



**ABORIGINAL NEXT STEPS II
FINAL EVALUATION REPORT**

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McCreary Centre Society

3552 East Hastings Street

Vancouver, BC V5K 2A7

Tel: 604-291-1996

Fax: 604-291-7308

Project Evaluator:

Maya Peled, PhD

maya@mcs.bc.ca

McCreary Executive Director:

Annie Smith

annie@mcs.bc.ca

NCPC Program Officer:

Alma Zukanovic

Public Safety Canada

260 - 858 Beatty Street

Vancouver, BC V6B 1C1

Alma.Zukanovic@ps-sp.gc.ca

Note: The views and opinions expressed in this report are those of the authors and do not necessarily represent the views of the National Crime Prevention Centre or the Department of Public Safety.

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EXECUTIVE SUMMARY

Project Background

This project, *Aboriginal Next Steps II (ANS II: Aboriginal Youth Gettin' Bizy in the Community)*, offered Aboriginal youth between 13 and 19 years old the opportunity to participate in a sustainable crime prevention and health promotion initiative. The National Crime Prevention Centre (NCPC) provided funding for Aboriginal youth in nine communities across British Columbia to participate in the project. A tenth community was funded by the Ministry of Public Safety and Solicitor General. Communities were selected based on high incidence of substance use or risk of substance use among their Aboriginal youth.

The ultimate goal was to reduce criminal and health risk behaviours, including substance use, among the Aboriginal youth who participated. The expectation was that community involvement and participation in meaningful youth-led projects would reduce Aboriginal youths' risk factors for engaging in criminal and high-risk behaviours and would bolster protective factors associated with healthy development.

This project was based on the successful McCreary Aboriginal Next Steps workshop series (2001) and the McCreary Youth Foundation high engagement grant-giving model, which have both offered high levels of support to communities for developing and delivering local for-youth-by-youth projects. Details of the success of the Next Steps workshop series are documented in various McCreary reports (e.g., 2006a, 2006b, 2007a). The McCreary Centre Society is committed to improving the health of BC youth through community-based research, education and youth participation projects (www.mcs.bc.ca).

The emphasis of this project was on creating meaningful partnerships with Aboriginal organizations in the development, implementation and follow-up phases so that the overall project would be reflective of the needs and culture of the Aboriginal communities, and sustainability of the youth-led projects and associated positive outcomes would be enhanced. McCreary worked in partnership with Healing Our Spirits and YouthCO to develop this project. Healing Our Spirits and other Aboriginal-focused agencies provided in-kind support in the form of resources, staff, and participation on an Aboriginal Advisory Committee. They also helped to organize a Youth Advisory Committee (YAC) that guided the project.

McCreary's Executive Director oversaw the project while the Aboriginal Next Steps project coordinator designed the workshops, coordinated events, and was in regular communication with members of the Advisory Committee, YAC, and Aboriginal adult advocates in the participating communities.

Key activities included a leadership training weekend for YAC members; a community workshop in each of the nine participating communities focusing on substance use and other Aboriginal youth health issues; a community film night that showcases the arts-based projects (claymation) that youth completed in the workshop; grant-writing workshops to guide youth on how to write and submit proposals for the youth-led projects and for other grants once the project is complete; and the sustainable youth-led projects.

Anticipated Outcomes/Impacts and Indicators

The anticipated outcomes and associated indicators are listed below:

Anticipated Outcomes	Indicators
1. A total of 18 Aboriginal youth (2 from each community) will serve as YAC members for the duration of the project; Around 162 Aboriginal youth will participate in Phase I, and 270 youth in Phase II.	The number of Aboriginal youth who participate in the project.
2. There will be a low attrition rate among the Aboriginal youth participants.	The number (and percentage) of Aboriginal youth who stop participating before the project is over.
3. Aboriginal youth and adult staff will understand the proposal criteria, and all participating communities will successfully complete proposals.	Statements from Aboriginal youth and adult staff; Review all submitted proposals to assess applicants' understanding of the criteria, after applications have been submitted.
4. Youth will develop and engage in sustainable projects that directly address substance use and associated risky behaviours.	Content of the grant proposals, and comparison of the proposals to the final product at the end of Phase II.
5. Aboriginal youth will feel empowered and that they gained skills as a result of participating in the project, and will report satisfaction with the experience. Adult mentors will feel that the overall project was well organized and addressed relevant Aboriginal youth health issues.	Statements from Aboriginal youth participants and adult mentors/ community leaders at the end of Phase II.
6. Aboriginal youth participants will feel that they received sufficient guidance and support to carry out their youth-led projects.	Statements from Aboriginal youth participants at the end of Phase II.
7. Increased awareness and understanding among Aboriginal youth of substance use and associated health risk and criminal issues.	Youths' performance on a quiz, and written feedback after Phase I workshops.
8. Increased connectedness to community, peers, family and school (for those in school); Enhanced self-confidence, sense of purpose and hope for the future.	Time 2 youth self-report results; written feedback; statements in phone interviews with caregivers.
9. Decreased criminal involvement, substance use, self-harm, and suicidal thoughts and attempts among Aboriginal youth who participated in the project.	Time 2 youth self-report results; written feedback; statements in phone interviews with caregivers.
10. At least one new project is successfully delivered in each participating community. Aboriginal adult mentors and community leaders are engaged in the projects and committed to delivering future crime reduction and prevention projects. Aboriginal youth provide positive feedback.	Statements from adult mentors and community leaders regarding perceived success of projects and possible future projects. Also written feedback from youth participants about the projects / activities, at the end of Phase II.

Evaluation Design Overview

Quantitative data from youth self-report questionnaires and from youth and adult feedback forms were used. In addition, qualitative information was collected through open-ended questions on the feedback forms and from interviews with caregivers.

The process-related questions (1 through 6 in the table above) were assessed through verbal and written feedback from the Aboriginal youth and adult mentors, as well as information from the project coordinator.

To measure short-term outcomes, feedback forms and a brief quiz at the end of Phase I workshops assessed the degree to which the workshops increase Aboriginal youths' awareness and understanding of substance use and associated health risk and criminal issues.

In addition, pre- and post- tests using self-report surveys were conducted to assess if positive short-term and long-term outcomes (e.g., reduced substance use and criminal activity, and increased connectedness and hopefulness) occur as a result of participating in the project. Participants are surveyed when they begin the project (Baseline; Time 1) and upon completion of Phase II (Time 2).

This project was completed in December, 2009.

Final Process & Outcomes Evaluation Findings

- ◆ Participants' feedback and quiz performance in Phase I indicated increased awareness and understanding of youth substance use and related health risk and criminal issues.
- ◆ Most youth participants who had engaged in risky behaviors indicated that participation in the project helped to reduce their substance use (92% of youth), criminal behaviour (92%), thoughts about suicide (100%), and self-harmful behaviour (100%).
- ◆ The majority of youth participants reported that their involvement helped to increase their community connectedness (69% of youth), peer relationships (87%), and school connectedness (63%). Most (60%) also reported that their involvement helped to enhance their family relationships.
- ◆ Youth also reported improvements in their self-esteem (81%), sense of meaning in the activities they engage in (81%), and hope for their future (94%).
- ◆ Feedback from youth and adults indicated that youth participants felt empowered and satisfied as a result of planning the sustainable youth-led events. They also gained skills that will help them now and in the future. Further, some reported that this experience was a life-changing one for them.

- ◆ Most youth participants felt that there was sufficient adult support. However, some adult mentors reported that a greater commitment from other local adults from the start would have facilitated the process.
- ◆ The attrition rate for YAC members was very low although it was a challenge to establish continuity in participation among other Aboriginal youth across the two-year project (i.e., same individuals participating over the two years).
- ◆ This project “planted seeds” and created “ripples” that have resulted in increased hope and strength in the participating Aboriginal communities.
- ◆ This project resulted in an increased capacity for not only planning but also sustaining youth-led community initiatives, including crime-reduction projects. Many of the youth participants have specific ideas for future workshops and events they are interested in organizing. In some communities, youth are continuing with their projects in a similar format as was adopted during the ANS II. In others, youth are seeking new funding to expand and develop their projects.

Lessons Learned

About the project

- ◆ The overall project model was a successful one, whereby community workshops on youth health and an arts-based activity are followed by the planning and executing of a youth-led community event.
- ◆ Many young people benefited from meaningful youth engagement provided by this project, and they reported a number of positive outcomes (reduced risk behaviours and increased health-related outcomes). Further, many youth participants and adult supports indicated that their communities will grow stronger as a result of this experience.
- ◆ The two-year duration of the overall project highlighted the challenge of keeping youth engaged for this length of time. Although many young people participated and benefited from the project, only a relatively small core participated from start to finish. One factor that may have contributed to this challenge was that youth participants generally did not attend regular meetings (e.g., once a week) and instead would meet sporadically for scheduled workshops or to intensively plan their youth-led events immediately before the events occurred.
- ◆ Feedback from adult supports (i.e., community supports/mentors) and youth participants highlighted the importance of having clear commitments from a sufficient number of local adult staff at the start of the project. This commitment (and low staff turnover rates) greatly contributes to the smooth-running of the project and to helping youth participants stay engaged.

About the evaluation

- ◆ Feedback forms were an effective and efficient way of collecting useful data after each workshop. These forms included forced-choice options (e.g., likert-scales) and open-ended questions.
- ◆ Phone interviews with caregivers were a good supplement to the written evaluations because they provided personal and in-depth accounts of the impact of the project, using a culturally-sensitive method.
- ◆ Measuring changes in youths' self-report survey responses from Time 1 to Time 2 (changes over time) proved to be challenging because the number of completed Time 2 surveys was relatively low. A solution to this challenge was to ask youth directly at the end of the project (using paper-and-pencil feedback forms) the extent to which their involvement helped to increase specific health-promoting behaviours and protective factors (e.g., hopefulness, community connectedness) and to decrease specific risk behaviours (e.g., substance use, criminal involvement).
- ◆ However, given that measuring and comparing youths' behaviours at various time-points is a more methodologically rigorous way of assessing changes over time, future evaluations should implement this approach when warranted (e.g., when the sample size is large enough). Further, the Time 1 baseline data provided useful information about the youths' behaviours and functioning that contributed to a better understanding of their backgrounds, including their strengths and the challenges they face.

PROJECT OVERVIEW

Background

The McCreary Centre Society is committed to improving the health of BC youth through community-based research, education and youth participation projects. McCreary's Aboriginal Next Steps II project (ANS II) involved the development and implementation of workshops, arts-based projects and sustainable youth-led initiatives related to Aboriginal youth health, in Aboriginal communities across BC. The ultimate goal was to reduce criminal and health risk behaviours, including substance use, among the Aboriginal youth who participated (see logic model below).

As Aboriginal communities continue to deal with the repercussions of colonization, including residential schools and intergenerational trauma, Aboriginal youth face many challenges and risk factors that can negatively impact their adjustment in adolescence and development into adulthood. Among youth in school, Aboriginal youth compared to their non-Aboriginal peers have higher rates of substance use, suicide attempts, family histories of suicide, physical and sexual abuse, sexual harassment, and victimization by peers (McCreary Centre Society, 2005a). Aboriginal students also have a higher school dropout rate (BC Ministry of Education, 2006) and lower post-secondary educational aspirations compared to non-Aboriginal students (McCreary Centre Society, 2005a).

Aboriginal youth are overrepresented in marginalized groups in BC, specifically among street-involved youth, youth in custody, and youth in government care (McCreary Centre Society, 2005a, 2005b, 2007b). Aboriginal youth in these vulnerable populations display even higher rates of substance use, physical and sexual abuse, and high-risk behaviours that jeopardize their health and well-being (McCreary Centre Society, 2005a, 2007b).

The challenges that Aboriginal youth face place them at greater risk for developing not only physical health problems but also a wide range of social and mental health difficulties stemming from drug use and related issues. For example, chronic drug use in adolescence predicts criminal activity (Hart et al., 2007; Weiner et al., 2001), poor social adjustment (Patton et al., 2007), increased mental health problems, multiple drug dependency in adulthood (Degenhardt et al., 2007), poor school attendance (Engberg & Morral, 2006), and poor job quality outcomes in adulthood (Ringel et al., 2007).

Given the risk factors in the lives of Aboriginal youth in BC, it is essential that more be done to promote their healthy development and well being. This project aimed to bolster and sustain Aboriginal youths' protective factors, and to minimize risk factors, through constructive community activities that empower youth, motivate them to achieve their goals, and facilitate a healthy transition to adulthood. The focus of this project was on youth engagement within Aboriginal youths' communities because individuals have a fundamental need to feel connected to their communities. The quality of these community connections, and relationships with others in the community, affect individuals' sense of belonging, shape the way they define themselves, and influence their hopefulness for the future (Leslie & Storey, 2000; Mashek et al., 2007). Further, youths' involvement in organized community activities is associated with a wide range of positive outcomes, including enhanced self-esteem and life satisfaction (Gilman, 2001) as well as reduced rates of delinquent behaviour, criminal arrests, substance use, and mental health problems (e.g., Mahoney, 2000; Palen & Coatsworth, 2007).

Current Project

This project was based on the successful McCreary Aboriginal Next Steps workshop series (2001) and the McCreary Youth Foundation high engagement grant-giving model, which have both offered high levels of support to communities for developing and delivering local for-youth-by-youth projects. Details of the success of the Next Steps workshop series are documented in various McCreary reports (e.g., 2006a, 2006b, 2007a).

The emphasis of this project was on creating meaningful partnerships with Aboriginal organizations in the development, implementation and follow-up phases so that the overall project was reflective of the needs and culture of the Aboriginal communities. Another goal was to enhance sustainability of the youth-led projects and associated positive outcomes.

The McCreary Centre Society worked in partnership with Healing Our Spirits and YouthCO to develop this project. Healing Our Spirits and other Aboriginal-focused agencies provided in-kind support in the form of resources, staff, and participation on an Aboriginal Advisory Committee. They also helped to organize a Youth Advisory Committee (YAC) that guided the project. McCreary's Executive Director oversaw the project while the Aboriginal Next Steps project coordinator designed the workshops, coordinated events, and was in regular communication with members of the Advisory Committee, YAC, and Aboriginal adult advocates in the participating communities.

This project involved an action research framework (e.g., Atweh et al., 1998) in that youth participants and adult mentors within Aboriginal communities had an active role in designing the activities and projects. The youth-led projects reflected youth health issues and concerns within each community. The process of identifying core issues and finding ways to address them has been found to provide youth participants with a voice and sense of empowerment (Morsillo & Prilleltensky, 2007).

The National Crime Prevention Centre (NCPC) provided funding for Aboriginal youth (ages 13 to 19) in nine communities across diverse regions of British Columbia to participate in the ANS II project. A tenth community, funded by the Ministry of Public Safety and Solicitor General, was added after the interim evaluation report. Communities were selected based on high incidence of substance use or risk of substance use among their Aboriginal youth.

The project's provincial Youth Advisory Committee (YAC) was comprised of up to two Aboriginal youth in each community. YAC representatives oversaw the projects in their communities, supported each other's work, and met in Vancouver toward the end of the project for a weekend training session and wrap-up. The purpose of the final wrap up session was to hone their communication and leadership skills, to plan for the sustainability of their community projects and to discuss their experiences while working on the ANS II project.

Phase I

Aboriginal youth ages 13 to 19 participated in community workshops pertaining to substance use and other Aboriginal health issues (Workshop 1). The workshops provided youth with an opportunity to discuss the current status of youth health; to dispel negative myths and build positive attitudes; to identify priority issues associated with substance use (e.g., transmission of diseases; suicide harm reduction); and to explore innovative ideas for improving the health of young people in their communities and transforming their ideas into action.

In Workshop 2, Aboriginal youth in the participating communities, with support from adult staff, produced a claymation film about an issue relating to substance use and Aboriginal health that was meaningful to them (maximum 18 youth per community; 2-3 films per community). They then presented their film at a community film night and participated in an intergenerational dialogue.

All events in Phase I (workshops and film night) included discussions with Aboriginal youth and adult mentors about the resources and services available in their community and how they could build on these to develop projects that would ultimately strengthen their community ('community mapping'). These discussions facilitated the development of action plans for the youths' projects.

Through participation in meaningful and creative community workshops and activities, the aim of Phase I of the project was to increase Aboriginal youths' awareness and understanding of health risk behaviours, including substance use. The rationale is that increased awareness of high-risk behaviours, such as substance use, and the repercussions associated with these behaviours can ultimately bring about reductions in substance use and other health risk behaviours (e.g., Blume & Resor, 2007; Lin & Wang, 2003). Another goal was to engage youth in productive and prosocial activities, and spark their interest in maintaining involvement and connections in their community.

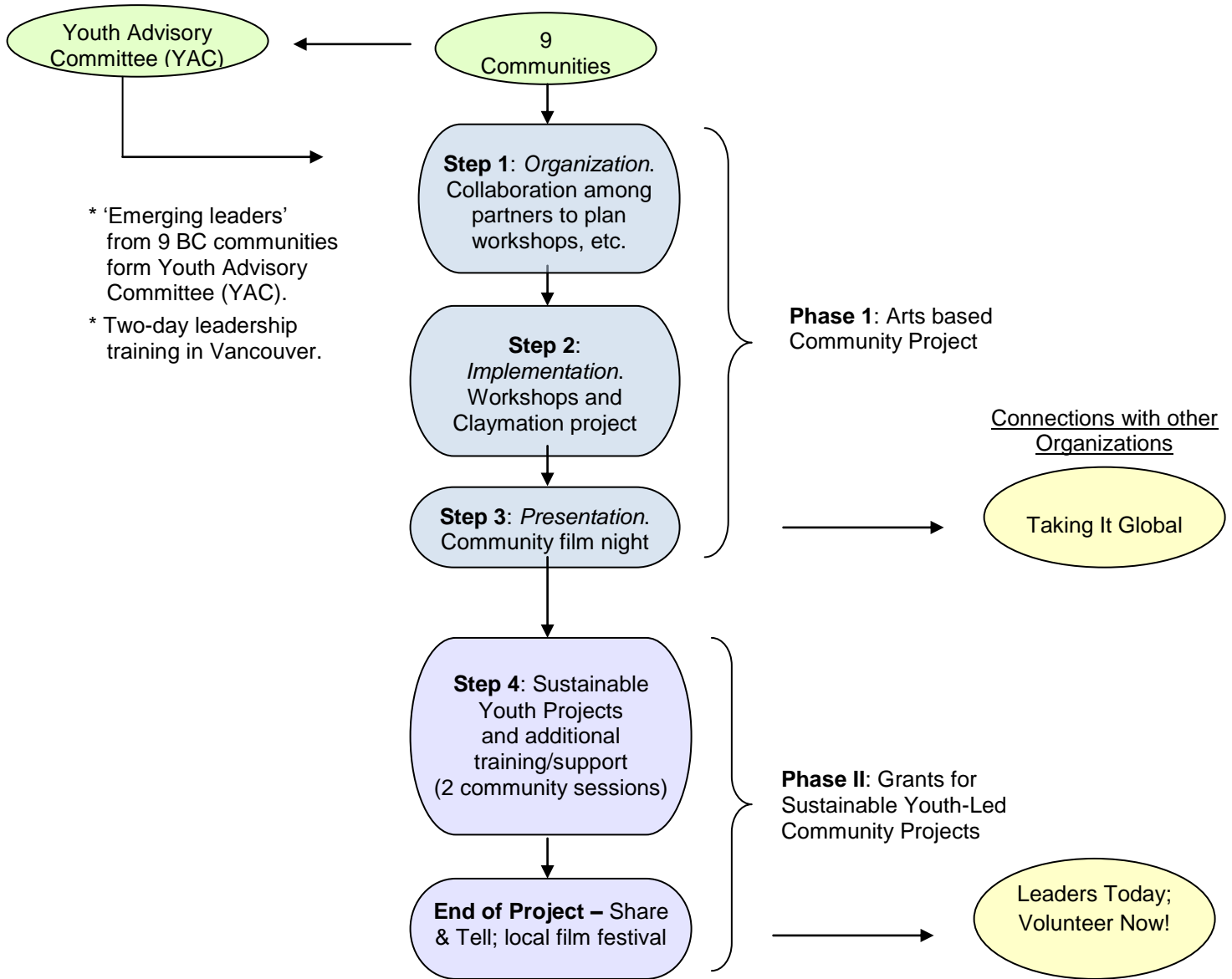
Phase II

In the next phase of the project, YAC members and other youth in the participating communities were able to access up to \$5000 (per community) to develop and deliver a sustainable youth-led community project. McCreary's Aboriginal Next Steps Project Coordinator facilitated project-planning workshops (Workshop 3) for the youth to learn how to develop and articulate a project idea, to write up a budget, and plan their community-based youth-led project.

The focus of the youth-led projects was on substance use and related Aboriginal youth health issues, and the projects were geared to increasing community engagement among young people who are currently using or at-risk of using alcohol and drugs. Youth in each community worked with McCreary's Aboriginal Next Steps Project Coordinator and adult mentors in local Aboriginal community agencies to deliver the project in their community. YAC members and other youth involved in organizing the projects recruited additional Aboriginal youth in their communities to take part in the projects and related activities.

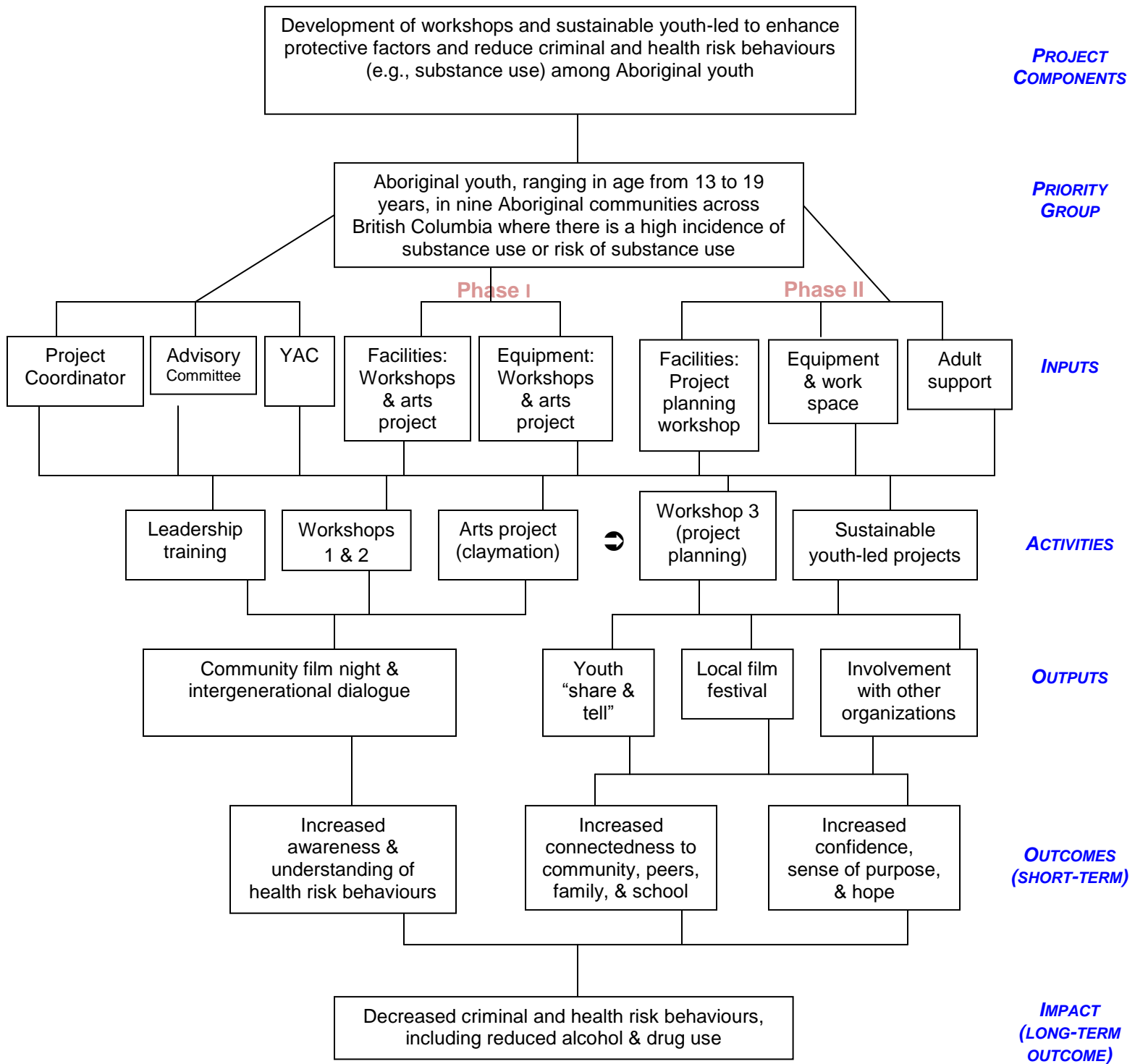
The goals of the youth-led projects were to enhance youths' self-confidence, sense of purpose, and hope for their future (Chandler & Lalonde, 1998) through active participation in projects that are personally meaningful. Other goals were to increase youths' sense of connectedness to their community, peers, family and school (for those in school) by sharing their work ("share & tell") and presenting the projects to others (e.g., at schools and a local film festival). The longer-term goals included reduction in Aboriginal youths' involvement in criminal behaviour and health risk behaviours, including alcohol and drug use. Based on previous research (e.g., Mahoney, 2000; Palen & Coatsworth, 2007), the rationale was that Aboriginal youths' participation in organized and personally meaningful projects would propel them toward creative and constructive behaviours and divert them from antisocial behaviours, including crime and substance use.

Aboriginal Next Steps II: At A Glance*



*A tenth community was added to the project in 2008

Logic Model*



*A tenth community was added to the project in 2008

EVALUATION QUESTIONS

Overall Purpose of the Project Evaluation

The project was evaluated to (1) assess if the workshops were effective in enhancing Aboriginal youths' awareness and understanding of health risk behaviours; (2) evaluate whether participation in the sustainable youth-led projects had a positive impact on youths' behaviours and psycho-social functioning; and (3) assess if the proposal-writing process for the youth-led projects was accessible to applicants, and to what extent the youth-led projects focused on substance use and related Aboriginal health issues.

Specific Research Questions

Process outputs

1. Was the target number of participants reached? Were some recruitment strategies more effective than others? How many participants completed Phase I only; Phase II only; and both Phases of the project?
2. What was the attrition rate? How many YAC members left before the project was over? How many other Aboriginal youth participants left before completion of the project? What were the reasons for leaving?
3. Were the criteria for the sustainable youth-led projects clear and attainable?
4. What types of projects did youth complete in Phase II? To what extent did the projects address youth substance use and associated criminal and health risk behaviours?
5. Were youth participants and adult mentors/community leaders satisfied with the process?
6. Was there sufficient adult support to assist youth with their projects? Who provided the majority of the assistance?

Short-term outcomes

7. To what extent did the workshops in Phase I increase Aboriginal youths' awareness and understanding of youth substance use and associated health risk and criminal issues?
8. To what extent did participation in the sustainable youth-led projects (Phase II) enhance youths' connectedness to their community, peers, family and school (for those in school); and improve their confidence, sense of purpose, and hope for the future?

Long-term outcomes

9. To what extent did participation in the sustainable youth-led projects (Phase II) decrease criminal involvement, substance use, self-harm, and suicidal thoughts and attempts?
10. Did the participating Aboriginal communities exhibit increased capacity to organize and deliver crime reduction/prevention projects?

METHODOLOGY

Evaluation Design

The research design aimed to reach the Basic level. Pre- and post- test surveys were administered to assess if positive changes occurred as a result of participating in the project. Participants were surveyed when they began the project (Baseline; Time 1) and upon completion of Phase II (Time 2). Another time-point three months after completion of the project (Time 3) would have been ideal for assessing if positive changes were maintained over time; however this was not feasible due primarily to the small number of participants who completed Time 2. No other changes were made to the original methodology.

The process-related questions (1 through 6 in the table below) were assessed through verbal and written feedback from the Aboriginal youth and adult mentors, interviews with caregivers, and information from the project coordinator.

To measure short-term outcomes, feedback forms and a brief quiz at the end of Phase I workshops assessed the degree to which the workshops increase Aboriginal youths' awareness and understanding of substance use and associated health risk and criminal issues. In addition, self-report surveys, interviews with caregivers, and final reports assessed if positive short-term and long-term outcomes (e.g., reduced drug use and criminal activity, and increased connectedness and hopefulness) were associated with participating in the youth-led projects.

Therefore, both quantitative and qualitative data were collected from a variety of sources, including youth self-report surveys, feedback forms, interviews with adult caregivers, and the youth-led project final reports.

Indicators, Expected Outputs and Related Information

The chart below provides a summary of the evaluation questions, how the questions were answered, timing of data collection, and expected outputs. Please refer to the logic model for more information on inputs, activities, outputs and outcomes.

Evaluation Questions	Indicators	Expected Outputs and Outcomes	Sources/Methods	
			Source of information; Tools / instruments	Timing of collection
PROCESS OUTPUTS				
1. Was the target number of participants reached? Were some recruitment strategies more effective than others? How many participants completed Phase I only; Phase II only; and both Phases of the project?	The number of Aboriginal youth who participate in the project.	A total of 18 Aboriginal youth (2 from each community) will serve as YAC members for the duration of the project; Around 162 Aboriginal youth will participate in Phase I, and 270 youth in Phase II.	Information from project coordinator and Aboriginal adult mentors; Number of youth surveys and feedback forms completed.	Once for each phase of the project.
2. What was the attrition rate? How many YAC members left before the project was over? How many other Aboriginal youth participants left before completion of the project? What were the reasons for leaving?	The number (and percentage) of Aboriginal youth who stop participating before the project is over.	Very low attrition rate among the Aboriginal youth participants.	Information from project coordinator and Aboriginal adult mentors.	At the end of Phases I and II.
3. Were the criteria for the sustainable youth-led projects clear and attainable?	Statements from Aboriginal youth and adult staff; Review all submitted proposals to assess applicants' understanding of the criteria.	Aboriginal youth and adult staff will understand the proposal criteria, and all participating communities will successfully complete proposals.	Youth participants and adult mentors involved in the writing and submission of proposals. Project proposals; Feedback forms and oral feedback from adult staff and youth who were involved in proposal writing and submission.	At the end of Phase II.

Evaluation Questions	Indicators	Expected Outputs and Outcomes	Sources/Methods	
			Source of information; Tools / instruments	Timing of collection
4. What types of projects did youth complete in Phase II? To what extent did the projects address youth substance use and associated criminal and health risk behaviours?	Content of the project proposals, and comparison of the proposals to the final product.	Sustainable projects that directly address substance use and associated risky behaviours.	Information from project coordinator; Discussions with Aboriginal adult mentors; project proposals; project presentations/final products	At the end of Phase II.
5. Were youth participants and adult mentors/community leaders satisfied with the process?	Statements from Aboriginal youth participants and adult mentors/community leaders.	Aboriginal youth will feel empowered and that they gained skills due to participating in the project, and will report satisfaction with the experience. Adult mentors will feel that the overall project was well organized and addressed relevant Aboriginal youth health issues.	Aboriginal youth participants and adult mentors. Oral feedback and data on feedback forms.	Informal feedback collected regularly; Oral and written feedback on overall project collected at the end of Phase II.
6. Was there sufficient adult support to assist youth with their projects? Who provided the majority of the assistance?	Statements from Aboriginal youth participants.	Participants will feel that they received sufficient guidance and support to carry out their youth-led projects.	Feedback form completed by Aboriginal youth participants, and oral feedback from youth participants.	At the end of Phase II.
SHORT-TERM OUTCOMES				
7. To what extent did the workshops in Phase I increase Aboriginal youths' awareness and understanding of youth substance use and associated health risk and criminal issues?	Youths' performance on quiz, written feedback.	Increased awareness and understanding among Aboriginal youth of substance use and associated health risk and criminal issues.	Participants complete quiz after workshops assessing awareness & understanding of substance use and other issues, and complete feedback forms asking how much they learned at the workshops.	During Phase I workshops.

Evaluation Questions	Indicators	Expected Outputs and Outcomes	Sources/Methods	
			Source of information; Tools / instruments	Timing of collection
8. To what extent did participation in the sustainable youth-led projects (Phase II) enhance youths' connectedness to their community, peers, family and school (for those in school); and improve their confidence, sense of purpose, and hope for the future?	Time 2 youth self-report results; written feedback; Statements in phone interviews with caregivers.	Increased connectedness to community, peers, family and school (for those in school); Enhanced self-confidence, sense of purpose and hope for the future.	Aboriginal youth participants; caregivers. Youth self-report surveys. See the Measures Table for details on the questions contained in the youth survey.	At the end of Phase II
LONG-TERM OUTCOMES				
9. To what extent did participation in the sustainable youth-led projects (Phase II) decrease criminal involvement, substance use, self-harm, and suicidal thoughts and attempts?	Time 2 youth self-report results; written feedback; Statements in phone interviews with caregivers.	Decreased criminal involvement, substance use, self-harm, and suicidal thoughts and attempts at three months follow-up, among Aboriginal youth who participated in the project.	Aboriginal youth participants; caregivers Youth self-report surveys. See the Measures Table for details on the questions contained in the youth survey.	At the end of Phase II
10. Did the participating Aboriginal communities exhibit increased capacity to organize and deliver crime reduction/prevention projects?	Statements from adult mentors and community leaders regarding perceived success of projects and possible future projects. Written feedback from youth participants about the projects / activities.	At least one new project is successfully delivered in each community. Aboriginal adult mentors and community leaders are engaged in the projects and committed to delivering future crime reduction and prevention projects. Aboriginal youth provide positive feedback.	Aboriginal adult mentors & community leaders; Aboriginal youth who took part in the activities. Interviews with Aboriginal adult staff; Feedback forms from youth regarding the projects/ activities they participated in.	At the end of Phase II

Methods of Data Collection & Measures

Participation in the evaluation component of the project was voluntary, and youth were informed that they could stop participating at any time. Youth were told that the information they provided in the surveys and feedback forms is confidential and anonymous in that nobody would be able to connect the information they put down to them personally. Participants were also informed that information from interviews would be presented in such a way to preserve their anonymity.

The survey questions were culturally appropriate and sensitive for use with Aboriginal youth, and had been adopted from well-established and psychometrically sound measures that had been previously validated with adolescents.

The youth self-report surveys (appended) include the variables and measures listed in the Table below. The ANS II project coordinator distributed these surveys at Times 1 and 2 so that changes over time could be assessed.

Measures in the youth self-report survey		
Variable/Indicator	Measure	Description
Substance use	Items from McCreary's surveys.	Validated items from McCreary's Adolescent Health Survey (AHS) and Street Youth survey are used to assess frequency of alcohol and drug use (marijuana, cocaine, hallucinogens, ecstasy, mushrooms, inhalants, amphetamines, crystal meth, heroin, injection drugs, steroids and prescription pills with a doctor's consent).
Criminal behaviours	Self-Report of Delinquency (SRD; Elliot & Huizinga, 1983). The original 24 item scale was reduced to 16 items via factor analysis (Van Hulle et al., 2007). Items from McCreary's surveys	The SRD is a well validated measure, commonly used with adolescents. Analyses show 2 factors, aggressive criminal behaviour and non-aggressive behaviour. 17 items (yes/no) are used in this project. McCreary items tap charges, convictions, and being held in custody centres.
Community connectedness	From the National Longitudinal Survey of Children and Youth (NLSCY; Statistics Canada, 2006).	4 items tap connectedness to one's community, rated on a 5-point scale ranging from "Strongly Disagree" to "Strongly Agree."
Peer connectedness	Inventory of Parent and Peer Attachment (IPPA; Armsden & Greenberg, 1987). Reduced scale, based on factor analysis (Raja et al., 1992).	9 items have been included that tap peer connectedness. Each item is rated on a 5-point scale, ranging from "Almost Never or Never True" to "Almost Always or Always True."

Measures in the youth self-report survey		
Variable/Indicator	Measure	Description
Family connectedness	Inventory of Parent and Peer Attachment (IPPA; Armsden & Greenberg, 1987). 12-item Reduced scale, based on factor analysis (Raja et al., 1992).	Developed to reflect Bowlby's theoretical model of attachment, and has subscales for communication, trust and alienation. 6 items with high factor loadings were included. Items rated on a 5-point scale ranging from "Almost Never or Never True" to "Almost Always or Always True."
School connectedness	From the National Longitudinal Study of Adolescent Health (Resnick et al., 1997).	This is a well validated measure, and used in the McCreary surveys. Eight items are used, with each rated on a 5-point scale ranging from "Strongly Disagree" to "Strongly Agree."
Self-confidence	Rosenberg's 10-item self-esteem scale (RSE; 1965)	The RSE is the most widely used and validated measure of self-esteem. It is considered a reliable and valid measure of global self-worth (Gray-Little et al., 1997). 4 items with high factor loadings are being used, rated on a 4-point scale ranging from "Strongly Disagree" to "Strongly Agree."
Sense of purpose	From the Centre of Excellence for Youth Engagement (CEYE)	2 items that tap sense of purpose and personal meaningfulness of the activities that one engages in, rated on a 5-point scale ranging from "Not at all" to "A lot."
Hopefulness	Beck's 20-item Hopelessness Scale (BHS; Beck et al., 1974) Items from McCreary surveys	Reliable and valid scale that has been shown to predict eventual suicide. Reverse scored to measure hopefulness. Respondents are asked to indicate agreement or disagreement with statements that assess pessimism/optimism for the future. 6 items with high factor loadings are being used in this project. Questions about educational aspirations and where youth see themselves in 5 years.
Self-harm	Deliberate Self-Harm Inventory (DSHI; Gratz, 2001)	Validated measure, designed to assess non-suicidal deliberate self-harm behavior. 1 item is used in this project, and rated on a 3-point scale ranging from "Never or Not True" to "Often or "Very True."
Suicidal thoughts and attempts	Adapted from Reynolds' Suicidal Ideation Questionnaire (SIQ; Reynolds, 1988).	Commonly used with youth. 5 items tapping suicidal thoughts and attempts are rated on a 3-point scale ranging from "Never or Not True" to "Often or "Very True."

In addition to the youth self-report surveys, feedback forms were distributed at the end of the workshops (see Appendix) to assess the degree to which youth participants and adult staff found the workshops informative and enjoyable, and to collect general comments and suggestions. The youth feedback form also contained a brief quiz pertaining to information on Aboriginal health that had been presented during the workshop.

As well, phone interviews were conducted with caregivers of youth participants to supplement the other data in a medium that was consistent with Aboriginal oral tradition (see Appendix for sample questions).

Methods of Data Analysis

Data were analyzed using both quantitative methods (youth surveys and feedback forms) and qualitative techniques (youth and staff interviews, open-ended questions on forms; and final reports). Quantitative statistics were carried out through SPSS and included procedures such as basic descriptive analyses (e.g., frequencies, means), repeated measures *t*-tests, and chi-square tests. The qualitative analyses considered responses to open ended questions on the written forms and oral interviews, and identified common themes and experiences relating to taking part in the project.

Participants

Participants were male and female Aboriginal youth between the ages of 13 and 19 years who were engaged in, or at-risk of engaging in, substance use. As previously stated, NCPC provided funding for the project to take place in nine communities, and the Ministry of Public Safety and Solicitor General funded a tenth community. Communities were selected based on high incidence of substance use or risk of substance use among their Aboriginal youth.

Participants were recruited in various ways and the most successful was through word of mouth, including through adult support staff, YAC members, and presentations at schools. In some communities, adult support staff phoned at-risk youth at their homes. Participants were also recruited through posters (e.g., at schools, community centres and around town), Facebook, and announcements on the radio and web pages. All project leaders (YAC and adult mentors) reported that their recruitment strategies were successful and that the target group was reached. One adult support staff remarked that the project “brought several different ‘groups’ of youth together, which was an important goal.” Participants included Aboriginal youth in school, those not attending school, homeless youth and youth in government care who were engaging in, or at-risk of engaging in, substance use and other risk behaviours.

In Phase I, the goal was for 18 Aboriginal youth in each participating community (2 YAC members and 16 other youth) to take part in the workshops and arts-based project (Workshops 1 and 2). The goal was to engage 162 youth in Phase I, and a total of 138 Aboriginal youth took part in Phase I workshops. However, close to 450 youth and adults were involved in Phase I overall, including the community film nights.

In Phase II, the goal was for two YAC members in each community to take the lead in developing a project proposal for a sustainable youth-led project, with support from Aboriginal adult mentors. This goal was achieved, with a solid core of 20 youth (approximately two YAC

members per community) who were involved in developing the project proposals. After the proposals were approved, around eight other Aboriginal youth in each community assisted the YAC members in organizing and carrying out the youth-led projects, for an average of 10 youth organizers in each community.

In addition to Aboriginal youth organizing the community events, another goal was for 270 youth to take part in these youth-led projects (i.e., to participate but not necessarily organize them). Approximately 340 youth participated, which indicated that the ANS project reached a large number of Aboriginal youth.

Precise overall numbers cannot be reported of youth who completed Phase I only and those who completed Phase II only. These numbers were difficult to track because various workshops and activities were held within each phase, so that youth could have completed only some components within each phase or, alternatively, some components across both phases. Feedback from McCreary's ANS II project coordinator and Executive Director was that perhaps the greatest challenge was establishing continuity in participation across the two years of the project (e.g., youth left the community to be reunited with family, to pursue educational opportunities or to access support services and housing). Despite this challenge, the 20 core YAC members and adult mentors were able to successfully recruit other youth to be involved in organizing the youth-led projects, and to successfully recruit a large number of at-risk youth to participate in the youth-led events.

FINDINGS & INTERPRETATION

Summary of Findings

The table below provides a summary of the findings that correspond to each evaluation question.

Evaluation Question	Expected Outputs and Outcomes	Actual Outputs and Outcomes
PROCESS OUTPUTS		
<p>1. Was the target number of participants reached? Were some recruitment strategies more effective than others? How many participants completed Phase I only; Phase II only; and both Phases of the project?</p>	<p>A total of 18 Aboriginal youth (2 from each community) will serve as YAC members for the duration of the project.</p> <p>Around 162 Aboriginal youth will participate in Phase I, and 270 youth in Phase II.</p>	<p>There were 20 YAC members who took part throughout the project, which met the goal.</p> <p>138 youth participated in Phase 1 workshops, which approximated the goal of 162 youth. Moreover, including the community film nights, close to 450 youth and adults were involved overall, which bolstered the goal of reaching a large number of people in the participating communities.</p> <p>There were 340 youth participants in Phase II, which exceeded the goal of 270 youth</p> <p>YAC members and adult mentors were able to successfully recruit other youth to be involved in organizing the youth-led events, in various capacities, throughout the project. This successful recruitment (particularly word-of-mouth) allowed for a large number of at-risk youth to participate in meaningful community engagement and benefit from the project.</p>
<p>2. What was the attrition rate? How many YAC members left before the project was over? How many other Aboriginal youth participants left before completion of the project? What were the reasons for leaving?</p>	<p>Very low attrition rate among the Aboriginal youth participants.</p>	<p>The attrition rate was very low during workshops and events, for example those that spanned an entire weekend. The majority of youth stayed, and remained engaged throughout. In fact, some who had said at the start that they would not return the next day ended up coming back. Only one left during a workshop and did not return.</p> <p>The attrition rate for YAC members was very low although it was a challenge to establish continuity in participation among other Aboriginal youth across the two-year project (i.e., same individuals participating over the two years). Reasons for leaving included moving out of the community or becoming disengaged due to the relatively long time span between each workshop or activity over the two-year period.</p>

Evaluation Question	Expected Outputs and Outcomes	Actual Outputs and Outcomes
3. Were the criteria for the sustainable youth-led projects clear and attainable?	Aboriginal youth and adult staff understand the criteria upon submission of applications; All participating communities successfully complete their proposals.	Based on the applications submitted, Aboriginal youth and adult staff clearly understood the criteria. All participating communities were able to successfully complete their proposals and plan their projects.
4. What types of projects did youth complete in Phase II? To what extent did the projects address youth substance use and associated criminal and health risk behaviours?	Sustainable projects that directly address substance use and associated risky behaviours.	All the youth-led projects directly addressed reducing substance use, criminal behaviour and other risk behaviours, as well as fostering protective factors including connectedness to youths' community, culture and school.
5. Were youth participants and adult mentors/community leaders satisfied with the process?	Aboriginal youth will feel empowered and that they gained skills due to participating in the project, and will report satisfaction with the experience. Adult mentors will feel that the overall project was well organized and addressed relevant Aboriginal youth health issues.	Feedback from youth and adults has indicated that youth participants felt empowered and satisfied by the experience, and gained skills that will help them now and in the future. Further, some reported that this experience was a life-changing one for them.
6. Was there sufficient adult support to assist youth with their projects? Who provided the majority of the assistance?	Participants will feel that they received sufficient guidance and support to carry out their youth-led projects.	Most youth participants felt that there was sufficient adult support. However, some adult mentors reported that a greater commitment from other local adults from the start would have facilitated the process.
SHORT-TERM OUTCOMES		
7. To what extent did the workshops in Phase I increase Aboriginal youths' awareness and understanding of youth substance use and associated health risk and criminal issues?	Increased awareness and understanding among Aboriginal youth of substance use and associated health risk and criminal issues.	Youths' feedback and quiz performance indicated increased awareness and understanding of youth substance use and related health risk and criminal issues. See Findings section for further details.

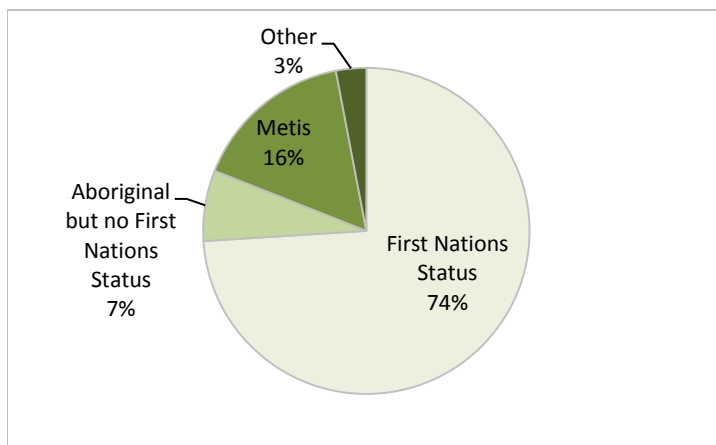
Evaluation Question	Expected Outputs and Outcomes	Actual Outputs and Outcomes
8. To what extent did participation in the sustainable youth-led projects enhance connectedness to community, peers, family and school, and improve youths' confidence, sense of purpose, and hope?	Increased connectedness to community, peers, family and school (for those in school); enhanced self-confidence, sense of purpose and hope for the future among youth participants	<p>The majority of youth participants reported that their involvement helped to increase their community connectedness (69% of youth), peer relationships (87%), and school connectedness (63%). Most (60%) also reported that their involvement helped to enhance their family relationships.</p> <p>Youth also reported improvements in their self-esteem (81%), sense of meaning in their activities (81%), and hope for their future (94%).</p>
LONG-TERM OUTCOMES		
9. To what extent did participation in the sustainable youth-led projects (Phase II) decrease criminal involvement, substance use, self-harm, and suicidal thoughts and attempts?	Decreased criminal involvement, substance use, self-harm, and suicidal thoughts and attempts at three months follow-up, among Aboriginal youth who participated in the project.	Most youth participants who had engaged in risky behaviors indicated that participation in the project helped to reduce their substance use (92% of youth), criminal behaviour (92%), thoughts about suicide (100%), and self-harmful behaviour (100%).
10. Did the participating Aboriginal communities exhibit increased capacity to organize and deliver crime reduction/prevention projects?	At least one new project is successfully delivered in each community. Aboriginal adult mentors and community leaders are engaged in the projects and committed to delivering future crime reduction and prevention projects. Aboriginal youth provide positive feedback.	<p>The participating communities demonstrated increased capacity to organize and deliver crime reduction/prevention projects. One new project in each participating community was successfully delivered. Moreover, youth participants and adult supports reported gaining invaluable skills and knowledge from this experience that will help them deliver similar projects in the future. Many expressed a desire to deliver future youth-led community projects, and some had specific plans.</p> <p>Many described the experience as one that has "planted seeds" and created "ripples" for future youth-led projects in their communities.</p>

Youth Self-Report – Baseline (Time 1)

This baseline survey (Time 1) tapped youths' substance use, criminal behaviour, and other health related activities. Youth completed this survey when they started taking part in the ANS II project. Eighty-one youth completed this survey, but one male was excluded from all analyses because his age of 12 years fell outside the required age range for participants. Therefore, data are presented for the 80 youth (53% female) between the ages of 13 and 19 who completed the survey. These results are an extension of those presented in the interim report which was based on 41 youth who had completed the survey at that time.

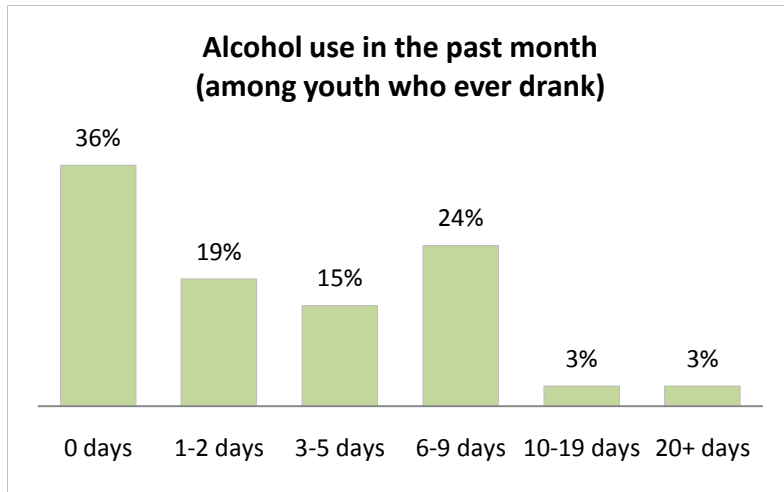
The mean age of participants was 16.0 years. The majority of Aboriginal participants indicated having First Nations Status (74%). A total of 31% reported currently living on a reserve, and 66% indicated having lived on a reserve at some point. Among those who had lived on a reserve, the average amount of time on a reserve was approximately 8 ½ years (ranged from .5 to 19 years).

Background of Aboriginal youth who completed a Time 1 survey



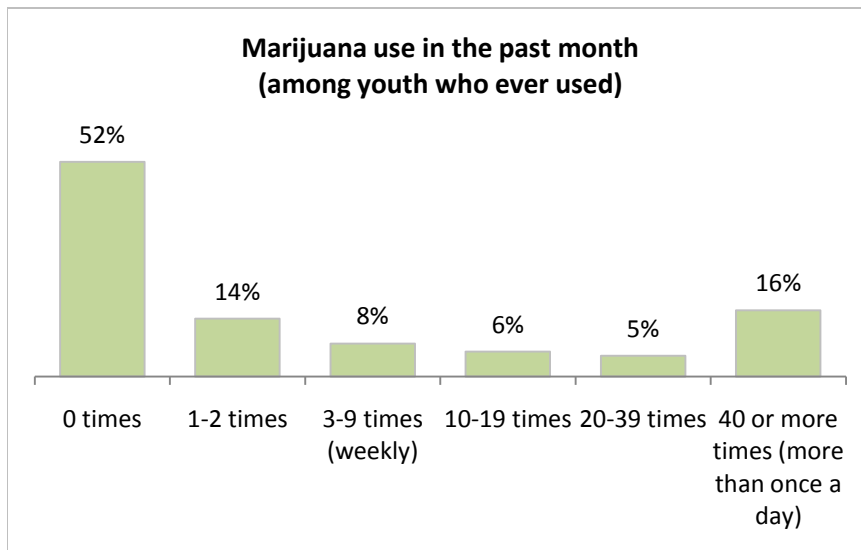
Alcohol and drug use

A total of 83% of Aboriginal youth participants reported drinking alcohol at some point in their lives, with comparable rates for males and females. Among those who ever drank, the majority reported drinking in the past month.



Among youth who had used alcohol, more than half (56%) indicated binge drinking in the past month, and the percentages were comparable for males and females. Binge drinking is defined as having five or more alcoholic drinks within a couple of hours. Additionally, among those who ever drank, 30% reported drinking the Saturday prior to completing the survey, and 6% reported drinking alcohol the day before.

A total of 81% of youth reported using marijuana at some point, with comparable percentages for females and males. Among youth who ever used, 52% indicated that they did not use in the past month, whereas 16% used more than once a day in the past month. Also, 28% reported using on the previous Saturday and 22% used the day before completing the survey.

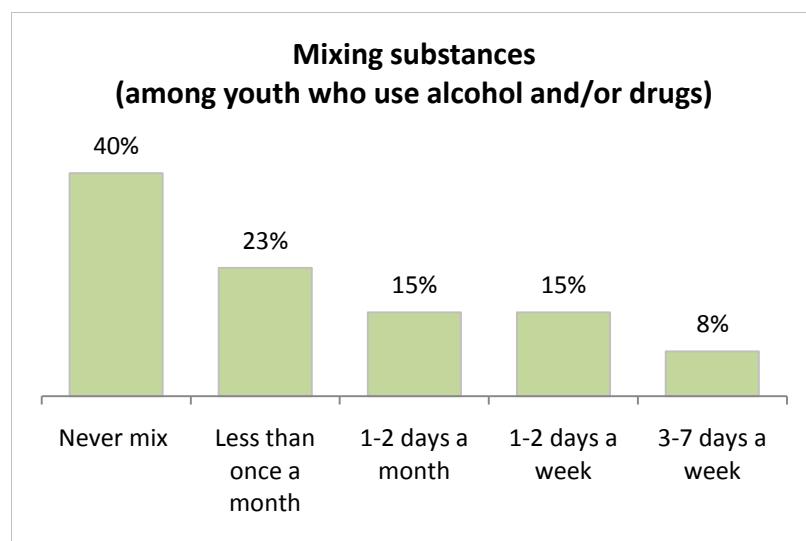


Aboriginal youth participants indicated using other substances, in addition to alcohol and marijuana, as illustrated in the table below.

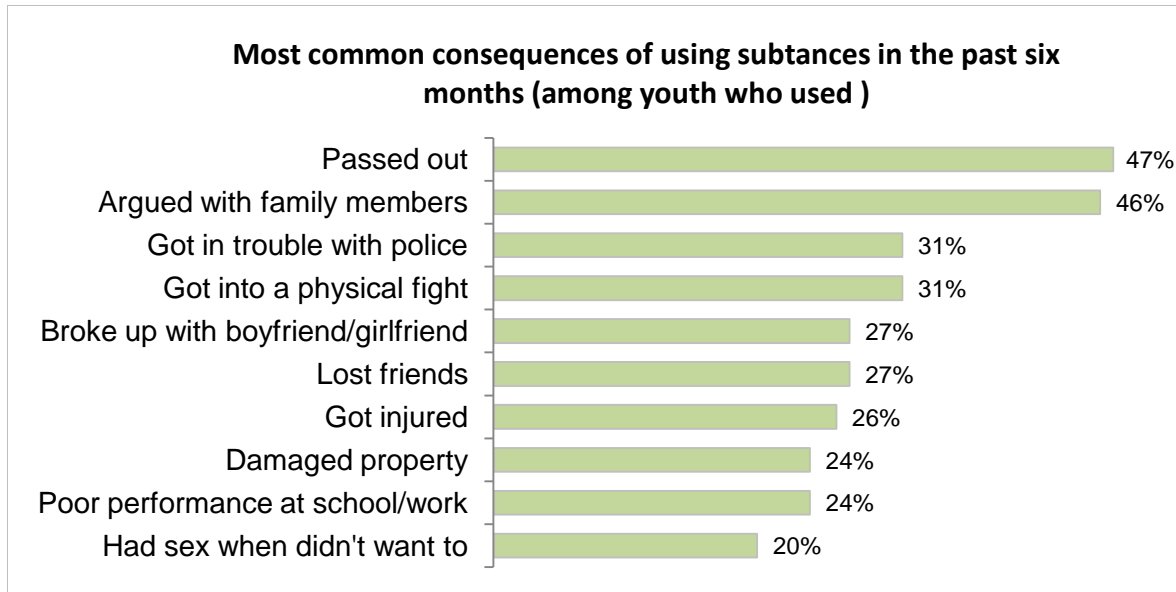
Substance	Used in Past Month	Ever Used
Alcohol	53% (n=40)	83% (n=62)
Marijuana	39% (n=31)	81% (n=64)
Mushrooms	9% (n=7)	23% (n=18)
Prescription pills without doctor's consent	9% (n=7)	18% (n=14)
Ecstasy	8% (n=6)	24% (n=19)
Cocaine	8% (n=6)	20% (n=16)
Speed	5% (n=4)	14% (n=11)
Steroids	3% (n=2)	4% (n=3)
Inhalants	3% (n=2)	11% (n=9)
Crystal meth	3% (n=2)	11% (n=9)
Hallucinogens	0% (n=0)	13% (n=10)
Heroin	0% (n=0)	5% (n=4)
Injected illegal drug	0% (n=0)	3% (n=2)

Participants used on average three different drugs in their lifetime, with the number of substances ranging from 0 to 13.

Among youth who reported using illicit substances, the majority (60%) indicated mixing drugs (i.e., using more than one substance at the same time or on the same day). Youth who mixed drugs typically reported mixing alcohol and marijuana.



The majority of participants used alcohol or drugs in the past six months (69%), and many indicated experiencing various repercussions during this period as a result of their substance use. In addition, 20% of youth indicated that there were times in the past six months when they or their partner did not use a condom or other latex barrier during intercourse as a result of being under the influence of alcohol or drugs.

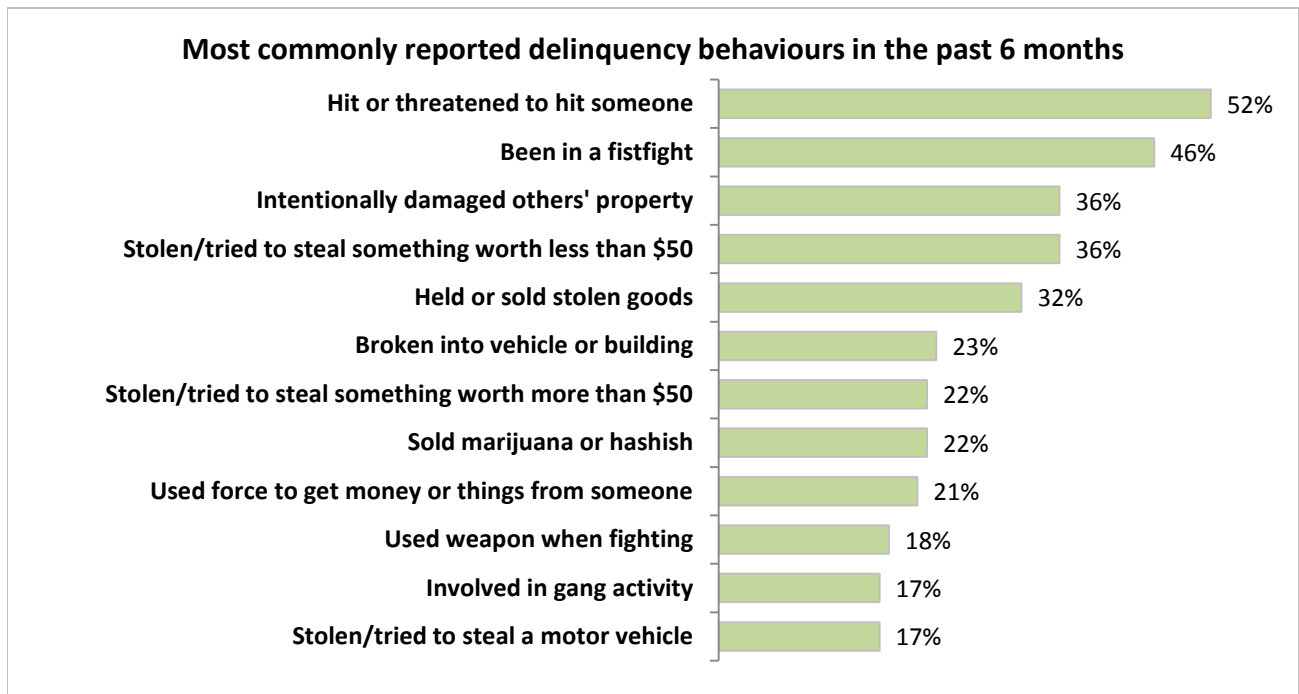


Note: Youth could choose more than one response

Criminal behaviour

A total of 26% of youth reported having been charged with or convicted of a crime (comparable rates for males and females). Among these youth, most had been charged or convicted once (35%) or twice (29%). Fourteen percent of youth had been charged or convicted in the past six months, and 7% had been held in a custody centre in the past six months.

On the Self-Report of Delinquency measure (SRD) that included 17 items, youth indicated having engaged in an average of 3.8 different types of delinquent behaviours in the past six months (comparable for males and females), with a range between 0 and 15 types.



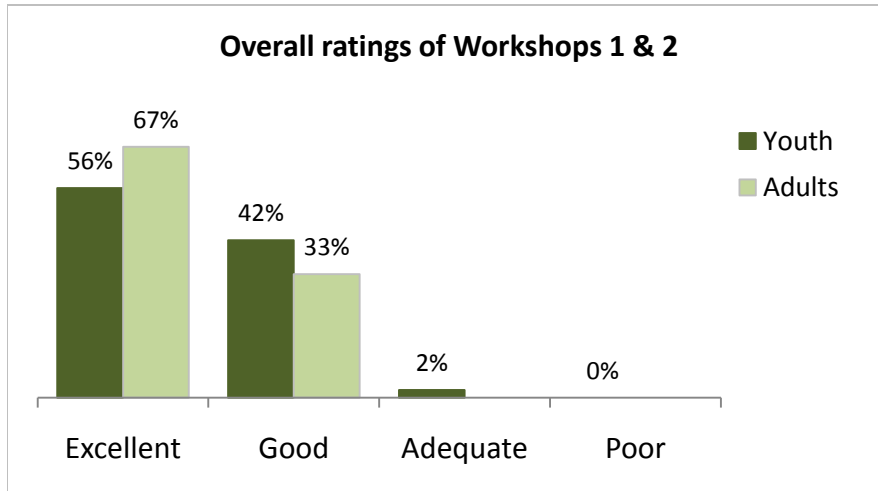
A greater number of delinquent behaviours was associated with a greater number of criminal charges or convictions in the past six months ($r=.26, p=.02$), of drugs ever used ($r=.45, p<.001$), and of suicide attempts in the past 6 months ($r=.36, p<.01$).

Community connectedness

Participants were asked four questions tapping their sense of connectedness to their community, including the degree to which they feel like members of their community, feel that they belong in their community, feel connected to their community, and have a good bond with others in their community. Most youth agreed or strongly agreed with all four items. Males and females reported comparable overall levels of community connectedness (3.6 and 3.5, respectively, on a 5-point scale where higher scores reflect greater connectedness).

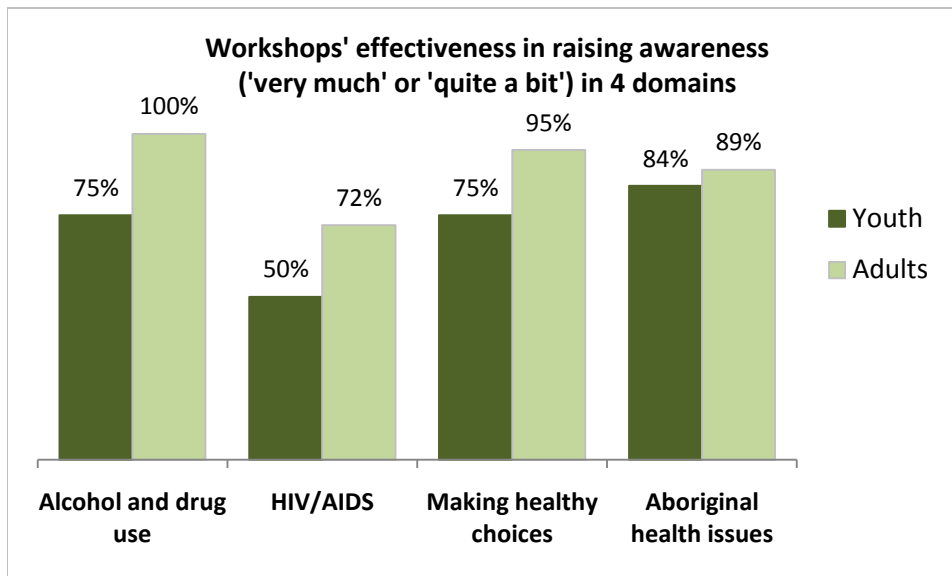
Workshops 1 & 2

A total of 107 Aboriginal youth and 18 local adult support staff completed feedback forms pertaining to Workshops 1 and 2 (learning about Aboriginal youth health issues and creating a claymation film, respectively). The majority provided positive feedback, with 98% of youth and 100% of adults rating the workshops as 'excellent' or 'good.'



Youth participants also rated how much they felt they learned in four domains, specifically alcohol and drug use, HIV/AIDS, making healthy choices, and Aboriginal health issues. Similarly, adult staff rated how successful they felt the workshops were at raising awareness in these domains. The majority of youth and adult support reported that the workshops were 'very much' or 'quite a bit' successful in the domains of alcohol and drug use, making healthy choices, and Aboriginal health issues.

As was the case in the interim report, the domain of HIV/AIDS reflected the lowest ratings. Importantly, however, youth who participated in these workshops after the interim report rated their learning in this domain significantly higher than did youth who took part in workshops before the interim report (77% learned 'very much' or 'quite a bit' about HIV/AIDS after the interim report vs. 38% before the interim report, $p < .001$). The reason for this improvement is that the Aboriginal Next Steps II project coordinator adjusted the contents of the workshop to include more material on HIV/AIDS after reviewing the interim report results.



Open-ended questions

Aboriginal youth participants were also asked open-ended questions, including what they learned at the workshop. A number of participants mentioned the claymation activity. One youth wrote, *“Claymation is fun and makes learning fun.”* Several youth also commented directly on learning about Aboriginal health issues and Aboriginal history. One participant stated, *“[I learned] how cool us Natives are! And how we deal with so much.”* Other responses pertained to sexual health, making healthy choices, substance use, and suicide. Importantly, numerous comments from youth who attended workshops after the interim report pertained to learning about HIV/AIDS (e.g., *“I learned a lot of stuff today about AIDS, HIV, and statistics”*). There were also many general comments about having learned “a lot”; for example one youth stated, *“I learned a lot, which will help me for the future.”*

Additionally, youth participants were asked what they liked most about the event. Many stated that they liked the claymation the most, and some mentioned enjoying playing games and engaging in discussions. A number of youth stated they liked *“everything.”* One youth appreciated that they were given the opportunity to *“raise consciousness”* within the group and eventually on a community scale, and perhaps ultimately on a provincial and nationwide scale.

Adult staff were also asked what they liked most about the event. Their responses included commending the facilitators for their skills at engaging the youth participants, and the use of claymation for learning. One adult staff wrote: *“Good collaboration between organizations. Everyone was involved (hands on) in some way. The kids getting a unique experience of making a film to get a message across. The chance to showcase some of their talents - especially in being leaders when getting a task done. The energy and knowledge of the presenters was great!!”*

In terms of what participants liked least, and suggestions to improve the workshops, some youth indicated that there was a lot of “sitting” and “talking,” and it was a “long day.” Others pointed out that the day felt rushed and they wished they had “more time to do everything.” One youth

suggested to “*maybe do [the event] in two sessions*” instead of one. Some participants indicated that aspects of the claymation activity were what they liked least, and a few mentioned feeling “*left out*” of their group and “*not listened to*” by their peers. Some of the adult staff felt that there was “*limited time*” and it would have been better to have more time to complete the various activities. Many youth and adult support staff felt that “*no improvement is necessary*” and were “*very satisfied*” with the workshops.

In response to “*What I will do with what I learned today,*” a number of youth stated that they will teach others and “*set a good example*” for others, for instance about safe sex and the use of alcohol and drugs. One youth stated, “*I will help in the community and hopefully change things,*” and another youth wrote, “*I will try to start up a youth program.*” Youth also responded that they will make “*good choices*” as a result of what they learned at the workshop, and one stated “*I will be making right decisions to keep me from harmful situations.*” Some participants also wrote that they will engage in “*safe sex*” as a result of what they learned at the workshop. Some participants were also inspired to make more claymation videos in the future.

In response to this same question, several adult staff expressed interest in organizing other similar events for youth and to give them an opportunity to “*show their work and share their messages.*” One staff described a desire to adopt the facilitators’ “*general approach of transitioning from broad topical issues into the creation of the artwork.*”

Several youth also included other comments on the bottom of the feedback form, which were all very positive. Many described the event as “*fun*” and thanked the facilitators for the opportunity to participate. Other comments included:

- “*You guys rock my socks! & I hope we have more programs like this in the future.*”
- “*Thank you for your time and for helping to inform people in the community.*”
- “*Awesome day!!!*”
- “*I had so much fun with you...it's not even funny. I liked it a lot!*”
- “*I had a great time...We should do it again... Great learning experience.*”
- “*Totally worth my time!!!*”
- “*You guys did good. Keep it up and we will make a change in the world. Peace*”

Quiz

Youth participants completed a brief quiz (included on the feedback form) after the workshop to assess the degree to which they had learned new information that had been presented. Seventy-nine percent received a perfect score by answering both questions correctly. A total of 95% of youth answered at least one question correctly (i.e., only 5% answered neither question correctly). These results suggest that the majority of participants were sufficiently engaged during the workshop to encode and retain the information that was presented, thus providing further support that participants learned new information about Aboriginal youth health issues.

Community Film Night

The Community Film Night followed Workshops 1 and 2, and provided youth with the opportunity to showcase their claymation films and engage in a community dialogue about Aboriginal health issues. Fifty-three feedback forms from this event were returned after the interim evaluation report, which supplemented the data from the one form that was received before the interim report. Youth and adults who attended this event provided very positive feedback. Many praised the high level of youth involvement and felt that young people were given a voice within a safe environment.

Many attendees were impressed by the high turn-out rate of youth and other community members. However, people in some other communities felt that the attendance was low and wished that more adults had attended. Discussions with the project coordinator highlighted that overall turnout rates were highest in communities where the community film night was combined with a larger community event that drew in a large number of people. For example, in Lytton the film night was held at a secondary school that was hosting a larger conference for all the neighboring communities, and in Westbank the community offered an accompanying dinner which contributed to a high turn-out rate. Factors that contributed to low attendance at the community film nights included community members having to travel far distances to get there.

Attendees noted that the youth and their loved ones seemed proud of the youths' ability to express themselves creatively through a claymation film. Some mentioned that this experience was a "great confidence booster" for the youth. Several stated that learning like this "plants seeds" that help young people see the possibilities for their future.

Moreover, attendees felt that the messages of the films were clear and they reported learning about various Aboriginal health topics, including suicide rates, HIV/AIDS, street involvement, drug use, and the importance of community involvement.

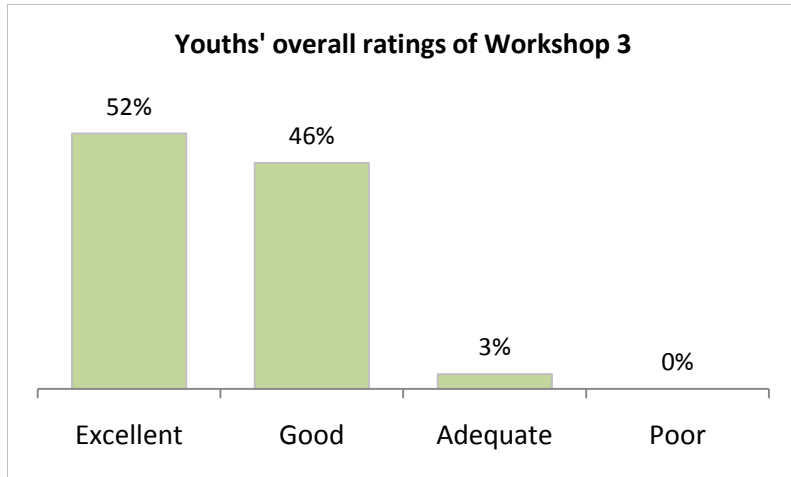
One adult wrote: "I think that students were proud to have a community audience for their work; their films were creative and powerful. Youth do not often engage with adults around topics like drugs, sex and seldom do they lead the discussion. In the case of these films they were positive leaders. Important information was shared and these students' communities acknowledged their talents, ideas and learning."

The majority of youth and adults expressed gratitude for being able to take part in this event. One individual stated, *"Thank you for the opportunity to be involved in this initiative. I look forward to continuing to work with McCreary on other youth initiatives."* Many felt that more opportunities like these are needed in their communities, not only because it was a positive experience for the youth but also because *"[adults] have so much to learn from our youth. [Youth] have so much to share when they know that they are going to be listened to in a respectful way."*

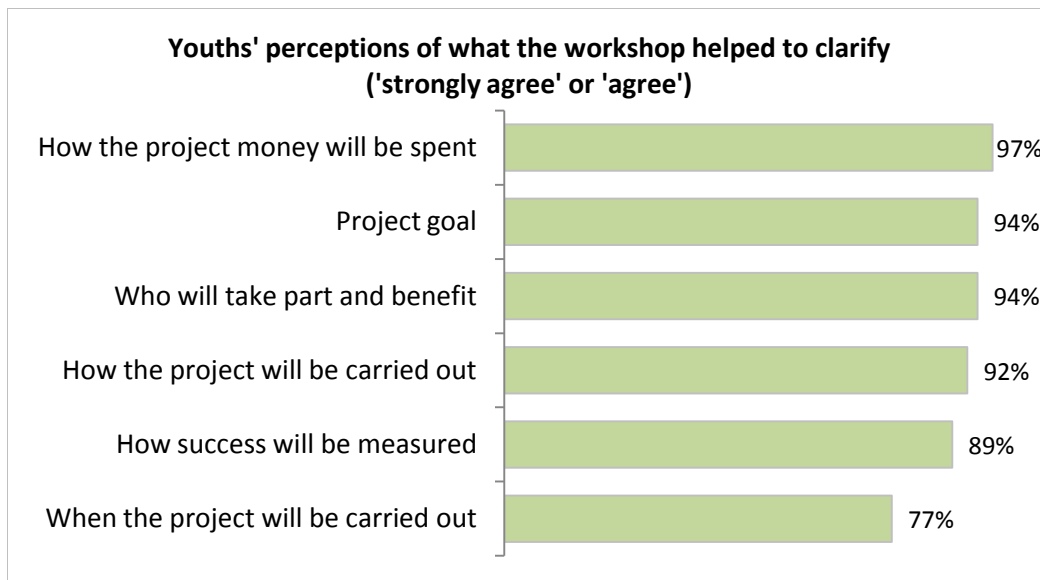
Some of the claymation films went on to reach audiences beyond the youths' local communities. For example, a film by Aboriginal youth in Bella Bella was screened at the Vancouver International Film festival, and four claymation films made by youth in Courtney, Hazelton, Bella Bella and Nisga'a were screened at the International Harm Reduction Film Festival in Bangkok, Thailand.

Workshop 3 (Project Planning)

This workshop involved planning for the youth-led community event, specifically learning how to develop and articulate a project idea, to write a budget, and to organize a community-based youth-led project. Thirty-five youth and six adult staff completed feedback forms for this workshop. The majority rated the workshop favourably overall, with over 97% of youth and 83% of adults rating it as ‘excellent’ or ‘good.’



Most youth and adults ‘strongly agreed’ or ‘agreed’ that the workshop helped to clarify details of the youth-led project, specifically the goal; how and when the project would be carried out; who would take part and benefit; how the project money would be spent; and how success of the project would be measured.



The majority of youth participants also felt that the instructions for developing a budget and the sample grant application form were easy to understand (94%), the workshop taught them skills that would assist them in writing actual grant applications in the future (94%), and that they could see themselves applying for project grants in the future (83%).

Open-ended questions

Youth participants were asked how their community-based projects help to address substance use or other health risk behaviours. Several youth explained that the youth-led project will give young people in their community an opportunity to engage in healthy activities rather than substance use. For example, one youth stated, *"I think it will stop kids from drinking and drugs if they have a place to go - it's an alternative. It's pretty boring around here."* Other participants remarked that the youth-led event will help to increase understanding of substance use not only among young people but also among adults in the community. One youth said, *"We want to bridge the generation gap between adults and youth so adults can understand what it's like for us... we want to give adults an idea how it's different from when they were young. What we're exposed to today has a different effect on each different individual. I.e., alcohol - some people do it for fun others to help with the pain."* Others stated that the project promotes positive influences and healthy living for youth in the community.

Some participants commented on the experience as a whole up to this point. They remarked that they have enjoyed taking part in the project and would not change anything about it. One stated that it has influenced her plans for the future: *"I enjoyed learning what the process is like. Learning how I can benefit from it and other people can too... I've never done anything like this before. I want to go to school to be a human resource worker. It is kinda like a life changing experience for me."* One adult wrote, *"Thanks for your support and patience. The kids in this group will someday be called upon as family members, community leaders to step up and deal with issues in their lives and they will have skills partially developed in this experience."*

Proposal Submissions

All 10 community project proposals for youth-led events that were developed (one from each participating community) directly addressed substance use and associated criminal and health risk behaviours. The goals were clearly articulated, as were details about how and when the project would be carried out; the activities involved; who would take part and benefit; how the project money would be spent; and how success of the project would be measured.

All 10 youth-led community project proposals were successfully completed. The high success rate suggests that youth participants understood the criteria for projects and received sufficient support from adult staff in their community and from McCreary's ANS II project coordinator to successfully complete their proposals.

Youth-Led Events

Types of events

All the youth-led events were consistent with those described in the proposals (i.e., project plans), and addressed adolescent substance use and associated criminal and health risk behaviours. The table below provides brief descriptions of the community-based projects.

Community	Brief Project Description & Goals
Bella Bella	Organized multimedia workshops to demonstrate that youth can have fun and learn skills without using alcohol and drugs. Other goals included strengthening the connection between youth, adults, school and the community, as well as bridging the generation gap and intertwining traditional and urban culture. To support sustainability of the project, youth bought equipment for the community school's art room so they could continue making their own media.
Courtenay	The youth ("Future Leaders of the World" or FLOW) organized their first annual conference that offered young people the opportunity to engage in creative expression, develop critical thinking skills, reinforce traditional cultural values, and strengthen connections within the community. The goal was to foster protective factors that are linked to reduced substance use and criminal activity. FLOW members are already organizing their second annual conference.
Cranbrook	The Storytelling project entailed youth participating in workshops provided by two professional storytellers, and then creating their own stories and sharing them with the group. The goal was for participants to learn about themselves and their culture in a personally meaningful way, so that their cultural connectedness would be enhanced and risk behaviours (including substance use and criminal activity) would decline. The project is touring classrooms with youth storytellers throughout 2010.
Hazelton	Youth Against Substance Abuse (YASA) organized workshops on self-expression using art, including claymation and photography. The workshop targeted at-risk youth so that they could express their feelings, learn new skills, and engage in health promoting behaviours rather than substance use, criminal activity and self-harm. Youth are able to continue engaging in photojournalism and film projects thanks to their new equipment purchased for this project. Future workshop planning is underway.
Lytton	Organized a youth symposium and community art project to inspire youth to express themselves in a positive way and to offer them alternatives to substance use. One of the most powerful outcomes has been the strengthening of ties between students and the larger community. Youth created a permanent art installation and have studio time booked to create more arts-based projects.
Nisga'a	Organized a Spirit of Hope youth empowerment/leadership workshop to build a healthy environment for youth in the community. The goal was to reduce substance use by inspiring youth to engage in creative activities rather than drinking and using drugs. With the skills they gained at the conference youth will work on a new school radio station, due to go live in 2010.
Prince George	Youth organized a cultural camp (Camping with Culture) to bring youth and elders together in a safe and respectful environment. The goal was to create a platform where elders could share their knowledge and cultural teaching with youth, and to enable youth and elders to build lasting relationships. The ultimate goal was to empower youth to value themselves and their place within the community, so that substance use and

Community	Brief Project Description & Goals
	other risk behaviours would decrease, and healthy behaviours linked to community connectedness would increase. Plans for the next cultural camp are underway.
Prince Rupert	Students from two local high schools collaborated on a poetry and photography installation focused on bullying, harassment and substance abuse. The goal was to engage at-risk Aboriginal youth in a positive, empowering, community-based project to increase pride in their work and their self-confidence, and to decrease risk behaviours including substance use and violence. To sustain the project, former youth participants are planning to train and mentor new (future) participants. They also plan to expand the project in future years.
Skeetchestn	Youth organized Youth Training Leadership at their school. Activities included workshops on speaking and writing skills, learning how to use turntables, and the creation of a Zine called "Destined to Make Change." The main goal was to create a safe and substance-free environment that supported youth in making healthier choices. One of several successful outcomes has been the development of a Youth Advisory Council in the school. Youth and school personnel are now working together to develop expressive programming in the school.
Westbank	The youth organized Camp Discovery and held five day-camps where students participated in activities pertaining to Aboriginal culture, team building, and kayaking. One goal of this sustainable project is for older students to provide ongoing mentorship to younger students transitioning to high school. An overarching goal is to bolster protective factors and healthy living and to reduce risk factors including substance use.

Satisfaction with the experience

According to statements in their final reports and final feedback forms, youth project leaders and adults support staff in every participating community were satisfied with the final youth-led events and the overall experience. They felt that their project goals were met or exceeded and that the youth-led projects were well-organized and addressed important issues in their communities. Youth reported feeling proud of their accomplishments and were grateful for the opportunity to have a voice in their community. They were interested in organizing similar events in the future, and plans for future events were underway in some of the communities. Further, they felt equipped to organize and deliver future projects because they had gained important skills and knowledge through this experience. An adult mentor in one community wrote, *"For the Aboriginal community it has started a ripple, which will only grow with time and with more similar projects."* Another youth stated, *"Most amazing experience of my life. Something I'll never forget."*

Adult support/personnel

Most YAC members and adult mentors in the participating communities felt there was enough adult support. There were approximately one to two key adult supports (e.g., school counselor, youth worker, Band Councilor) in every community from the start of the project, and other adults became involved in various capacities throughout the process. In addition to supports in their communities, many identified McCreary's ANS II project coordinator as having provided invaluable assistance from the start. Some communities felt that they did not have as much adult support as they would have liked. This issue may have been due in part to a relatively high

staff turnover rate in some of the communities. Some project leaders would have preferred a “serious commitment” from more adults at the start of the project so that they could “support and mentor the students in various elements of planning and leadership.”

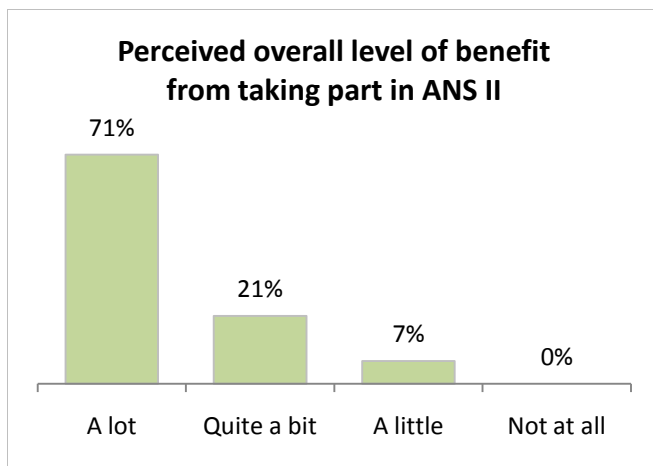
Increased capacity and project sustainability

All ten participating communities demonstrated increased capacity to organize and deliver projects pertaining to substance use and other health risk behaviours. Both youth participants and adult supports reported learning invaluable skills and knowledge through their projects and that this experience will help them to deliver future successful projects.

Moreover, YAC members and adult mentors in most of the communities explained that they were planning on undertaking similar projects in the future. One adult mentor remarked, “*Like drops in a pond, the ripples will go on for a long time... Students now and in the future will benefit from the equipment and expertise gained as a result of these workshops.*” Many of the youth participants had specific ideas for future projects they were interested in organizing. In some communities, youth are continuing with their projects in a similar format as was adopted during the ANS II. In others, youth are seeking new funding to expand and further develop their projects.

Youth Self-Report – Time 2

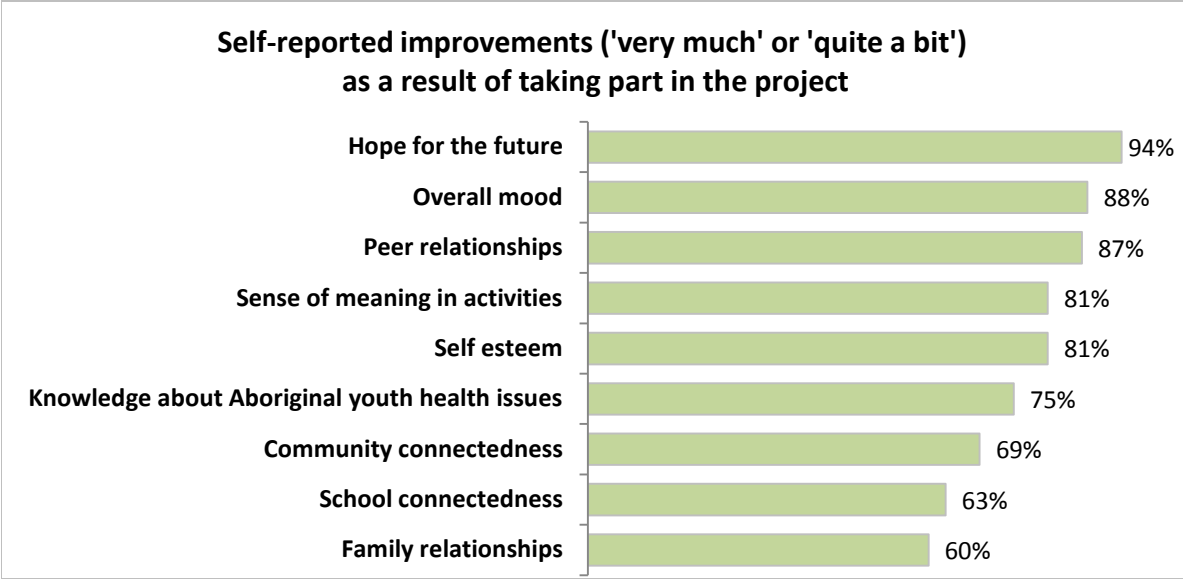
Sixteen youth completed a Time 2 survey at the end of the Aboriginal Next Steps II project. The majority indicated that they significantly benefitted from their overall involvement. Most also reported that the project allowed them to meet new people (94%), make new friends (94%), learn new skills (94%), and gain new knowledge about issues affecting youth (94%). All the youth (100%) reported that they had fun. Additionally, most youth participants (81%) were inspired to become more involved in their school or community, and 100% reported that they would take part in a similar project in the future



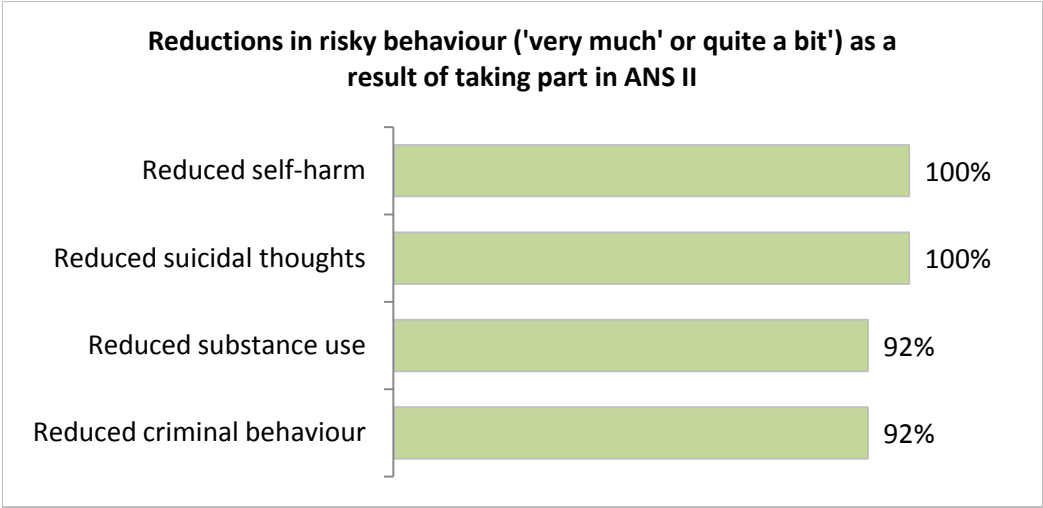
Youth also reported significant benefits in specific domains. For example, most youth indicated that their involvement in the project helped ‘very much’ or quite a bit’ to improve their mental health, including hopefulness, overall mood and self-esteem. One youth commented that he is *“happier, more outgoing, accepting – better in all ways”* as a result of taking part in the project. Another youth wrote, *“I feel that I now know what I want to achieve and how to do it. I have hope.”*

Their participation also helped to improve their relationships with peers and family, as well as their sense of connectedness to their community and school. For example, one youth remarked that participation in the project has positively changed *“how I feel about my community,”* and another youth wrote, *“I believe [ANS II] has allowed me to...become the leader my community needs... I will make my community stronger.”* The majority also indicated that they learned a lot about Aboriginal youth health issues as a result of participating in Aboriginal Next Steps II.

Further, most youth felt that the project helped to make the activities they engaged in more meaningful. In fact, a comparison between youths’ Time 1 and Time 2 responses indicated that perceived meaningfulness of their activities was significantly higher at the end of the project than at the start ($p < .05$). No other paired comparisons between Time 1 and Time 2 variables were significant, likely due to the relatively small number of Time 2 surveys that were completed and therefore insufficient statistical power to detect differences.



The majority of youth who had engaged in risky behaviours – specifically, substance use, criminal activity, suicide ideation and self-harm – reported reductions in these behaviours at the end of the project which they attributed to their participation in ANS II.



Caregiver Interviews

Six phone interviews were conducted with caregivers of youth involved in the ANS-II project. The purpose was to hear caregivers' perspectives about the impact of the project and to receive feedback from them about how future projects could be improved.

Increased skills and awareness of Aboriginal health issues

Caregivers stated that youths' participation in the overall project provided the youth with a positive learning experience which helped to increase their leadership and communication skills.

"She took a leadership role and [the project] was as successful as it was because of the role that she took. It taught her not to wait for other people to do things for you, you just simply do things and things happen."

Caregivers also felt that the project helped to expand participants' awareness of Aboriginal youth health issues, and that it encouraged their children to reflect on a deeper level about their own culture and about the importance of voicing opinions.

"Her involvement in the project has helped develop the understanding of giving voice to people that need to be heard; elders need to be heard and she recognizes this."

Improved mental health

Many caregivers reported that the project helped to foster their children's self-esteem and confidence in their abilities and to improve their coping skills and emotion regulation.

"[She] was an angry youth as most youth would go through but then she got involved with the program and she's been able to handle her emotions, her behaviour, she's able to have more self control on tight issues and she's more focused when it comes to her education or any other major life changing decisions that she has to make."

"I would give an A+ because of so much change in her life. I can see she respects herself and she's not judgmental towards anyone."

"Before, [her confidence] was weak but now she's very confident in herself."

Enhanced connectedness and relationships

Caregivers also reported that participation in the project contributed to youths' increased involvement in the community, to building healthy relationships with prosocial peers, and to improved youth-caregiver relationships.

"We still have disagreements but it's not at a point where we're so angry that we're going to lock each other out of each other's lives. We will hash it out and talk about it and try to find something to agree on. She's got a lot more experience outside these walls than I do so I have to learn from her."

Reduced substance use

One caregiver reported that her child's substance use behaviors had decreased from heavy use to abstaining from using any harmful substances over the period of this project. Others believed that substance use and criminal activity were not issues for their children.

Community and adult support

Caregivers provided mixed feedback about whether youth received enough community support. One felt that the entire community was very supportive of the project, including both the school and larger community, such as the government and health authorities. Others felt that adults in the community could have been more supportive. Some recognized the positive impact of McCreary's ANS-II project coordinator.

"She was so impressed with Sherry [McCreary's ANS-II project coordinator] in terms of the message that she delivered at the first meeting and the support and words of encouragement that she's received from Sherry... She'd come home and say, 'Mom, you need to meet Sherry, you need to talk to Sherry,' and I have had the opportunity to talk to Sherry and to get to know Sherry and I could only concur."

"I think the most positive impact would be Sherry. Sherry was constantly phoning... Communication through the telephone, communication through email; working with Sherry was inspirational for her. Sherry acted as a mentor. That would be the single largest impact on [her]."

Future aspirations

All six caregivers reported that their children had aspirations to pursue their education, and many identified the ANS-II as contributing to their children's educational and career decisions and future goals. Some of the youths' aspirations included going to university, policing, joining the military through an Aboriginal leadership program, becoming a political leader, becoming a youth worker, and becoming a group facilitator.

"She wanted to go into culinary arts and design, I think it was textiles. After she got involved with the project, she's more focused on facilitating and helping people. She would show me what she's working on and be nervous. She'll run it by me and practice on me and I've never seen her light up when presenting like that."

Caregivers' recommendations

All the interviewed caregivers said they would recommend that this project be done in other communities and that they would welcome this project back to their own community.

Additional caregiver recommendations included the following:

- Provide updates to parents throughout the project.
- Allot more than one year to plan the youth event; have a youth event every three years, not every year.

-
- There should be collaboration with school administration to ensure that students are not penalized for participation in the project (i.e., students' attendance records should not be affected by participation in extracurricular events that are related to the project).
 - Incorporate more employment skill-based knowledge throughout project (i.e., résumé writing, interview skills, and communication skills).
 - Ensure youth have a realistic understanding about what is possible within the confines of the project; youth should not create unrealistic expectations which can lead to disappointment when expectations are not met.
 - Ensure that food is well planned and included in the youth-led event; it is important in Aboriginal culture to have food as part of an event.

LESSONS LEARNED

About the project

- The overall project model was a successful one, whereby community workshops on youth health and an arts-based activity are followed by the planning and executing of a youth-led community event.
- Using an arts-based approach, such as claymation, is an effective way of engaging youth, increasing their awareness of youth health issues, disseminating their messages, and providing a catalyst for initiating positive change in their communities.
- Many young people benefited from meaningful youth engagement provided by this project, and they reported a number of positive outcomes (reduced risk behaviours and increased health-related outcomes). Further, many youth participants and adult supports indicated that their communities will grow stronger as a result of this experience.
- The two-year duration of the overall project highlighted the challenge of keeping youth engaged for this length of time. Although many young people participated and benefited from the project, only a relatively small core participated from start to finish. One factor that may have contributed to this challenge was that youth participants generally did not attend regular meetings (e.g., once a week) and instead would meet sporadically for scheduled workshops or to intensively plan their youth-led events immediately before the events occurred.
- Feedback from adult supports (i.e., community supports/mentors) and youth participants highlighted the importance of having clear commitments from a sufficient number of local adult staff at the start of the project. This commitment (and low staff turnover rates) greatly contributes to the smooth-running of the project and to helping youth participants stay engaged.
- Caregivers pointed out that there should be collaboration with school administration to ensure that students' attendance records are not affected by participation in project-related events or meetings that take place during school time. It would also be important for future events to take place outside of school time, as much as possible, so that students do not miss out on learning in the classroom.

About the evaluation

- An effective and efficient way of collecting useful data was through the distribution of feedback forms after each workshop, which included forced-choice options (e.g., likert-scales) and open-ended questions.
- In the interim report it was recommended that another staff member assist the project coordinator in distributing and collecting feedback forms and other evaluation documents. This recommendation was implemented. This assistance contributed to an increase in the number of completed forms returned.

- Phone interviews with caregivers were a good supplement to the written evaluations because they provided personal and in-depth accounts of the impact of the project, using a culturally-sensitive method.
- Measuring changes in youths' self-report survey responses from Time 1 to Time 2 (changes over time) proved to be challenging. Only youth who completed a Time 1 survey at the start of the project were eligible to complete a Time 2 survey at the end of the project. Given that relatively few youth remained involved in the project from start to finish, the number of completed Time 2 surveys was rather low. As a result, statistically non-significant differences between Time 1 and Time 2 could have been due to the small sample size (insufficient power) rather than to limitations with the project model itself. A solution to this challenge was to ask youth directly at the end of the project (using paper-and-pencil feedback forms) the extent to which their involvement helped to increase specific health-promoting behaviours and protective factors (e.g., hopefulness, community connectedness) and to decrease specific risk behaviours (e.g., substance use, criminal involvement).

CONCLUSIONS & RECOMMENDATIONS

McCreary's Aboriginal Next Steps II project successfully targeted high-risk Aboriginal youth in BC communities with a high prevalence of youth substance use. The project reached a large number of young people and adults, beyond those who took part in planning and organizing the events. For example, close to 450 individuals were involved in Phase I overall, including those who attended the community film nights. Some of the claymation films were also screened at international film festivals, which enabled further dissemination of the youths' messages.

In addition to the large quantity of individuals who were reached, those who took part reported satisfaction with the quality of the project. They provided very positive feedback about the workshops and events in Phase I, and reported that they learned a lot about Aboriginal youth health issues, substance use, making healthy choices, and HIV/AIDS. Further, the project coordinator incorporated feedback from the interim report to modify and improve the remaining workshops. Results of the evaluation indicated that the workshops increased Aboriginal youths' awareness and understanding of youth substance use and other risk behaviours.

Additionally, youth and adult mentors who took part in Phase II (planning, executing and participating in the youth-led projects) reported overall satisfaction with the process and end product. The criteria for the youth-led projects appeared clear and attainable, given that all the projects directly addressed youth substance use, criminal behaviour and other risk behaviours, and that all participating communities who submitted proposals were supported to carry out their projects.

Youth felt that the activities they engaged in were more meaningful at the end of the project than at the start, suggesting that their involvement in ANS II provided this heightened sense of meaningfulness. This finding is important given that meaningful youth engagement is associated with a number of positive outcomes, including enhanced self-esteem and life satisfaction and reduced substance use and criminal behaviour (as cited in McCreary, 2009).

In fact, youth participants reported that their overall involvement in Aboriginal Next Steps II enhanced their leadership skills, sense of connectedness to their community and school, their peer and family relationships, self-esteem, and sense of hope. They also reported reduced substance use, criminal activity, suicidal ideation, and self-harmful behaviour. Additionally, youth participants reported feeling inspired to organize similar projects in the future and felt capable of doing so given what they had learned from this experience.

Given the success of this project, it is recommended that a similar model be adopted for future projects. However, in light of the challenges experienced with keeping a large number of young people engaged over a two-year period, future initiatives could consider reducing the duration of the project. McCreary has in fact adopted the ANS II model for use in another project but has condensed it into a shorter time-frame. Alternatively, an increase in the intensity and consistency of youth participation across a longer project (e.g., youth attending regular meetings) could promote continued youth engagement. McCreary envisioned this type of continued participation in the ANS II project, but challenges at the community level prevented it from happening consistently in every participating community.

These community-level challenges were related to high staff turnover rates in some communities. It would be helpful for future projects to secure commitment from a sufficient number of local adults at the start. This commitment from adult mentors would facilitate the smooth-running of the project and the continued involvement of youth participants..

In terms of the evaluation component, using paper-and-pencil feedback forms to evaluate the workshops and events was an efficient way to collect data and an effective way of canvassing participants' impressions and suggestions. Information from phone interviews was a valuable supplement to the written feedback. Assessing changes over time using statistical analyses (paired-sample *t*-tests) proved to be challenging due to the relatively small sample size and likely insufficient power to detect significant differences between Time 1 and Time 2. Given the circumstances, a more fruitful approach for assessing changes over time was asking youth directly whether their participation in the project helped to decrease their risk behaviours (substance use, criminal behaviour, self-harm) and increase healthy behaviours.

However, given that measuring and comparing youths' behaviours at various time-points is a more methodologically rigorous way of assessing changes over time, future evaluations should implement this approach when warranted (e.g., when the sample size is large enough). Further, the Time 1 baseline data provided useful information about the youths' behaviours and functioning that contributed to a better understanding of their backgrounds, including their strengths and the challenges they face.

In summary, despite some challenges, the Aboriginal Next Steps II project was successful at accomplishing its goals. The project enhanced Aboriginal youths' awareness and understanding of health risk behaviours and had a positive impact on Aboriginal youths' behaviours and psycho-social functioning.

This project "planted seeds" and created "ripples" that have resulted in increased hope and strength in the participating Aboriginal communities. Moreover, this project resulted in an increased capacity for not only planning but also sustaining youth-led community initiatives, including crime-reduction projects. Many of the youth participants have specific ideas for future workshops and events they are interested in organizing. In some communities, youth are continuing with their projects in a similar format as was adopted during the ANS II. In others, youth are seeking new funding to expand and develop their projects. These sustainable community projects can be the catalyst for bringing about positive change among at-risk Aboriginal youth and other vulnerable youth populations who become involved in this type of project in the future.

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APPENDIX

Measures

- ◆ Feedback Forms – Workshops 1 & 2
- ◆ Community Film Night Feedback
- ◆ Feedback Forms – Workshop 3 (project planning)
- ◆ Caregiver Phone Interview – Sample Questions

FEEDBACK FORM [YOUTH, WORKSHOPS 1&2]

Please read the following questions and circle the right answer:

1. Since 1992, has the number of Aboriginal youth who have tried alcohol gone up, gone down, or stayed the same?
 - A. Increased (gone up)
 - B. Decreased (gone down)
 - C. Stayed the same

2. Which of the following has gone up from 1998 to 2003:
 - A. Use of mushrooms (shrooms, magic mushrooms)
 - B. Use of hallucinogens (LSD, acid, PCP, dust, mescaline, salvia)
 - C. Use of cocaine (coke, crack)
 - D. Use of amphetamines (speed)
 - E. All of the above
 - F. None of the above

How much did you learn today about the following things (Very much, Quite a bit, A little, or Nothing)? Mark an answer for each one:

	Very much	Quite a bit	A little	Nothing
1. Alcohol and drug use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. HIV/AIDS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Making healthy choices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Aboriginal health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate today's event overall (choose only one)?

- Excellent Good Adequate Poor
-



What I learned at today's event:



What I liked most about today's event:



What I liked least about the event and/or suggestions to improve it:



What I will do with what I learned today:

Other comments:

Thank you!

FEEDBACK FORM [ADULT, WORKSHOPS 1&2]

How successful was today’s event at raising awareness of the following things?

	Very much	Quite a bit	A little	Not at all
5. Alcohol and drug use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. HIV/AIDS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Making healthy choices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Aboriginal health issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How would you rate today’s event overall?

- Excellent Good Adequate Poor

What you liked most about today’s event: _____

What you liked least about the event and/or suggestions to improve it: _____

What you will do with what you learned today: _____

FEEDBACK FORM - COMMUNITY FILM NIGHT



What I liked most about the community film night:



What I liked least about the event and/or suggestions to improve it:



What I learned at the community film night:

Other comments: _____

PROJECT PLANNING WORKSHOP - FEEDBACK FORM

How would you rate today's workshop overall? (choose only one)

Excellent

Good

Adequate

Poor



After today's workshop, I am clear about... (Mark how much you agree or disagree with each statement)

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
	1	2	3	4	5
a) What the <u>goal</u> of the project is	①	②	③	④	⑤
b) <u>When</u> our project will be carried out (the timeline)	①	②	③	④	⑤
c) <u>How</u> the project will be carried out (the steps)	①	②	③	④	⑤
d) <u>Who</u> will take part and benefit from the project	①	②	③	④	⑤
e) How the <u>money</u> will be spent	①	②	③	④	⑤
f) How we will measure if the project has achieved its goal (<u>evaluating</u> the success of the project)	①	②	③	④	⑤

Please mark how much you agree or disagree with the following...

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
	1	2	3	4	5
1) The instructions to apply for the money were easy to understand	①	②	③	④	⑤
2) The application form was easy to understand	①	②	③	④	⑤
3) The workshop taught me skills that would help me write other grant applications in the future	①	②	③	④	⑤
4) I see myself applying for actual grants in the future	①	②	③	④	⑤

How does your project help to address substance use and/or other health risk behaviours?



What will your next steps be for developing and/or carrying out your project?

Did you attend the workshop where you made a youth-health claymation film?

- No
- Yes

Did you attend the event where the claymation films were shown in the community (community film night)?

- No
- Yes

Other comments: _____

Thank you!

Caregiver Phone Interview – Sample Questions

- What kind of impact do you think this project has had on _____?
- Do you feel that the community is supportive of the project? Why or why not?
- Has there been a change in _____'s peer group over the past year? Do you think that _____'s peer group has a positive influence on them?
- Have you seen shifts in the amount of time (more, less or the same) spent taking part in activities in the community?
- Have there been any changes in your relationship with _____ over the period that they've been involved in this project? If so, how? Do you think that this is related to their involvement in the ANS project?
- Have there been changes in the level of risky behaviors that _____ may engage in? (ie. Smoking, drinking alcohol, drug use, criminal activities, etc)
- Have you seen a difference in _____'s awareness about health issues? If so, how? (ie. Are they more aware about substance abuse issues, physical, emotional and mental health).
- Have you noticed any differences or changes (either positive or negative) in _____'s emotional wellness and attitudes over the past year (ie. self-esteem, self-confidence, goal setting for the future, and self-worth)?
- Has there been any changes in their lifestyle habits? Such as eating habits, exercise habits, amount of sleep they get, and their overall mood?
- Do you know what _____'s goals and plans for the future are?
- Have their goals changed since they've been involved with this project?
- Do you think they've learned more about their culture through involvement in this project? If so, how?
- Do you think that they've gained knowledge on some of the major health issues that face Aboriginal youth?
- Are there any improvements in communication skills that you have seen in _____ since their involvement in this project? If so, what changes have you seen? If so, what do you think are the reasons?
- What do you think has been the most positive impact on _____ from being involved in this project?
- Would you recommend this project be done in other communities?
- Would you welcome this project back in your community?
- Is there anything that you would recommend be done differently for future projects?