the accessibility of people who can offer everyday support?"

A number of questions were included to examine participants' self-reported mental wellness. When asked to describe how they were feeling overall, participants in the PEC program reported moderate levels. Though lower than the StS aggregate sample, it was not a statistically significant difference. Lastly, a review of the specific symptoms endorsed by participants suggests the following:

- Of the symptoms listed, PEC participants reported that in the past six months, they most often had difficulties in getting to sleep and most often felt nervous. They reported statistically significantly greater difficulties getting to sleep than the StS aggregate sample.
- PEC participants reported similar responses to the aggregate in regard to feeling full of energy, feeling sad, and feeling lonely. The higher energy and lower levels of sadness are mirrored in the experience of one ROC Youth Advisory Council voice. In response to a photograph, the participant stated,

  "I really like the contrast of this photo. Half the picture is dark and half is light. I feel strong, like I am in the light, as a part of the youth council."

- Of the psychological experiences listed, PEC participants reported that in the past week, they most often felt treated fairly by parents and had fun with their friends and least often felt sad and lonely. They did, however, report difficulties paying attention at statistically significantly higher levels than the StS aggregate sample.
- PEC participants did report slightly lower on the having fun with friends item than the aggregate. The Youth Advisory Committee seems to be having a positive influence on youth's sense of friend ship. One youth participant in phase 2 commented,

  "I have made friends outside of my grade which I wouldn't have done before."

- Friendship was acclaimed by many phase 2 youth participants as a staple of positive mental health. Friendship may account for the relatively high psychological wellbeing scores seen in phase 1. Below are a few youth voices from phase 2 that illustrate the vital importance of friendship.
    - Showing a picture of a group of friends in front of high school lockers, one participant shared,

  "Good friends provide a mental health support system, they are always there for you when you need them and they are always picking you up when you fall down."

    - Another youth participant in the phase 2 conversation highlighted,

  "When I'm having a bad day, my closest friend supports me. And vice versa. Everyone needs a friend to get away from a problem or an abusive family situation. You want somewhere to go."

   - Related to the effects of friendship, one adult ally present at phase 2 commented,

  "Youth's mental health is tied to their sense of belonging."

Outcome 6: Consistent Caring Person

A total of 5 participants completed the *Consistent Caring Persons* module. This module consists of 8 questions, that are grouped into two categories. The results from PEC Youth CI are compared alongside the StS aggregate data, however, tests were not conducted because the PEC Youth CI sample **was too small** to yield valid statistical results.

A) Adult Support

First, participants were asked some questions about the extent to which they felt supported by the adults in their network. The graph below provides a breakdown of the average responses per question in this domain:
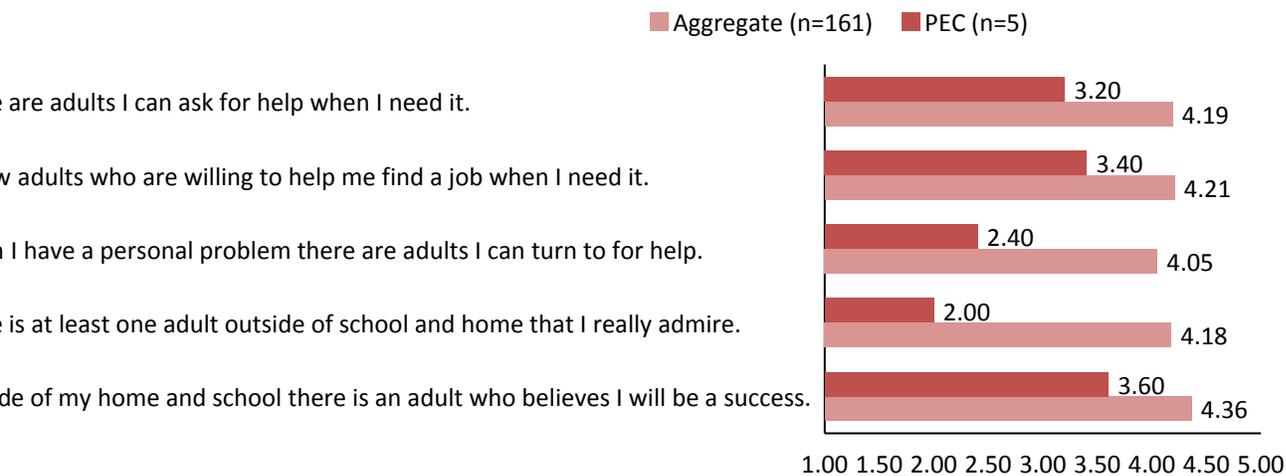
B) Support, Partnership, & Connection

The graphs below provide breakdowns of the average responses per three additional questions from this module. Responses ranged from 1(not at all) to 5(completely).
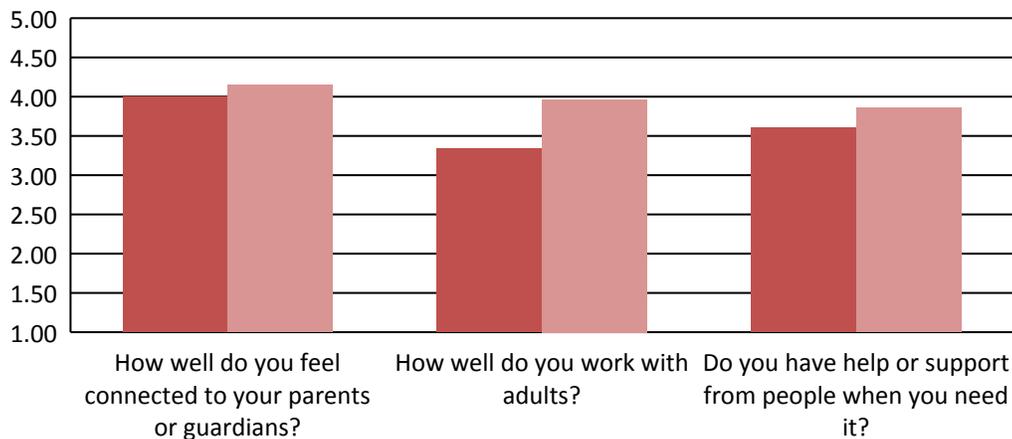
C) Module Summary & Takeaway

The tables below summarize the frequency of responses per category for all the questions in this module.

Question	# of Response Endorsement				
	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
There are adults I can ask for help when I need it.	1	1	0	2	1
I know adults who are willing to help me find a job when I need it.	1	1	0	1	2
When I have a personal problem there are adults I can turn to for help.	1	3	0	0	1
There is at least one adult outside of school and home that I really admire.	3	1	0	0	1
Outside of my home and school there is an adult who believes I will be a success.	1	1	0	0	3

Question	# of Response Endorsement				
	Not At All	A Little Bit	Moderately	A Lot	Completely
Do you have help or support from people when you need it?	1	0	0	3	1
How well do you work with adults?	1	2	0	0	1
How well do you feel connected to your parents or guardians?	1	0	0	1	3

*Consistent Caring Person Module Takeaway: For this module, participants answered a number of questions assessing the extent to which they feel they have consistent and caring adult support in their lives. Comparisons were made to the StS aggregate sample but because only 5 participants completed this survey, **the results should be interpreted with caution** and should not be generalized to larger samples or groups. A review of the results suggests the following:*

- Generally, these five participants are reporting low to moderate levels of adult support, and this is lower than the StS aggregate sample.
    - Phase 2 data sheds light on phase 1's finding regarding the seeming lack of caring adults. In regards to supporting PEC youth mental health, youth do not feel like they have a trusting adult to turn to. In the phase 2 photoshare, one participant shared a picture of a closed door with a locked comment box next to the door handle. Even though there are adult staff supports at the school, these resources are not utilized by youth. In the photoshare, one PEC youth shared,

    "A lot of students are too shy or embarrassed to access mental health. They feel that their friends might see them or that others will make fun of them. Also we do have enough people in schools like CYC's or other people. Young people need someone to talk to and to listen to them but there is just not enough people in schools to do that."

- School staff also emerged as a link to the potential lack of consistent caring adults. The merging of grade 7 and grade 8 students with one PEC high school has led to a deficit in the quality of care and education. One PEC participant with an IEP described in the phase 2 conversation that it was difficult to learn after the merge because there were not enough educational assistants in the classroom to meet the student's needs.
- Another possible explanation to the lack of trusted adults is the intimacy of the PEC community. Youth participants talked extensively about how small of a community PEC is. 'Small town' intimacy was attributed to a lack of privacy. The perceived interconnectedness of the community makes it harder for youth to trust, or rely on, a caring adult.
- However, these five participants reported higher support, partnership, and connection to the specific adults in their lives, and this was comparable to the StS aggregate sample.

Outcome 7: Youth Engagement Qualities

A total of 26 participants completed the *Youth Engagement Qualities* module. This module consists of 21 questions, that are grouped into four reliable sets and one question that is independent of the sets. The results from the PEC programs are compared alongside the StS aggregate data.
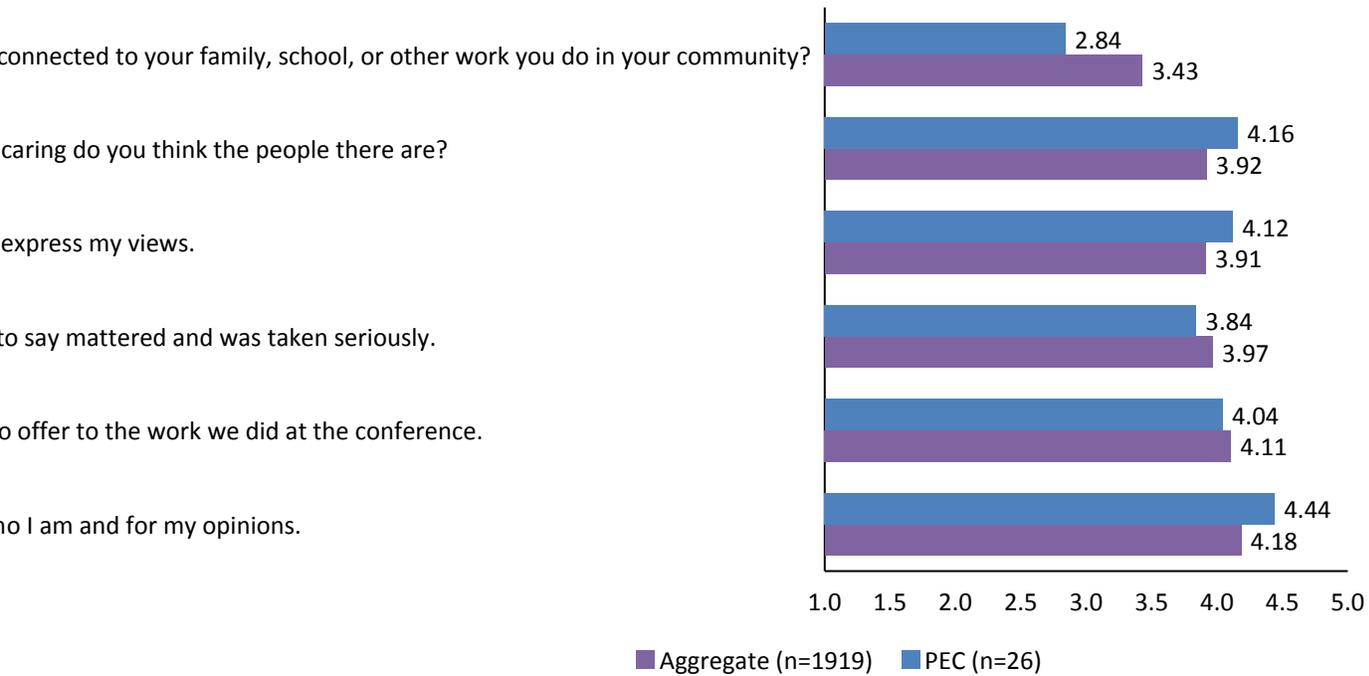
A) Safe Environment

First, participants were asked some questions about their experiences of safety and respect within their programs. The graph below provides a breakdown of the average responses per question in this domain:
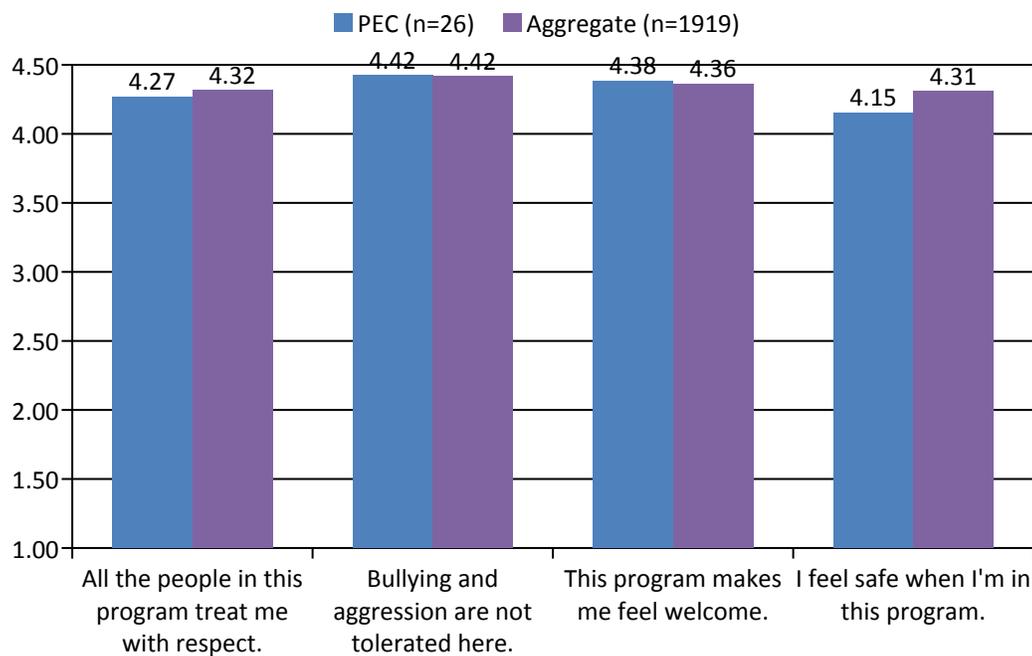

B) Features of Positive Developmental Settings

This category includes questions assessing empirically supported features of positive developmental settings for youth (e.g., connection, voice, contribution). The graph below provides a breakdown of the average responses per question in this domain:

connected to your family, school, or other work you do in your community? **2.84** / **3.43**

caring do you think the people there are? **4.16** / **3.92**

express my views. **4.12** / **3.91**

to say mattered and was taken seriously. **3.84** / **3.97**

offer to the work we did at the conference. **4.04** / **4.11**

ho I am and for my opinions. **4.44** / **4.18**

Aggregate (n=1919)   PEC (n=26)

C) "I met people with very different backgrounds, experiences, and opinions than mine"

The next section of this module included just one question, which asked participants on a scale of 1(strongly disagree) to 5(strongly disagree), the extent to which they met people with diverse backgrounds, comparatively. The graph below provides a breakdown of the average responses on this question:
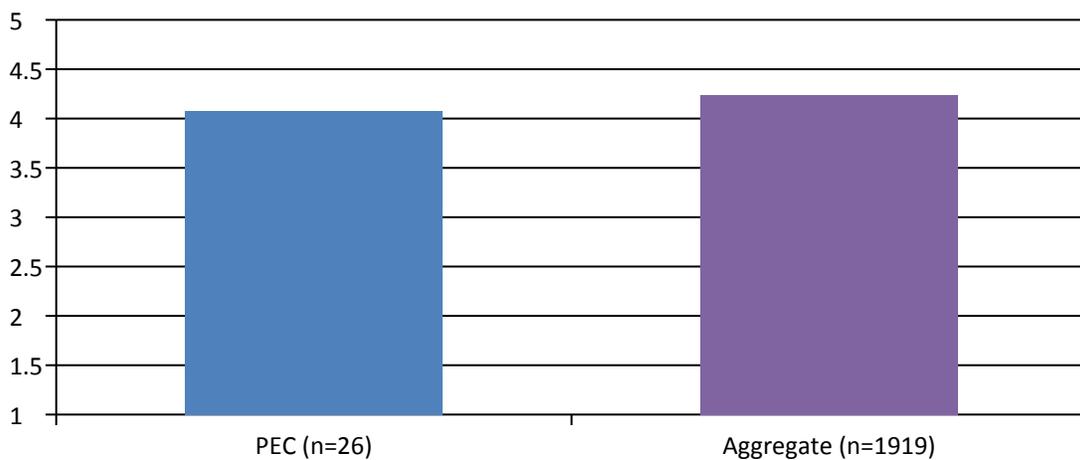

D) Youth Voice in Decision Making

This category includes questions assessing the extent to which youth feel they have a voice in the program and that their thoughts are respected by program participants and staff. The graph below provides a breakdown of the average responses per question in this domain:
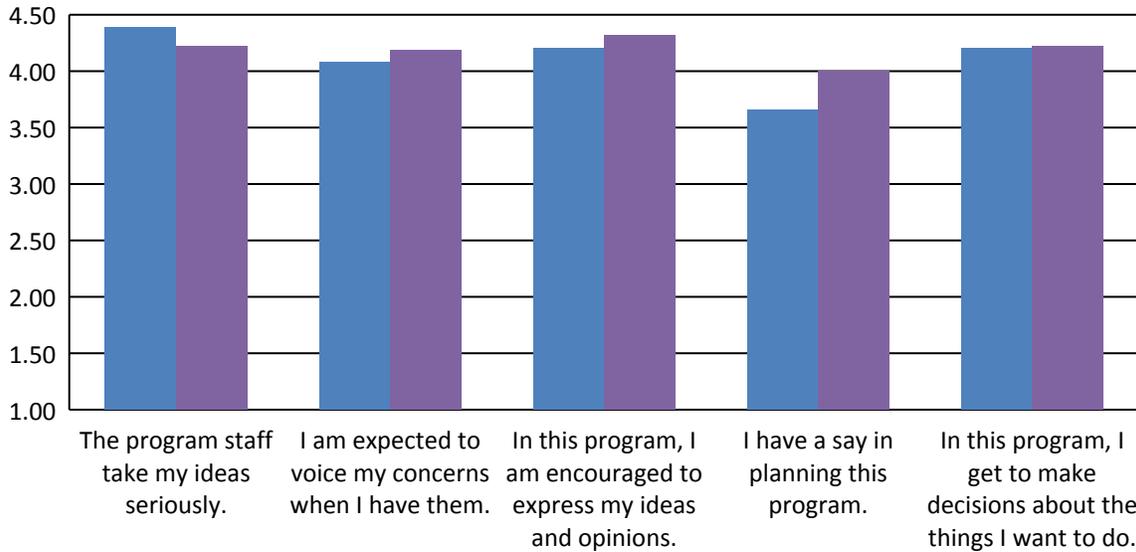
E) Youth Staff Partnerships

This category includes questions assessing the extent to which youth feel strong and healthy relationships towards the program staff. The graph below provides a breakdown of the average responses per question in this domain:
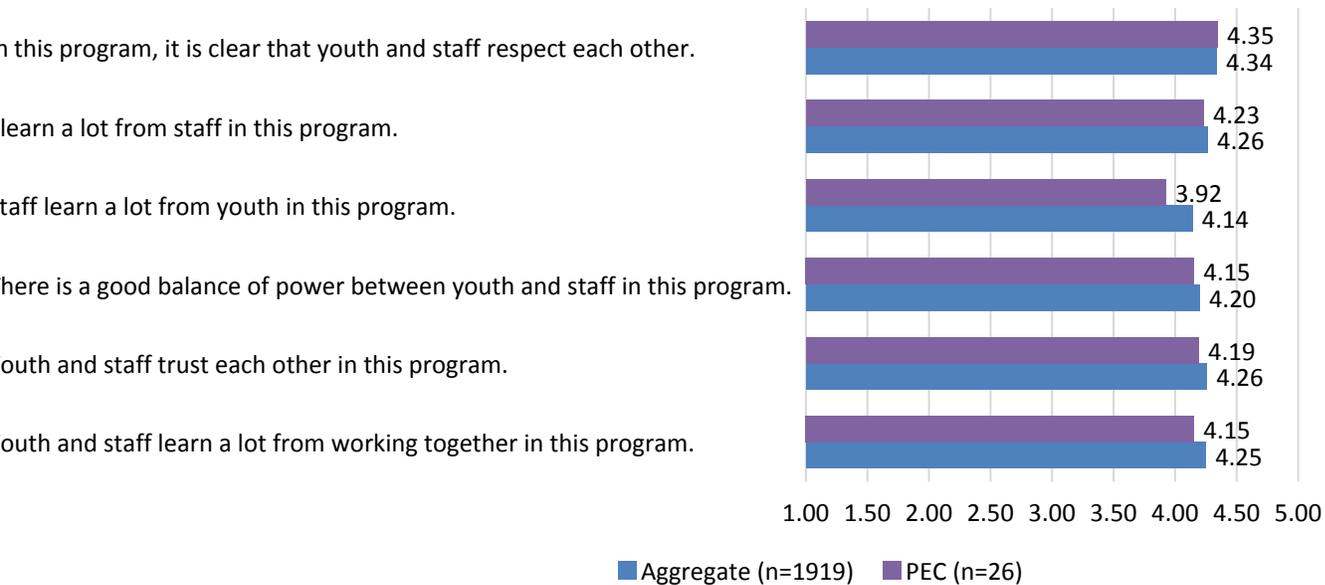
F) Module Summary & Takeaway

Lastly, for the categories within the *Youth Engagement Qualities* module, participants were assigned an overall mean. These means were averaged and then compared to determine whether any statistically significant differences existed between the PEC program participants and the StS aggregate sample. The table below describes these results (missing data was omitted from these analyses):

Category	Overall Mean (SD)		Summary of Comparisons
	PEC	Aggregate	
Safe Environment	4.31 (0.87) n=26	4.34 (0.74) n=1848	No statistically significant differences between groups.
Features of a Positive Developmental Setting	3.80 (0.93) n=26	3.91 (0.77) n=1444	No statistically significant differences between groups.
"I met people with very different backgrounds, experiences, and opinions than mine."	4.08 (1.10) n=24	4.24 (0.90) n=1423	No statistically significant differences between groups.
Youth Voice in Decision Making	4.11 (0.82) n=26	4.18 (0.77) n=1837	No statistically significant differences between groups.
Youth Staff Partnerships	4.17 (0.93) n=26	4.24 (0.77) n=1776	No statistically significant differences between groups.

Youth Engagement Qualities Module Takeaway: For this module, participants answered a number of questions assessing the extent to which they experience safety and key qualities of engagement within their program. With respect to safe environment, the PEC programs clearly provide a safe, welcoming, and respectful environment for its participants. Questions in this domain were endorsed highly among PEC participants and were comparable to the StS aggregate sample.

With respect to the key features of a positive developmental settings, participants responded positively, with average responses ranging from 2.84 to 4.44. The lowest rated question was, "Is your work involvement connected to your family, school, or other work you do in your community?" In response to this need, one change noted in the phase 2 discussion was that the PEC youth center has aligned its mission to address the gaps between youth life domains, such as family, work, and community involvement.

The highest rated question was "I felt accepted for who I am and for my opinions." Further, the results in this domain were consistent with the StS aggregate sample. PEC participants in phase 2 provided some context for this finding in a number of ways. Firstly, youth pointed out that the Youth Advisory Council gave them a platform to be heard. Second, youth voiced that anyone can be a part of the Youth Advisory Council. These youth perspectives seem to point toward approachability of youth programs as a key variable to amplifying youth voice.

Coupled with the high degree of acceptance, PEC participants responded highly to bullying and aggression not being tolerated at the program. Youth voices from phase 2 offer insights to this finding. Not only is bullying not tolerated in the program, but youth are advocates for their peers. These two quotes speak to youth's desire to stand up to bullying and aggression:

"You stand up for the person who is an outcast."

"You make a point to stand out and stand up."

When asked about meeting people with diverse backgrounds, the average response was 4.08 among PEC participants, suggesting that many PEC youth experience meeting others who are diverse. Again, this was comparable to the StS aggregate sample.

Lastly, for youth voice in decision making and youth staff partnerships, participants consistently highly endorsed questions in these areas and at a comparable level to the StS aggregate sample. In the phase 2 discussion, both youth and staff endorsed the high degree of collaboration required to propel the PEC Youth Cl forward. Participants pointed out that community organizations regularly consulted the ROC Youth Advisory Council when making decisions that impacted PEC youth. Community partner and youth collaborations were cited as a mutually edifying and beneficial. When highlighting the present synergy between community partners and youth, one participant remarked,

"This is a journey not a destination, we have a long way to go. But we never would have gotten the respect and confidence of outside agencies without having the common space for adults and youth to come together."

This quote uncovers the need to bring youth, adult allies, and community partners under one roof in order to make a difference. This quote also speaks to the high response scores observed in phase 1 data.

Outcome 8: Decision-Making

A total of 27 participants completed the *Decision-Making* module. This module consists of 5 questions that ask participants about how decisions are made within their respective event, program, or activity. Responses ranged from 1(not at all) to 5(completely). The graph below provides a breakdown of the average responses per question in this domain:
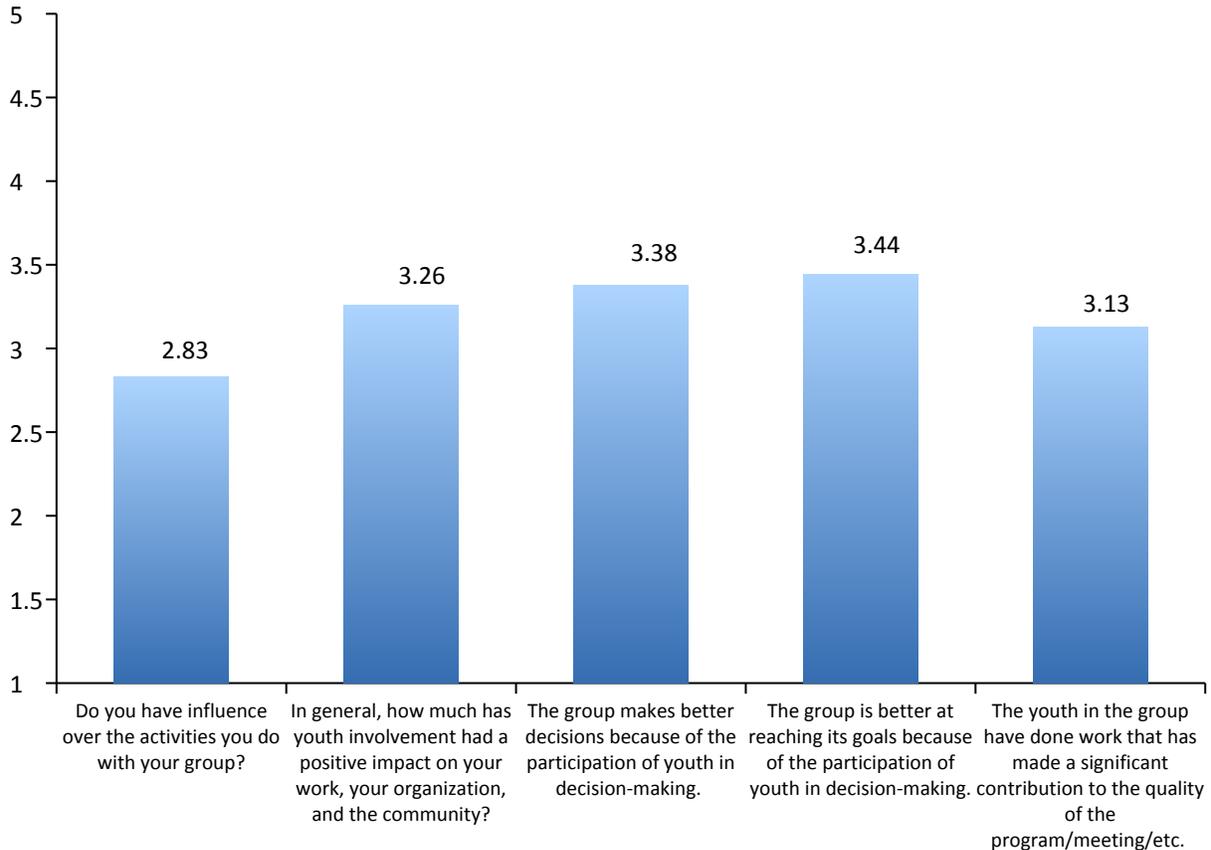
Module Summary & Takeaway

For this module, participants answered a number of questions assessing the decision-making processes within their program. Overall, responses were within the moderate range, with participants' sense of influence over the activities being rated the lowest and their recognition of the importance of youths' role in decision-making being rated the highest. One positive action being taken by the PEC Youth Cl is that the Youth Advisory Council has been working with PEC youth to develop self-advocacy skills.

Participation of youth in group decision making was one of the higher scored items in this module. One youth's experience with their high school's Athletic Council, shared at the phase 2 conversation, reflects this finding. A PEC Participant explained,

> *"I feel my voice is heard most on the athletic council because they*
> *include all group members in group conversations."*

Discussion

In terms of their engagement in community, participants reported moderate to low levels of civic participation, socio-political control, and sense of integration within their community. This pattern was statistically lower than the StS aggregate sample. However, when asked about resources within their communities, PEC participants indicated moderate knowledge regarding community resources and this was in line with the StS aggregate sample. Thus, although some PEC participants may not be as engaged within their community compared to youth from other programs, some of them indicated that they have a good understanding of the resources within their community.

Related to the above, when asked about addressing social issues, it appears that while some PEC youth value the importance of addressing various social issues, their reported actions do not necessarily align with this. That is, they endorsed engaging in a number of social activities at low to moderate levels.

In terms of their mental wellness, participants reported high levels of youth generativity, optimism, and moderate levels of overall wellness. Further, they did not highly endorse experiencing symptoms associated with mental illness or difficulties. For these areas in the mental wellness module, the PEC participants' results were comparable to the StS aggregate sample. Although they may not be experiencing severe difficulties in the area of mental wellness, questions looking at their knowledge and self-efficacy with respect to mental wellness and mental health resources were endorsed relatively low and significantly lower than the StS aggregate sample.

Lastly, with respect to the various program qualities, it is clear that the PEC Youth CI organizations evaluated provide a safe space for participants to feel welcomed and respected. All questions in this domain were endorsed highly and comparable to the StS aggregate data. The voices found within the data in the report also illustrate that youth experienced high quality engagement in the program. The participating PEC Youth CI organizations clearly provides space for youth to feel heard, with strong youth-staff partnerships. Further, the participants reported that they were encouraged to express themselves, that there were strong participant-staff relationships, that they met people of diverse backgrounds, and that the youth were moderately involved in the decision-making.

Proposed Shared Learning Plan for Execution Phase

Brief Description
Prince Edward County (PEC) Youth Collective Impact (CI) recently completed a year-long pilot shared learning plan as part of the launch funding process of the Youth CI funding stream. PEC Youth CI recently received execution funding from the Youth CI funding stream. The learnings and knowledge gathered from the pilot experience have been synthesized into a proposed shared learning plan for the recently funded execution phase of the project. This plan builds off of the experience and community capacity building of the launch phase. It incorporates a mixed methods approach and is grounded in acting as a mutually reinforcing activity for key service providers (KSP) and youth. The mutually reinforcing activity will support collective partners to continue to work together to achieve the common agenda. The process will continue to be grounded in a Participatory Action Research (PAR) methodology.

The PAR committee will meet quarterly. Each quarter will be geared to a specific purpose. Quarter 1 will focus on reviewing the shared learning plan for the year. For this first year of the execution phase, the quarter 1 meeting will focus on identifying the common quantitative tools that will be used across the collective to assess whether the collective is achieving the common agenda. The meeting will also focus on providing support for individual collective members to select a tool/method that will support their own individual reporting needs.

Subsequent meetings will focus on making meaning of the data and assessing the action that should be taken by the collective to address what's being found in the data. This action could include: follow-up qualitative research, the design of mutually reinforcing activities or initiatives geared to improve what's being seen in the data, advocacy to local, provincial and/or federal decision-makers.

Objectives

1. To continue to gather quantitative and qualitative data from the community.
2. To support sense-making of the data as a mutually reinforcing activity aligned to shared measurement/learning in the collective.
3. To provide opportunities for interested youth and representatives from the KSPs to participate in sense-making.
4. To build constituency in the community.

Proposed Activities

Dates	Description (Head)	Objective (Heart/ Spirit)	Outputs (Feet)
January 2018	**PAR Committee:** Incorporate time at the January launch meeting to invite folks to join the PAR committee. Share qualitative findings from Phase 2 with the collective members. Identify areas for action. The Backbone Organizing (BBO) Team will identify the most relevant quantitative tools (up to 3) from the Sharing the Stories (StS) platform. These tools will be presented to the PAR committee. The BBO will also work with KSPs to identify the specific StS tools that they'd like to use for their specific organizations.	To strike a PAR committee of interested youth and adult allies	Representative Participatory Action Research (PAR) Committee
Early February 2018	**PAR Committee Quarterly Meeting #1:** The SCC will	To build a PEC Youth CI data	Identified quantitative tools mapped to the

	facilitate a 2.0 hr session with the PAR committee in PEC. The session will focus on identifying the common quantitative tool that will be used across the collective. The PAR committee will then build a draft data collection plan geared to gathering the data from the broader community in a timely fashion. The meeting will also focus on action: PAR committee members will identify key recommendations for action based on the data from 2017. PAR committee members will be trained in ethical data collection processes and protocols. PAR committee members will be invited to support the data collection. After the meeting, the BBO will finalize the data collection plan. This plan will include a community plan and a description of the data collection plan for each individual KSP.	collection plan mapped to specific quantitative tools. To train PAR committee representatives in ethical data collection.	common agenda Increased capacity of PAR committee members A finalized community data collection plan.
February-April 2018	**Quantitative Data Collection:** PAR Committee Members, KSPs, youth embedded roles will support quantitative data collection across Prince Edward County. The data will be entered into the StS Platform by StS staff members. BBO will begin to execute the action plan based on recommendations generated by the PAR committee.	To gather data from the community.	Data collected from the broader community A strong dataset that forms the basis for annual reporting.
May 2018	**Quantitative Data Analysis:**	To analyze the quantitative data.	A quantitative data report

	The SCC's StS team will analyze the data generated through the data collection phase and turn into a draft report. Where possible, StS analysts will compare the results to the aggregate and to findings from the Year 1 pilot report.		
Early June 2018	**PAR Committee Meeting #2:** The PAR team will participate in a 2.0-hour sense-making session to go through the draft results from the quantitative data analysis process. The sense-making session will focus on checking in on whether the recommendations generated in January have led to change. PAR committee members to deliver sense-making sessions for their KSPs and the community. The meeting will end with a proposed agenda for a collective meeting on the data with roles assigned to PAR committee members.	To make meaning of the data To check-in on action plans To	Increased capacity of PAR committee members. Proposed agenda for a PEC Youth CI collective sense-making meeting
Late June 2018	**Community Wide Meeting:** The PAR Committee with support from the SCC will facilitate a community wide 2.0-hour meeting for PEC Youth CI collective partners. The meeting will focus on 1) sense-making of the data generated through the quantitative data process and 2) identifying areas for action based on the data The collective will focus on prioritizing and updating the action plan. The action will be focused on generating mutually reinforcing activities to address or build off of PAR	To provide the community with an opportunity to make sense of the data To identify action items and mutually reinforcing activities to address what's in the data	Enhanced community capacity Action items and mutually reinforcing activities that support the common agenda Community Action Plan

Sharing the Stories Youth Program Evaluation – The Students Commission of Canada

	committee recommendations.		
Summer 2018	The BBO and SCC will reconvene to review the updated action plan and mutually reinforcing activities. The BBO and SCC will identify and propose quantitative and/or qualitative tools to track progress on the action plan.	To finalize the action/mutually reinforcing activities plan To identify qualitative methods to track progress on the action plan	Mutually reinforcing activities Qualitative methods geared to tracking progress on mutually reinforcing activities
September 2018	**PAR Committee Meeting #3:**. The agenda for this meeting has been left open. The action plan will determine the process for this meeting.		
Fall 2018	**Qualitative Data Collection:** PAR committee members, KSPs and youth embedded roles will support data collection geared to the agreed-upon action items.	To collect qualitative data and to implement action plan.	
December 2018	**PAR Committee Meeting #4:** PAR committee members will share the data generated and report back on the successes and challenges of the action plan implementation. They will build a Shared Learning Plan for 2019.	To finalize the shared learning plan.	Proposed Shared Learning Plan for 2019