GREATER THAN:
COUNTY YOUTH COLLECTIVE

SHARED LEARNING REPORT

JUNE 2021

The Students Commission
Centre of Excellence for Youth Engagement
La commission des étudiants
Le centre d'excellence pour l'engagement des jeunes

GREATER THAN
COUNTY YOUTH COLLECTIVE

PELC
PRINCE EDWARD LEARNING CENTRE

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Introduction/Purpose of the Community Action Research Project

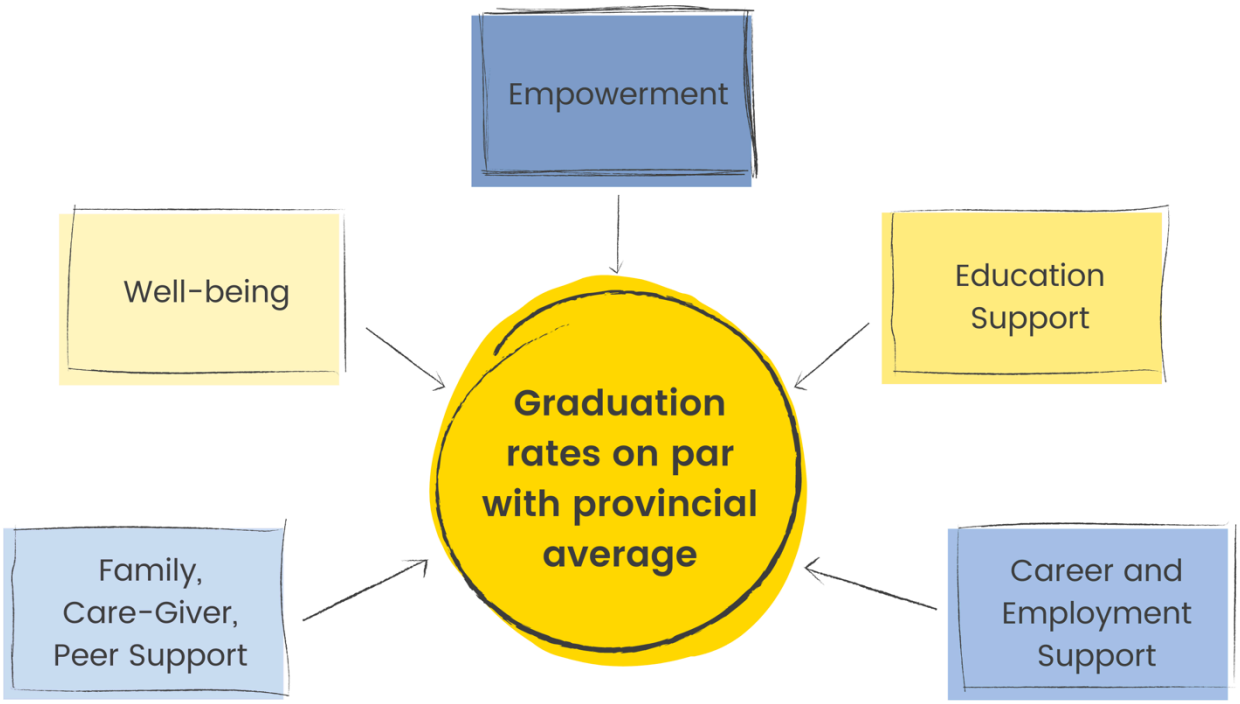
The purpose of this report is to examine the state of youth in Prince Edward County (PEC). Using a Community Action Research process, this report focuses on the experience of community members aged 12-29, and compares the results to community data collections from previous years.
This report will look at highlighted barriers that are impacting youth wellbeing and offer suggested recommendations to address these barriers.

Some History
The Greater Than: County Youth Collective was formed out of a collaboration of multiple organizations in Prince Edward County who support County youth. In 2017 and 2018, these organizations spearheaded participatory action research to better understand the youth experience in PEC. Led by staff from Prince Edward Learning Centre and the Students Commission of Canada, this Community Action Research Project, run over the winter of 2020 and spring of 2021, is a continuation of that research in an ongoing effort to effectively serve the needs of County youth.

In 2017 and 2018, the Greater Than: County Youth Collective organized the collection of surveys of youth aged 12-29 in PEC. These surveys allowed for the amplification of youth voices in the County so that organizations and adult allies could come alongside youth and work together to determine where youth were struggling and what supports and spaces would be beneficial to them. One of the top goals was working with youth to increase PEC high school graduation rates to meet the provincial average by 2026. Since youth who leave the education system early usually face a number of challenges over time that lead to them not finishing high school, the proposition of a Theory of Change was made to address a strategy to help youth succeed. The five pillars of that strategy are as outlined below:

- Family, Care-Giver, Peer Support
    - Youth feel connected to their families, caregivers, and peers
- Well-being
    - Youth are physically, mentally, and emotionally well
- Empowerment
    - Youth feel valued in their community and have a voice
- Education Support
    - Youth are engaged in their learning
- Career and Employment Support
    - Youth see the relevance of their education to their future

Theory of Change: 5 Pillars



The 2020-2021 Community Action Research Project consisted of two main forms of data collections, surveys and focus groups. Surveys were conducted to collect quantitative data, information that can be measured in numbers, percentages, and trends (Mcleod, S.). Several focus groups were held in order to capture qualitative data, information that is observed rather than measured (Mcleod, S.). The qualitative data was used to give the background story behind the quantitative data. For example, if youth checked a box in the survey that indicated they did or did not feel safe, the focus groups gave a safe space for them to explain why. The four survey modules were **Mental Wellness, Engaged in Community, Feeling Safe,** and **Resources in the Community**. Four demographics were chosen for the focus groups, **2SLGBTQIA+** (*2-Spirited, Lesbian, Gay, Transgender, Queer/Questioning, Intersex, Asexual, plus many other identities*)**, BIPOC** (*Black, Indigenous, Person of Colour*)**, Dads and Dudes,** and an **Open Group** where youth of any identity could attend.

A major change that took place during this project was determining the best way to proceed with data collection during the global pandemic and lockdowns. Previously, most surveys and focus groups were done in-person to foster a relationship with the youth who participated. In order to keep everyone's health and safety at the forefront, the decision was made to move all surveys online. With the move to being completely virtual came many challenges. The surveys needed to be digitally formatted and accessible through URL links, a new system had to be put in place

to virtually connect with youth who would be participating, and gift cards had to be emailed out digitally rather than handed out as a physical card. The PELC team created a webpage dedicated to the survey and Zoom sessions were made available every weekday to help folks navigate the survey platform.

As everyone is most likely painfully aware of, we are living in the midst of a global pandemic. The “2020 vision” that we were excited to receive in the midst of our New Year’s celebrations quickly turned into a raw and painful look into our world, the inequalities and suffering experienced by millions, and into our own lives. Being forced to isolate and keep our distance allowed us the opportunity to see even ourselves through different eyes. There was no sugar coating the loneliness felt by quarantining, Zoom fatigue, living behind a literal mask, and the deep frustration over what we thought would be a 2 week break turning into over a year of physical distancing. Yes, the 2020 vision we got was not pretty, but let us see everything in a stark, crystal clear reality. We could no longer gloss over matters that may have seemed inconvenient, we had to face them head on. The one benefit to that is awareness; we cannot fix things that we aren’t aware of. So although these ‘inconveniences' may have interrupted our lives, at least we are able to become active in uncovering and addressing issues rather than letting them fester unchanged.

Likewise, this project allowed youth an opportunity to anonymously and safely share their experiences with their community in an honest and open way. It provides our community with 2020 vision into the lives of some of our own youth. Some things we see may warm our hearts and let us know that we are moving in a healthy direction in certain areas. Other things may not align with our own vision or assumptions of the County and may be difficult to understand or accept. Still other findings may reaffirm and re-energize this ongoing journey and spark ideas to improve current systems.

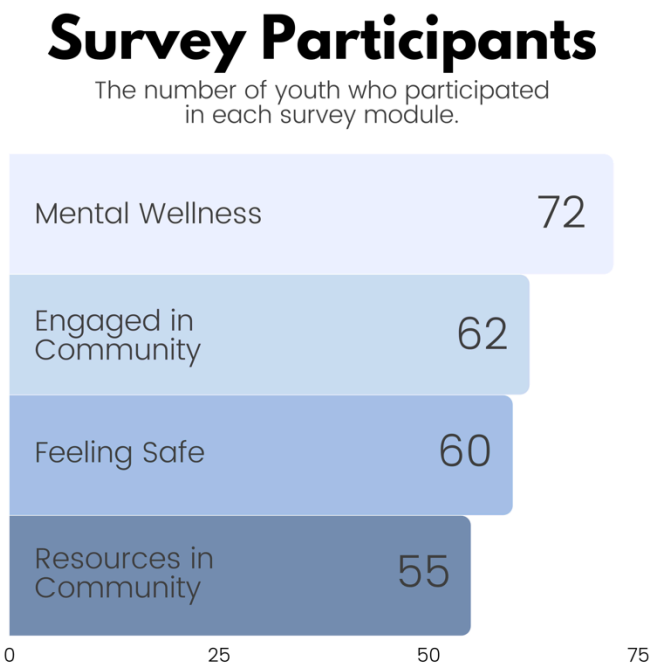
Regardless, the aim of this project is simply to give a platform for youth voice and present what our own youth have said in 2020 vision, direct and unfiltered.

Processes and Tools

In this Community Action Research Project, two forms of data collection tools were used. Over the course of several months, youth were able to share their experiences and data through several surveys and focus groups. Surveys opened in early January 2021 and closed at the end of February. Each survey measured youth's responses in several key areas. Participants were recruited through social media, flyers, radio ads, word of mouth, and by connecting with a few youth groups and organizations. Focus groups were also held in March in order to gain a better understanding of some survey responses through real life examples and in-depth discussions. Four specific demographics were chosen for the focus groups in order to hear from various youth and their unique perspectives on the world, while maintaining a safe space for them to share. Overall, 72 youth participated in the surveys and 19 took part in focus groups.

Survey Module Tools

- Mental Wellness
    - This survey measures mental health knowledge, optimism, generativity (leaving a legacy for future generations of youth), and different aspects of ill-being.
- Engaged in Community
    - These statements are separated into three sub-sections related to different aspects of community engagement: civic participation (how involved the youth is with their community), sociopolitical control (how much voice or influence they perceive they have in their community), and integration/sense of community (how comfortable and connected they feel in their community).



- Feeling Safe
    - This survey assesses how safe youth are feeling in different spheres of their life such as at home, in school, online, and in their community. It also examines how youth perceived their community in general.
- Resources in the Community
    - This survey examines the extent to which youth know about and easily navigate (i.e.: reach, use or join) resources in their communities in terms of Community Involvement and Skills for Accessing Resources.

Each of the four surveys used had between 11-44 questions.

The focus groups featured discussions that centred around several questions about accessing support and what barriers youth faced on an individual, social, and systems level.
The focus groups were held with the following groups:

- **2SLGBTQIA+ Youth** - youth who identify as queer/gender-diverse (2-Spirited, Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual, and/or more)
- **BIPOC Youth** - youth who identify as Black, Indigenous, or People of Colour
- **Dads & Dudes** - youth who are young men and/or fathers
- **Open** - youth of any identity

In this report, most of the information is focused on high level reviews of the most prominent themes found over the course of this research. There were many other themes discovered, however, this approach was taken to allow for easier readability of the report.

All survey and focus group questions can be found in the appendix at the end of this report.

Executive Summary

This report is a look into the experiences of some youth in Prince Edward County to understand the contexts they are living in, understand barriers they are experiencing, and explore areas in which we as a community can work together to best support youth. This project is a continuation of the Greater Than: County Youth Collective's overall goal to raise high school graduation rates to provincial parity by 2026. Through this process, youth have been given a platform to address issues they face in a safe and accessible way.

Data from youth was collected by online surveys and through several virtual focus groups; 72 youth participated in the surveys and 19 participated in the focus groups. This final report examines statistically significant findings and several of the most prominent themes brought up within the surveys and focus groups:

- Comparison between 2017, 2018, and 2020/2021 Survey Results
- Mental Wellness and Youth Age Ranges
- 2SLGBTQIA+ Youth (2-Spirited, Lesbian, Gay, Transgender, Queer/Questioning, Intersex, Asexual, plus many more identities)
- BIPOC Youth (Black, Indigenous, People of Colour)
- Financial Barriers
- Covid-19 and Other Barriers
- Visions for the Future/Recommendations

Additionally, all of the raw data can be found within the appendix at the end of this report.

Over the past year, the term *2020 vision* has taken a whole new, and perhaps more authentic, meaning. Stripped of many outside distractions, living through this pandemic has forced people to see things as they are. This report adopts this outlook when examining the data by presenting the results as they are, as the youth described their individual and combined experiences.

> "One thing my professor had said was, "It is important to consider students' perspectives, not your perspectives of students. It's important to consider the person's perspective, not your perspective of the person."

Organization of the Report

This report will take a look at several prominent themes that emerged from both the surveys and the focus groups. It will be divided into several sections, as detailed below.

1. **Demographics** - a breakdown of the backgrounds of the youth participants
2. **Highlights: Themes of Interest** - an analysis of significant survey results and prominent focus group discussions

a. Comparison between 2017, 2018, and 2020/2021 Survey Results
b. Mental Wellness and Youth Age Ranges
c. 2SLGBTQIA+ Youth (2-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual, plus many more identities)
d. BIPOC Youth (Black, Indigenous, People of Colour)
e. Financial Barriers

2. **Covid-19 and Other Barriers** - a look at some struggles PEC youth have been facing
3. **Vision for the Future/Recommendations** - what youth want to see in the County
4. Conclusion

Demographics

This section outlines the demographic breakdown of participants in the third year of the Greater Than: County Youth Collective program.

Average Age

Survey open to youth ages 12-29.

20
years old

Gender

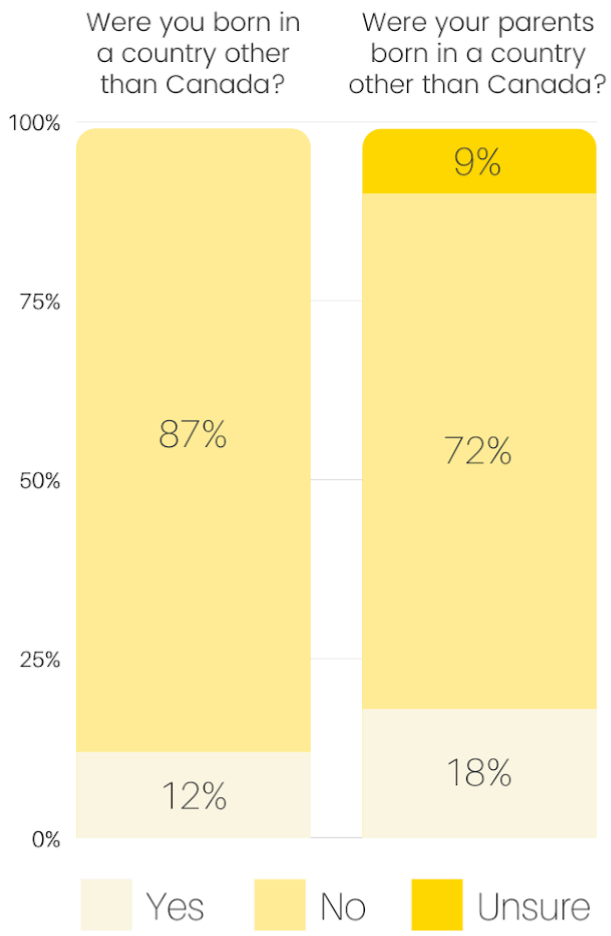
Gender reported during initial account registration.

Girl/Woman	42%
Boy/Man	48%
Gender-Neutral	6%
Genderfluid	3%

Cultural and Racial Backgrounds

North American	46%
First Nations	15%
Western European	12%
Eastern European	5%
Southern European	5%
Korean	5%
Arab	3%
Caribbean	3%
Northern European	3%
West African	3%

Country of Origin



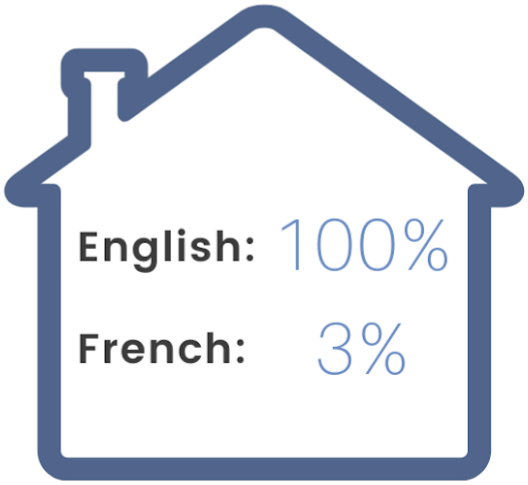
Demographics

Sexual Orientation

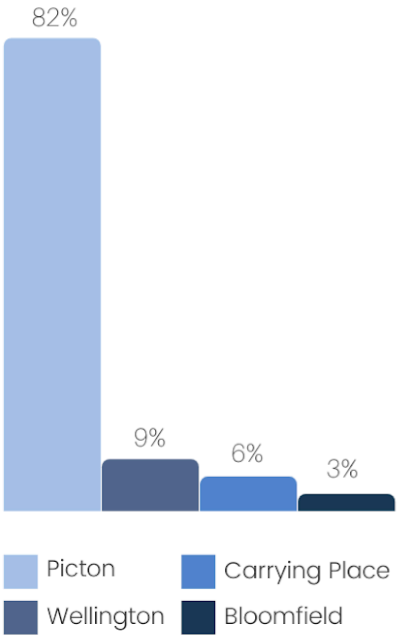
Sexual orientation reported during initial account registration.

Heterosexual	61%
Bisexual	21%
Queer	6%
Questioning	6%
Homosexual	3%
Pansexual	3%

Languages Spoken at Home

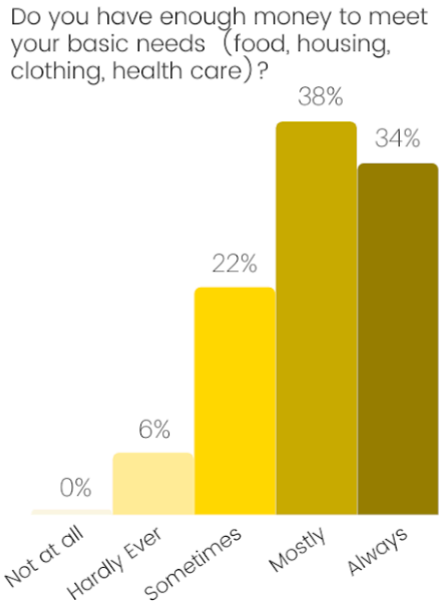


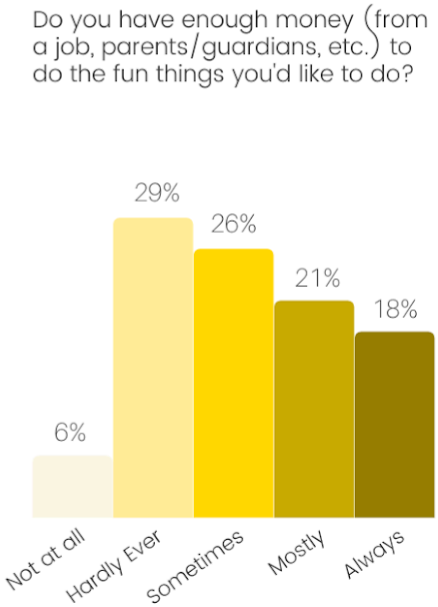
City (Location)



Money for Basic Needs and Fun Activities

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





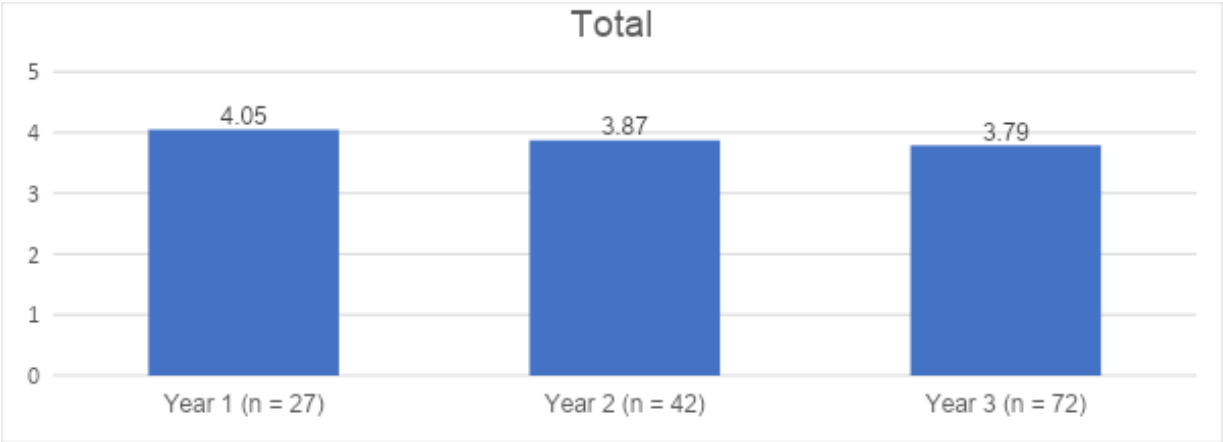
Highlights: Themes of Interest

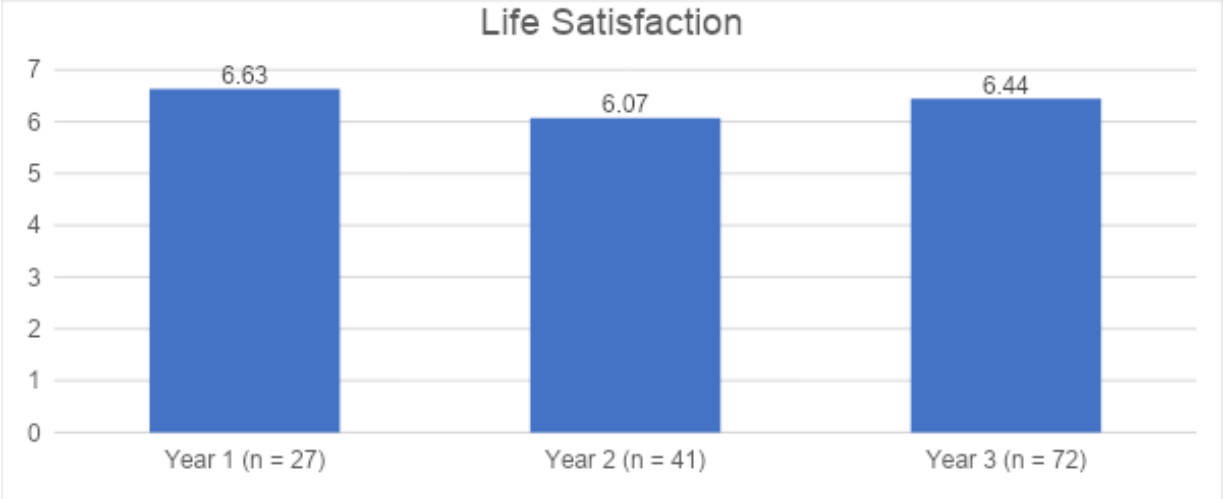
After reviewing the data analysis from the youth surveys and hearing from youth in focus groups, there were 5 areas of interest that we will highlight in this report. It is not an exhaustive list of the statistically significant data found in the analysis, but it covers some topics that were seen in the survey results and further emphasized by County youth in the focus groups. Most sections include a word cloud created using quotes and themes from youth that were emphasized in the focus groups. An in-depth analysis of the data can be found in the appendix of this report.

Comparison between 2017, 2018, and 2020/2021 Survey Results

When comparing results from the 2017 and 2018 surveys to the 2020/2021 survey, there were not as many statistically significant differences. Out of the 4 surveys, 2 did not have any significant differences, those were Engaged in Community and Feeling Safe. There were significant differences found in the Resources in Community survey, where youth in 2018 scored significantly higher in community involvement and community knowledge than in 2020/2021. The 2018 scores were also significantly higher than both the 2017 and 2020/2021 scores for youth having access to skills and resources. Some of this difference could possibly be attributed to the pandemic.

An interesting observance was made for the Mental Wellness survey. Although youth had lived through almost a year with the Covid-19 pandemic, the overall scores in 2020/2021 for mental wellness were not significantly different from the scores of the previous years. Scores in life satisfaction, mental health knowledge, optimism, and youth generativity remained similar. Generativity refers to the urge to leave something behind or guide the next generation. This could be indicative of youth experiencing the pandemic in different ways. Some youth might have had increased access to new and/or online resources, supports, and programs that were not easily accessible before. As well, youth who may have had a particularly difficult time with the pandemic might not have chosen to participate in this project.





Takeaway:

- Youth were asked to rate their present life from 0-10 (0 being worst possible life for them and 10 being the best possible life)
- Youth in years 1 and 3 presented slightly higher results in life satisfaction than those in year 2.
- This difference between year one (6.63), year two (6.07, and year three (6.44) was not found to be statistically significant

There were significant differences found in 4 out of 16 areas dealing with ill-being, which is the opposite of wellbeing, when one feels unwell or unhealthy. In 2017, youth who were surveyed experienced more backaches and felt more low (depressed) than in other years. However, they experienced less loneliness. A significant difference that was not surprising was that youth in 2020/2021 reported that they weren't able to have fun with their friends as frequently than in the previous years.

Mental Wellness and Youth Age Ranges

A word cloud was created from themes and youth quotes found in both the survey data and the focus groups regarding mental wellness.

The PEC Youth Survey captured the experiences of County youth between the ages of 12-29. Within that age range, there were some statistically significant differences found between younger youth aged 12-18 and older youth aged 19-30 (accommodating for any youth who had a birthday between the time they took the survey and the writing of this report). When measuring mental wellness, younger youth reported that they felt more energetic, but also more nervous. Older youth reported higher feelings of ill-being overall; they had more backaches, they felt more low (depressed), more sad, and more lonely than their younger counterparts. An older youth who is a parent noted during an Open focus group that with the pandemic came added stresses and worries that they and their friends were facing. This again points to the consideration that people are not experiencing the pandemic in a uniform way. While overall, youth do not report major changes in mental wellness, it is clear that that is not true for everyone.

Significant Differences between those aged 19-30 and those aged 12-18.	
Item	
Feeling low (depressed)	Those aged 19-30 felt significantly lower and more depressed than those aged 12-18. ● Aged 12-18: 3.30 ● Aged 19-30: 2.44
Feeling nervous	Participants aged 19-30 felt significantly less nervous than those aged 12-18.

	• Aged 12-18: 2.35 • Aged 19-30: 3.46
Have you felt full of energy?	Those aged 12-18 felt significantly more energized than those aged 19-30. • Aged 12-18: 2.96 • Aged 19-30: 2.32
Have you felt sad?	Participants aged 19-30 felt significantly sadder than those aged 12-18. • Aged 12-18: 2.69 • Aged 19-30: 3.39

"I have family and friends who aren't doing well and maybe aren't reaching out for help in the right ways. But I would say, out of 10 of my friends, zero of them had depression issues before, 4 of them do now."

"I just need help with balance. I am tiring myself out with work, kids. And I'm home all the time."

2SLGBTQIA+ Youth

A word cloud was created from themes and youth quotes found in both the survey data and the Discover YOUth focus group.

Note: the term "queer", which has been used as a derogatory slur, has been reclaimed by many folks within the 2SLGBTQIA+ community as an inclusive term to encompass the many identities and orientations there are. There are also some folks who prefer not to use this term. We decided to include "queer" in this report as there were youth who self-identified as queer and we want to represent all youth as they are.

When it came to youth who identified as 2SLGBTQIA+, there were various statistically significant differences found in the Mental Wellbeing, Engaged in Community, and Feeling Safe surveys. These differences were further highlighted in their focus group. When compared with their heterosexual counterparts in Mental Wellness, queer youth scored lower on life satisfaction, they had less energy, and found it harder to focus and pay attention. They also reported having more stomach aches, more depressive feelings, feeling more irritable and bad tempered, more nervousness, more sleeping pattern troubles, and they felt more sad and lonely. In Engaged in Community, non-heterosexual youth scored higher on civic participation and being more engaged than heterosexual youth.

Significant Differences between Heterosexual and Non-Heterosexual Youth

Item	
Life Satisfaction	Heterosexual youth experienced statistically significantly higher levels of life satisfaction than non-heterosexual youth. ● Heterosexual: 6.93 ● Non-Heterosexual: 5.00
Feeling Low (Depressed)	Youth identifying as heterosexual experienced significantly less depressive feelings than non-heterosexual youth. ● Heterosexual: 3.12 ● Non-Heterosexual: 1.82
Feeling nervous	Heterosexual Youth felt significantly less nervous than non-heterosexual youth. ● Heterosexual: 3.02 ● Non-Heterosexual: 2.06
Difficulties in getting to sleep	Youth identifying as heterosexual experienced significantly less troubles in their sleeping patterns than non-heterosexual youth. ● Heterosexual: 3.07 ● Non-Heterosexual: 1.82
Have you felt sad?	Youth identifying as heterosexual felt significantly less sad than non-heterosexual youth. ● Heterosexual: 2.84 ● Non-Heterosexual: 3.82
Have you felt lonely?	Youth identifying as heterosexual felt significantly less lonely than non-heterosexual youth. ● Heterosexual: 2.72 ● Non-Heterosexual: 3.76

However, despite more civic involvement, youth of other sexual orientations felt less safe than heterosexual youth across all areas: home, online, school, and in our community. A focus group was held with youth from Discover YOUth, a program that provides a safe, anonymous space for youth who identify as 2SLGBTQIA+ or may be questioning. This program was created as a response to the need for a safe space for queer youth that was identified in the 2017 and 2018 surveys. When discussing different barriers they face, there was a common theme of needing supports and resources that were specific to or intently aware of their needs and challenges. One youth mentioned that as a trans person, it was difficult for them to get competent medical care. It felt as if there was a surface level knowledge that transgender bodies (identifying as a different gender than assigned at birth) were different than cisgender bodies (identifying as the same gender assigned at birth), however, there was a lack of further training and education as well as systems in place in order to provide safe and effective care.

> *"I can't get access to the kind of care that I need... because of both transphobia on an individual level of the doctors or whoever I'm meeting with, but also on an institutional level, like not actually having the systems in place to work with trans people."*

Another barrier these youth highlighted was safe and accessible mental health care. Many felt that although there are some mental health supports in the community, there were some of these supports that did not create a safe environment for them to seek and receive the help they needed, nor was there always a full understanding of queer-specific issues the youth faced. Just as an anxious person may seek out a therapist or counselor who specializes in dealing with anxiety, and a person who lost a loved one may turn to a grief counselor, these youth voiced that they simply wanted to speak with someone who had the training or background to understand them and provide a safe environment. They also wanted to work with someone they personally felt comfortable with, as many therapists and counsellors stress the importance of finding a professional that you have a good fit with. In addition, the youth were grateful for the safe space they had been able to access with Discover YOUth and hoped to create more public initiatives alongside that program. Some other suggestions were resources for parents and allies of queer youth and a public space for youth and allies to hang out and be a part of the community. One youth mentioned that their parent wanted to help them but had no knowledge or understanding of what parenting a queer child looked like. Such a resource would allow parents, care-givers, and allies an opportunity to learn and support each other without putting the burden of educating on the child, who is also going through their own struggles and difficulties.

> "I've been volunteering in the community in different ways, and not just in the queer community. And it's been really powerful just to be an out and visibly queer person being seen, providing some visibility, and then also connecting with people I would not have expected to connect with over our shared experience."

> *"My mom would definitely be like, 'yes' [to having parent supports]. Because when I was diagnosed with a lot of mental health, she was like, "I don't know how to help you". It's something that she was never taught or exposed to. So it took her a while to adjust... that I wasn't going to be what she thought."*

BIPOC Youth

A word cloud was created from themes and youth quotes found in both the survey data and the BIPOC focus group.

In this report, we also looked at BIPOC youth and compared their experiences to that of non-racialized youth. BIPOC is an acronym for Black, Indigenous, and People Of Colour. There were a few significant differences found between Indigenous and non-Indigenous youth. Indigenous youth reported that they thought of ways to help others become leaders more often. This is a sign of generativity, which is when someone looks for ways to help the next generation or leave a beneficial legacy. Unfortunately, although Indigenous youth want to help raise leaders, they do not feel as if they have a voice in decision making, scoring significantly lower than non-Indigenous youth. They also felt a lot less safe at school. BIPOC youth as a whole scored significantly lower than non-racialized youth when asked if they felt safe while at school, online, and in our community, while there was no significant difference when asked about feeling safe at home. This is significant because it underscores that it's work in the community, rather than in families, that needs to be done to create an inclusive environment for BIPOC youth. This is in contrast to 2SLGBTQIA+ youth who also feel more unsafe at home than heterosexual youth, highlighting that work needs to be done within families and with parents to create that feeling of safety for those youth.

Significant Differences between Indigenous and Non-Indigenous Youth	
Item	
School	Indigenous youth felt significantly less safe in their school environment than non-Indigenous youth. ● Indigenous: 2.06 ● Non-Indigenous: 3.47

Significant Differences between Racialized and Non-Racialized Youth	
Item	
School	Racialized youth felt significantly less safe in their school environment than Non-racialized youth. ● Racialized: 2.73 ● Non-racialized: 3.65
Online	Racialized youth felt significantly less safe in their online environment than Non-racialized youth. ● Racialized: 3.11 ● Non-racialized: 3.7
Community	Racialized youth felt significantly less safe in their community than Non-racialized youth. ● Racialized: 2.92 ● Non-racialized: 3.63

In the focus group, a recurring theme throughout the discussion was a feeling of not fully belonging, not feeling included or protected.

> *"I also come from a different country and I have been homeschooled... But when I go out, I do feel like sometimes I don't fit in in groups. But I think it is very important… having a safe environment, feeling like you fit in, feeling like you are fine."*

When some of the youth recounted experiences of hearing hate speech or offensive comments in group settings, they noted that some other youth and adults/leaders often did not recognize the comments as hurtful or did not know what to do and those situations were not handled properly. These experiences removed the safety from what should have been safe spaces for those youth. Many times, the burden of bringing awareness was placed on racialized youth. However, those youth were then seen as overly sensitive and told that it was just a 'joke' or *"I have a *insert race/ethnicity here* friend or family member, so what I said was not racist or offensive"*.

> *"In the County, there's a lot of different youth organizations, which is awesome. But just from some experience, I think that if there was more awareness on specifically racial issues, for this in different groups, because I find that sometimes if my friends go to places for safe space or fun time, but then if something happens, and then a leader might not know how to handle a situation, so it just never gets dealt with, then it just*

never feels good. Doesn't feel like a safe space anymore. So I think maybe more awareness in different groups in the County on those issues and even on different issues as well would be quite helpful."

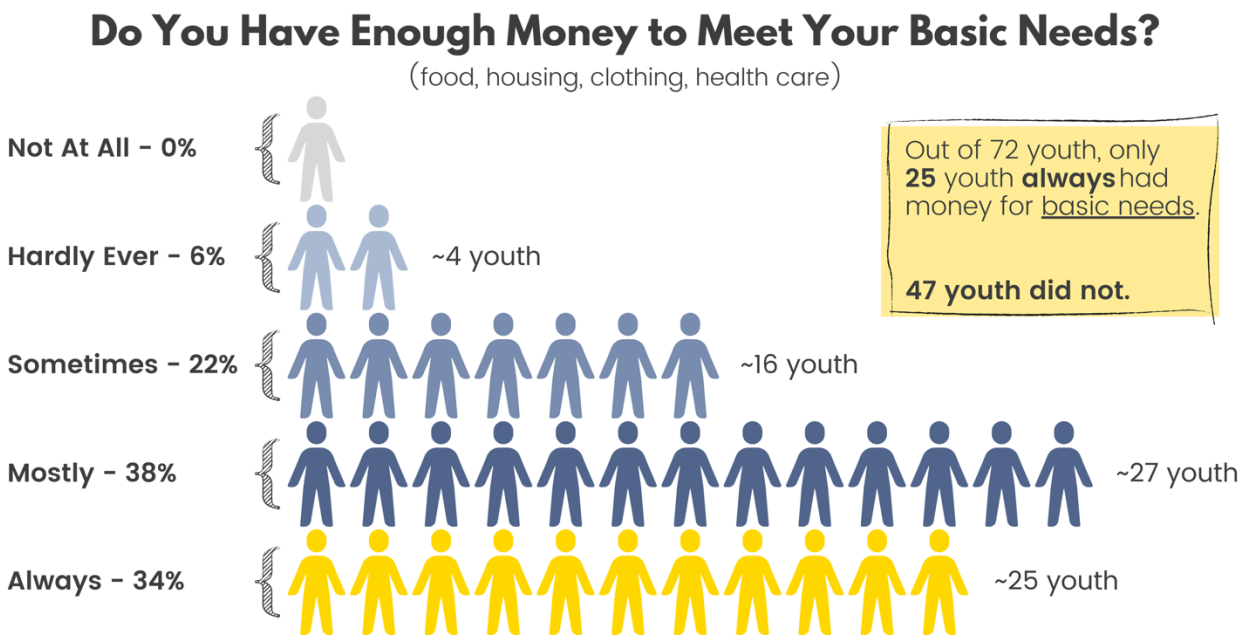
Youth in the BIPOC focus group also advocated for mental health supports, such as counseling and therapy. One youth was even able to access a free session through online resources, though they all agreed that consistent professional help over a longer period of time would be more beneficial. There was a high value placed on doing work on oneself to become a better person as a way of helping to create a better, more inclusive world.

> "Honestly, the biggest thing that we can do individually is just a lot of inner work, and be able to simply be understanding and kind and respecting to one another. And then hopefully, if that happens individually, then they can be that example to someone else."

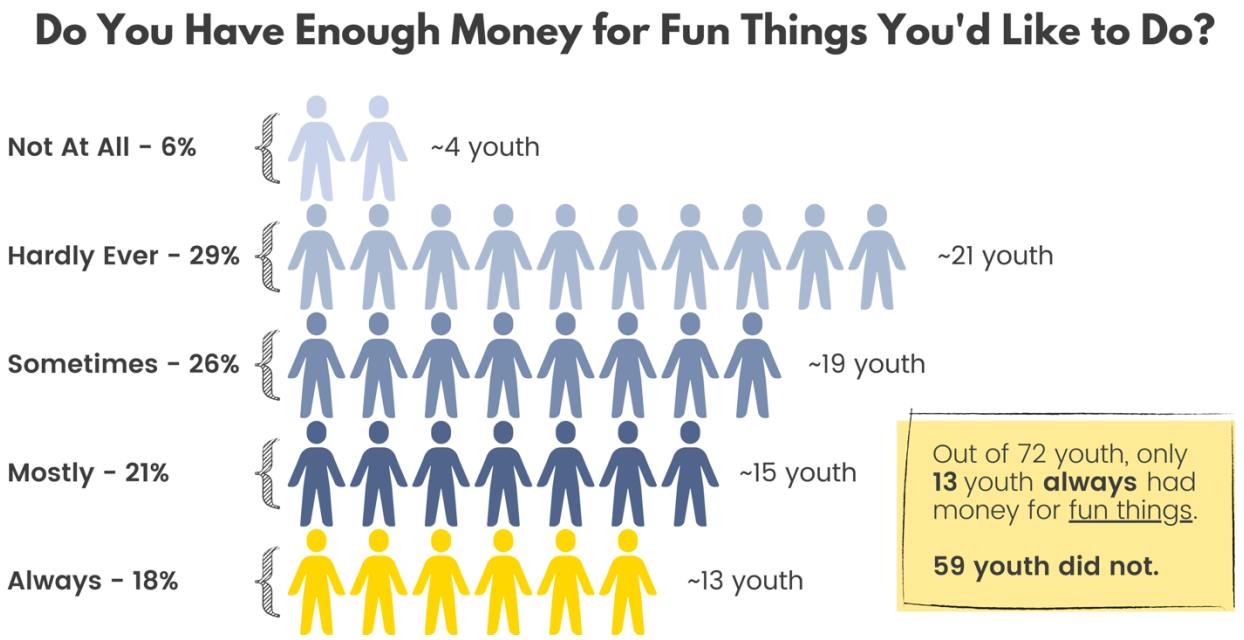
Financial Barriers

A word cloud was created from themes and youth quotes found in both the survey data and the focus groups financial barriers and challenges.

A common theme expressed by youth was how a lack of finances created various barriers for them and their loved ones. When participating in Sharing the Stories surveys, youth completed a demographics survey as part of their account registration. In the demographics portion, youth were asked about finances through two simple questions: did they and/or their families have enough money to meet their basic needs (food, housing, clothing, health care) and did they have enough money to do some fun things that they enjoy. Out of 72 youth, only 34% checked that they or their families always had enough money to meet their basic needs. This means that about 25 youth felt secure in having their basic needs met, whereas about 47 youth did not. Thus, 66% of those youth and their families are struggling to simply meet their basic needs due to financial struggles.



In the second question, these youth reported if they had enough money from a job, parents/guardians, or some other source to do some of the fun things they enjoyed. These fun things could be anything from buying an ice cream cone to taking part in a community sport or ordering their favourite book.



In terms of the Mental Wellness survey, youth who did not have enough financial stability to meet their basic needs had more headaches, felt more low (depressed), felt more sad, and had more trouble focusing than youth who felt more financially secure. When it came to both Youth Engagement and Resources in Community, youth who chose always, often, or sometimes

having their basic needs met scored significantly higher in community involvement and positive developmental settings than youth who chose hardly ever or never. In the Feeling safe survey, youth who often had their basic needs met felt significantly less safe at school, home, and in their community than their counterparts who were always financially stable.

Significant Differences across financial status.	
Item	
Headache	Those who always felt that they had enough money to meet their basic needs had significantly less headaches than those who never/hardly had enough money. ● Never/Hardly: 2.00 ● Sometimes: 3.09 ● Often: 3.11 ● Always: 3.9
Feeling low (depressed)	Those who always felt that they had enough money to meet their basic needs had significantly less depressive feelings than those who often and sometimes had enough money. Always > Often; Always>Sometimes ● Never/Hardly: 2.25 ● Sometimes: 1.91 ● Often: 2.16 ● Always: 3.4
Have you felt sad?	Those who always felt that they had enough money to meet their basic needs had significantly less feelings of sadness than those who often and sometimes had enough money. ● Never/Hardly: 3.5 ● Sometimes: 3.91 ● Often: 3.53 ● Always: 2.63
Have you been able to pay attention?	Those who always felt that they had enough money to meet their basic needs felt that they could pay attention significantly more than those who often times and sometimes had enough money. ● Never/Hardly: 3 ● Sometimes: 2.45 ● Often: 2.74 ● Always: 3.41

Here are what some County youth said in terms of financial barriers they face:

Mental Health Supports

> There are some free therapy sessions. And through [agency name], I managed to talk to somebody once and it helped me a little. But when it comes to therapy, as you probably all know, one session won't do. You have to do more. What I have found is that therapists, they're so expensive. Getting therapy sessions... maybe having that option would be very helpful. Because if we are mentally and emotionally feeling good, then we can charge forward and move forward.

17 out of 19 focus group participants mentioned or agreed that mental health supports were important for people to access.

Basic Needs

47 out of 72 surveyed youth reported they did not have enough money for basic needs.

> When I was working in the school, we would see kids who come in with less food or with their clothes that are maybe a little small and stuff. You would try and help those families as best as you can. But how many of those families are you not seeing now exactly? A scary thought...

School

> My online school didn't offer a drama course, which is what I want to go into for post-secondary. My mom was able to find a grade 12 drama course so that I was able to take that, but of course, it costs money. But the [Learning and Engagement Fund] helped pay for half of it, so I was able to get it.

All 19 youth from the focus groups mentioned or agreed that financial barriers had an impact on their lives.

A youth living on ODSP said it was "really difficult to afford the normal things in life". Others mentioned the rising prices of necessities.

> I would say, especially in this area with produce going up and housing going up or rent, everything's gone up so much in the last 2 years, even with COVID starting. It's insane financially.

Affordability

COVID-19 and Other Barriers

A word cloud was created from themes and youth quotes found across all of the focus groups regarding the pandemic and other challenges or barriers youth reported.

Youth were invited to share barriers that they were facing. Everyone agreed that the pandemic had affected their lives and mentioned new pandemic related struggles they were facing, like adjusting to online learning, social distancing, missing in-person connections, as well as dealing with the frustrations of new COVID-19 waves, restrictions, lockdowns, and the fear of getting sick. Other barriers they brought up also included feeling overwhelmed, losing usual support systems, not always knowing where to turn for help, and transportation difficulties. Transportation was mentioned in every focus group as youth said that it was very difficult to get around in rural areas. Sometimes there were opportunities or resources that weren't easily accessible because transportation was not available.

Here are some of their responses:

COVID-19:

> *"Um, I'm thinking just like trust barriers and. And, you know, just kind of social barriers. And a lot of it is due to like COVID and stuff that I've just been inside the house a lot. So I'm not that social when it comes to everyone anymore."*

> *"Just like getting the vaccine for everyone, you know? So everyone can be safe, but still have fun with their friends."*

"What really brought me out of my comfort zone before is just being with a bunch of friends. And just goofing off to the point where I don't care. But you can't really do that with COVID anymore… And it's painful, because I'm like, the funny type of person in our group, and I don't like not being the funniest person."

"The COVID pandemic, it's making everything difficult, school work, time management for everything. The supports you may need, you have trouble getting there because of transportation limits, or this social distancing and businesses being closed.

"I find even like in the grocery store. I'll touch something. I'll be like, I don't actually want it and I'll go to put it back. But I'm like, do I put it back? Because that person next to me? Like there's actually things I never would have thought that I do. And I have more anxiety about."

As mentioned before, every focus group participant agreed that the pandemic had affected their lives in various ways, most being negative with a few positives as well. Youth expressed fear of getting sick, frustration of changing restriction and lockdown measures, the stress of pandemic life as well as the loss of not being able to live as they had previously or having to rethink simple actions that used to be normal.

Something that is interesting to note is that when talking about barriers they were facing in their lives, many youth also mentioned COVID-19 effects indirectly as will be seen in some of the quotes in other categories. Some struggles with education, transportation, and support systems came about as results of pandemic changes.

Feeling Overwhelmed/Support Systems:

"What makes life difficult in my world is playing the balancing act of work, personal and self care. If one of these three pillars in my life are askew, the other two pillars suffer in correlation and if I don't catch up to balance the pillars, there can be lasting effects that can not be recovered immediately."

"That's what I was gonna say is just like crisis support that is not tied at all to like the police or the hospital, like something that is like a safe space and is queer competent. And isn't part of an authority system where it feels like you're being punished or whatever. Just like a crisis support space."

"I think support systems have been lost, like, some completely, which has been really sad. Like, I know, with my grandparents, they take my kids every other weekend, and there were a couple months where they couldn't take them at all. And some people really need a support system. And if they don't have those people to contact or to be there, then what do they do?"

Many youth felt overwhelmed by different aspects of their lives. Others mentioned either support systems they would like to see exist or the loss of systems they had come to rely on. Some mentioned steps they had taken to seek help or access resources. Others expressed that they

knew what supports they needed but either didn't always know specifically how to access them or found resource/support systems difficult to navigate.

Transportation:

> *"Um, so I don't have transportation to get to places, from point A to point B. Unless I walk. And so. And I'm like, trying to get my driver's license. And because of COVID, it all got pushed back."*

> *"Another one [barrier] could be transportation to the college if you don't have a vehicle, because I know the Belleville transit that comes here, the schedule wasn't too great when I looked at it when I didn't have a car."*

Living in a rural area does present transportation challenges. Youth mentioned that not everyone is able to access or afford a vehicle and often that limited them in various capacities. Not having easily accessible, affordable, or reliable transportation could interfere in areas like employment, education, or access to important services, programs, and resources.

Education:

> *"Well, personally, right now for me, it's the stress of school, because I'm getting to the last month of school, my first year of college. So that's a thing, especially during COVID because it's all online."*

> *"When I was back on online school, I tried to understand science and my mom did not understand science either. So practically, we have to search up the stuff. I try to look at it, but it didn't make sense."*

> *"I find that I'm always either on my laptop, in class on Zoom, or I'm on my laptop working on assignments or researching for assignments and classwork, and then it just feels like as soon as I'm done that, I'm at work. And then it just feels like that on the weekend. It's just more assignment work and then if I have like an hour to relax, it's gone in an instant… And you're doing your schoolwork at your house. It feels like you're never escaping school. Yeah, because your house is your school."*

Schooling has been challenging for many youth, especially in the wake of the COVID-19 pandemic. Some participants communicated struggles with navigating online learning, difficulty knowing where to turn for help, and feeling isolated from their peers.

Connections/Activities:

> *"And I think for a lot of other people my age who spend like half of their time at home in the county and half of their time somewhere else for school after high school, a barrier to wellbeing is not feeling as connected to like programs and things you can do when you're back at home, or not even really knowing if those exist.*

“Like, we don't have gymnastics here. We don't have pool. I don't know what else is involved. But it seems that there's more in Belleville than there is here. As that's what I'm hearing from parents is that they're going to Belleville for activities.”

“I'd have to say the lack of activities within the county, because even pre-COVID, there wasn't much for teens, let alone children to do within the county, in my opinion. We only have one youth club that only stayed open until five. And that was only two hours after school ended.”

“Personally, I feel more stressed during the pandemic, because there's no activities or things you can go out and do that can take your mind off it and make you relax.”

Youth felt a sense of lack when it came to local connections and activities, both before and during the pandemic. Having to go outside of the local area for activities was difficult especially when coupled with how youth expressed having transportation challenges.

Youth's Vision for the Future/Recommendations

A word cloud was created from themes and youth quotes found across all of the focus groups regarding their vision for the future or any recommendations they had for our community.

In each focus group, youth were asked various questions, two of which were:

- What services do you wish existed in times that you needed support?
- What can you see yourself doing to help bring about a solution? What are some things you've already done or are doing?

Here are some of their responses.

Safer Spaces:

> *"Joining with a group of people and creating a space that can be a safe one. To know that you're not alone, we're here. I see myself as being a part of different youth centers that would be open to allowing just an inclusive environment for youth because I feel like everyone struggles with something different."*
>
> *"A safe space downtown that is private, but advertised privately to LGBTQ+ people when they need to have a calm down space outside of their homes or schools."*

Many youth voiced the need for safe spaces, but as was discussed in the BIPOC focus group, a space that is safe for one person, might not feel safe for another. In a report by the Students Commission of Canada and the Centre of Excellence for Youth Engagement, the concept of

creating ***safer spaces*** rather than safe spaces was explored. According to the report, “the adoption of the term safer spaces versus safe spaces recognizes that safety exists on a continuum of risk for different youth in different contexts and requires continuous and in-time critical appraisal by youth and service providers” (Drabenstott, Lawford, Ramey, & Rose-Krasner) Simply put, saying one has created a safe space implies that there is no further work to be done. Creating a safer space recognizes that different youth may have different conditions in order to feel safe and leaves room for continual adjustments to accommodate each situation as it arises.

Community:

> *“The best thing that people ever did for us was to help us find community, so whether that's sports, a youth group, or an arts group. You can't always address all the individual things in any young person's life that are not going well or that are hard. But helping people have friends and other people to support them is like the best thing you can do.”*
>
> *“The COVID pandemic, it's making everything difficult, school work, time management for everything. The supports you may need you have trouble getting there because of transportation limits, or this social distancing and businesses being closed. I know the [agency name] has been closed. And that's a support system out of the youth's lives really, until COVID is done, hopefully soon.”*
>
> *“I believe a more personal service would be fitting for me. If I were to keep in contact with a singular person rather than a whole institution, it would allow me to feel more comfortable to be more personal about what problems I have in my life and what kind of support would fit my problems.”*

The Greater Than: County Youth Collective was created with this fundamental principle in mind: “by working together we are Greater Than the sum of our parts”. The same can be said for youth in PEC. Unfortunately, the global pandemic has made coming together in-person difficult and Zoom fatigue can put a strain on virtual connections. Yet, the world has been full of surprising innovations as folks have been learning to adapt conventional measures into more fluid methods.

Accessibility:

> *“So while the gold standard would be to have individual therapy for individual people, I know that's not always possible. But support groups where people can learn tools to manage anxiety and those kinds of things, I think could be a good thing to consider in high school age people.”*
>
> *“There's a camp called the Impact Arts Camp that provides free arts-based summer camps to kids… Without them, I wouldn't have had a lot of forms of expression. I didn't do sports, that wasn't my thing. So making sure that those creative outlets still existed,*

was important to me, and that they were accessible, because those things can be expensive."

"I live in a rural area outside of town where there's no transportation. You must have your own car and be able to drive. That was a big issue for me. I managed to get funding for taxi rides, which helped me to get my G2. I was taking Driver's Ed, which I paid myself, but the cost for the [taxi] trips were paid for by PELC. And now I got my car. That was a big step that was very important, because that was holding me back from doing the things I wanted to do."

Having access to programming and resources is crucial. As many youth mentioned financial barriers in their lives, affordability was high on their list of priorities. However, affordability might not always be as simple as providing a free service, sometimes there are funding gaps that may get missed. For example, youth who might be eligible for funding to participate in community programs might not have access or the financial means to travel for those opportunities. This is why initiatives that help to cover funding gaps are important.

Conclusion

The objective of this report is to provide Greater Than: County Youth Collective as well as the Prince Edward County community with a deeper look into the lives of some of their youth. It is a way to amplify youth voices so youth and adult allies can work together in creating a better, healthier community for its younger citizens to thrive in. When County youth are able to thrive, it will have a positive effect on many areas, including the goal of raising graduation rates to parity with the rest of the province by 2026. Along with the findings from 2017 and 2018, this research will continue to support and guide collective community actions.

Without question, the COVID-19 pandemic has also played a significant role in how County life has changed over the past year. Frustration and pain were felt with every new restriction and lockdown, and the fear of illness due to the pandemic. In each focus group, youth acknowledge both direct and indirect implications the last year has had on their personal lives, mental health, and access to resources. For some youth, online resources opened up an entire new world. For others, the lack of in-person support was extremely difficult.

Youth were appreciative of current programs and supports, such as Discover YOUth, the ROC, the HUB, and many other local organizations. They also brought forth ideas for improvements and additions to the current work being done. In keeping with the theme of seeing youth with 2020 vision, these ideas should be carefully considered.

Next steps for this report will include shareable knowledge mobilization products to inform the community. What is learned from this report should not be limited to only reaching those who have the ability to read it. Through shareable products, such as social media posts, core information from this report can be shared in engaging, easy-to-understand formats to reach more of the County community.

Other next steps could include:

- Periodic community updates
- Continued research through survey
- Follow up interviews for youth who participated in the surveys and focus groups
- Sharing findings back with youth for validation and to hear their thoughts
- Engaging youth to take action on some of the issues identified through the survey.

References

Mcleod, S. (n.d.). Qualitative vs Quantitative Research: Simply Psychology. Retrieved from https://www.simplypsychology.org/qualitative-quantitative.html

Drabenstott, M., Lawford, H., Ramey, H., and Rose-Krasner, L. (2019). Programming to Promote Social Identity Formation among Youth. Retrieved from https://www.studentscommission.ca/assets/pdf/en/publications/Social-Identity-Formation-Model_July2019_e.pdf

Detailed Data Analysis

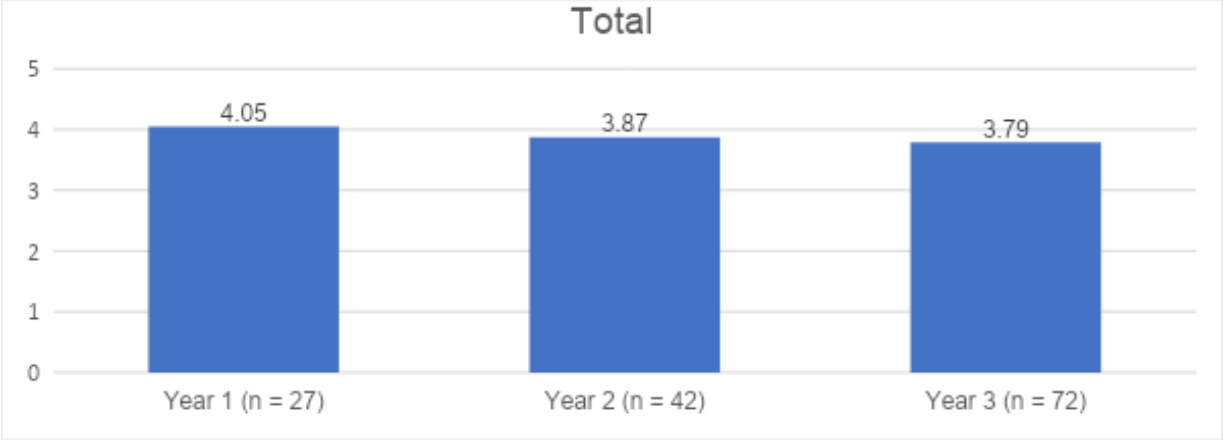
The following charts highlight statistically significant results for each of the 5 surveys: Mental Wellness, Engaged in Community, Youth Engagement Qualities, Resources in Community, and Feeling Safe. All of the survey results can be found in the appendix at the end of this report.

Sentence about interpreting statistical analysis:
Each analysis looks to find statistically significant results. "Statistical significance" helps quantify whether a result is likely due to chance or to some factor of interest. In other words, it is a determination that a relationship between two or more variables is caused by something other than chance. In the case of group difference, when you have pre-program and post-program (for example), that means that the group's difference allows you to be 95% sure that it is attributable to change that occurred during the program period. When looking at demographic variables with only a few respondents, we ask that you proceed with caution when making any inferences. Low sample numbers often suggest a trend in results.

Note: Some tables may include results for several groups of youth but only report on a few for statistical significance. This is because some groups may have too small of a sample size to infer statistical significance.
For example, if you have 50 youth who completed a module with 30 identify as girl/woman, and 18 identify as boy/man, and only 2 identify as gender diverse, it is statistically inaccurate to compare the 30 girls/women to the 2 gender diverse youth. The two youth are not an accurate representation of a population (as they could just have individually had a very great or very bad experience).

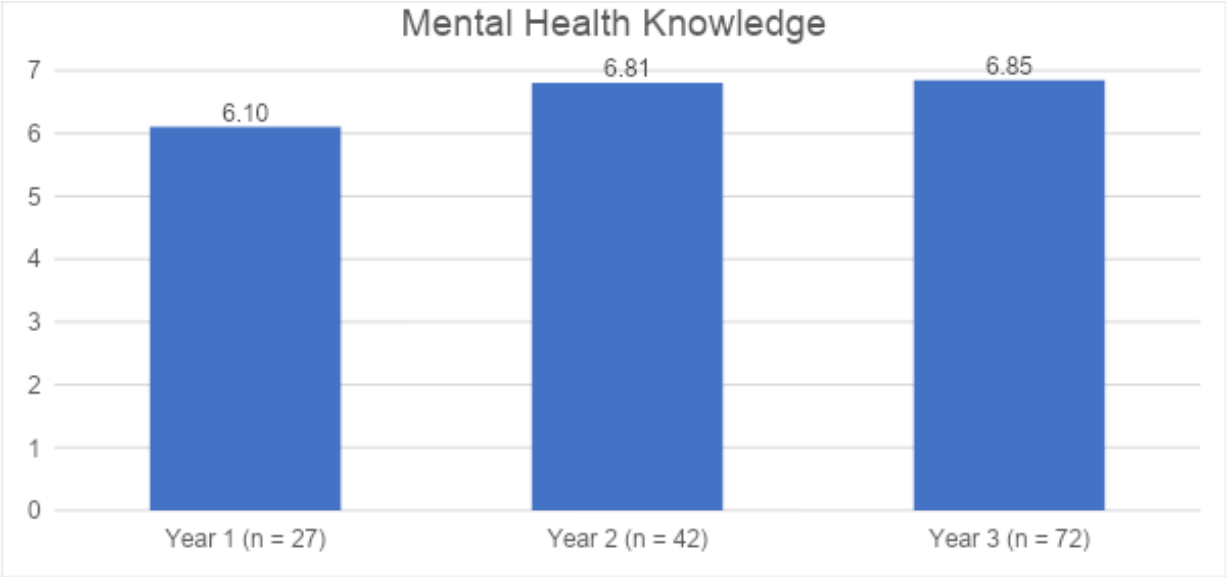
Mental Wellness Survey

The Mental Wellness survey presents youth with 27 statements related to their mental wellness and health. The tool measures mental health knowledge, optimism, generativity (leaving a legacy for future generations of youth), and different aspects of ill-being. Response options differ throughout the module and will be provided with the relevant section.
Youth scores were statistically analyzed and compared between years one, two and three. Scores were compared across genders (man, woman, genderqueer youth), sexual orientations (heterosexual compared to sexual minority youth) and cultural identities (racialized vs. non-racialized). Only statistically significant differences will be presented.



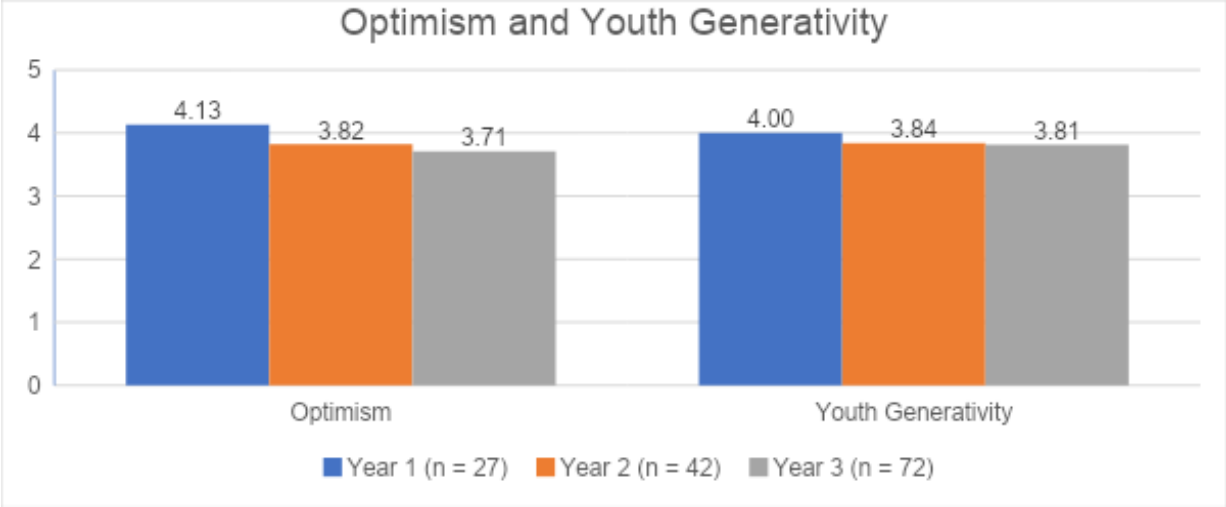
Takeaway:

- Youth were asked to rate their present life from 0-10 (0 being worst possible life for them and 10 being the best possible life)
- Youth in years 1 and 3 presented slightly higher results in life satisfaction than those in year 2.
- This difference between year one (6.63), year two (6.07, and year three (6.44) was not found to be statistically significant



Takeaway:

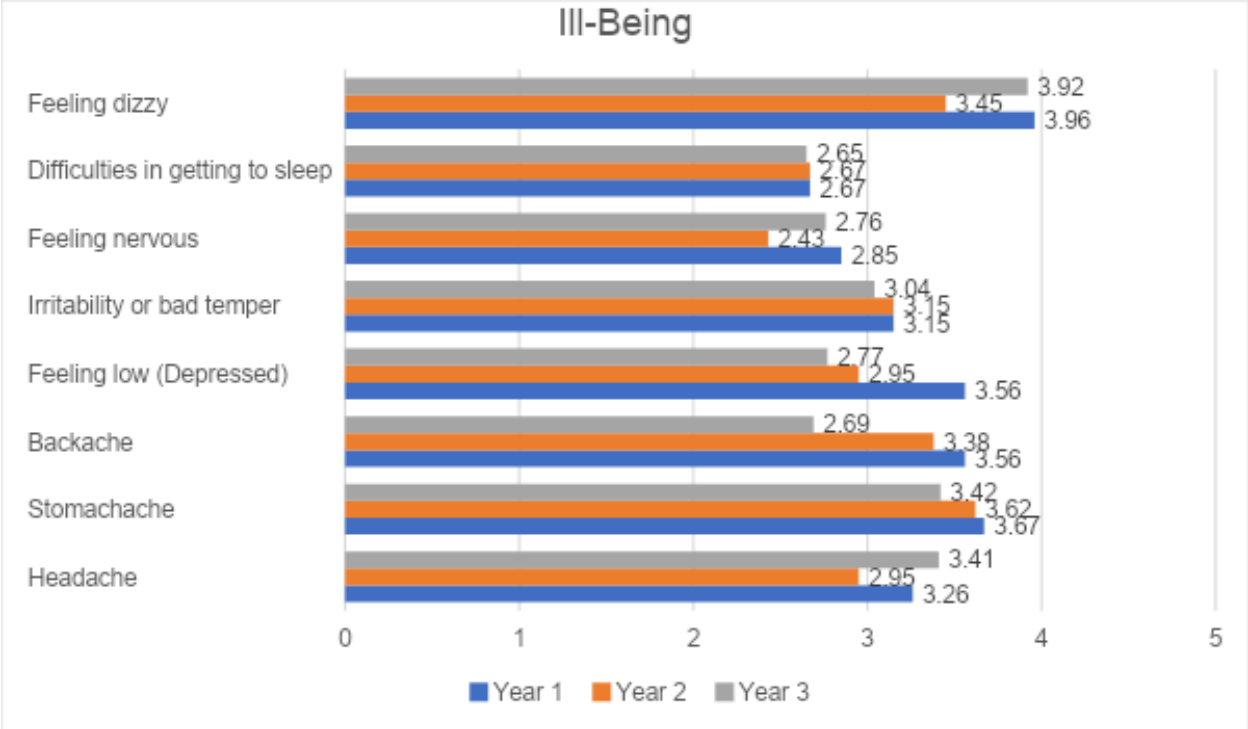
- Youth were asked to rate their general knowledge about mental health from 0-10 (10 being the highest).
- Youth did not have significantly different levels of mental health knowledge between year one (6.1), year two (6.81), and year three (6.85).



Takeaway:

- Overall, youth across years found that they were feeling generally optimistic[1] and generative[2].
- There were no differences across optimism or youth generativity between years one, two, and three.

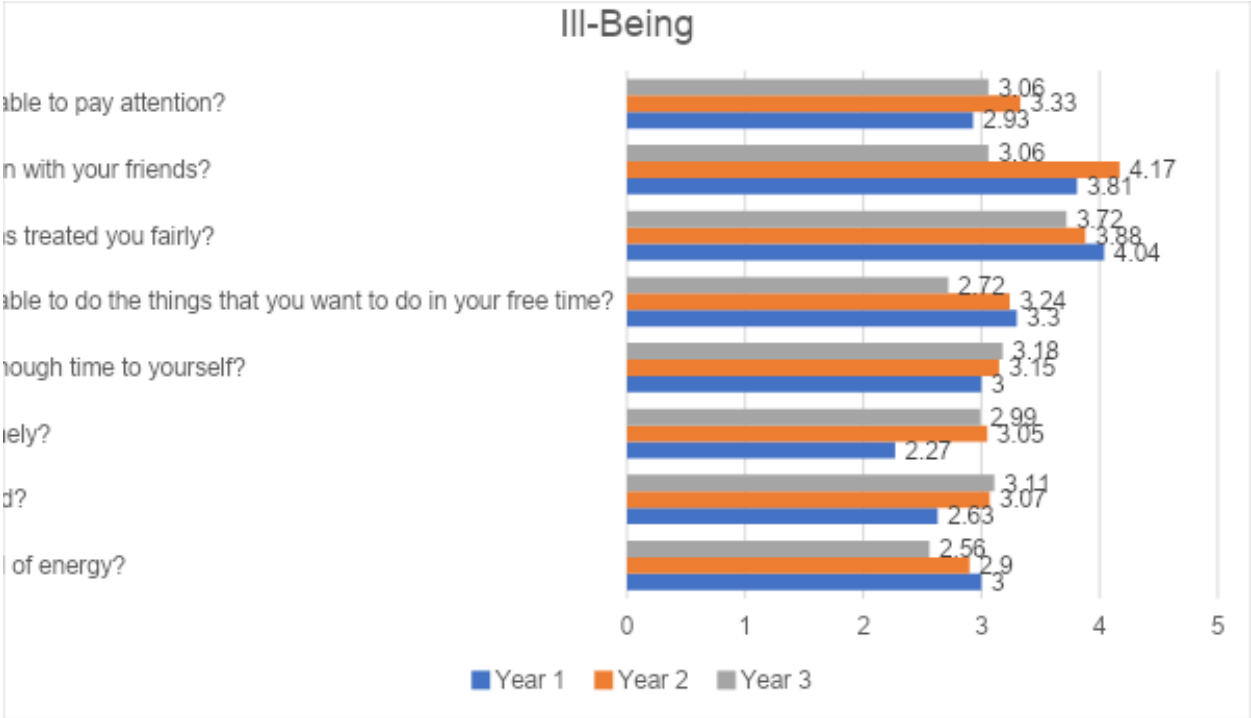
[1] Youth could score between Strongly Disagree (1) and Strongly Agree (5).
[2] Generativity refers to the urge to leave something behind or guide the next generation.



Takeaway:

- The youth from year one (3.56; 3.56[3]) had statistically significantly higher levels of backaches and feeling low than those in year 3 (2.69; 2.77). Youth in year two (3.38) had significantly higher levels of backaches than year 3 (2.69).
- The youth from year one (3.56[4]) also felt significantly lower (more depressed) than those in year 3 (2.77).

[3] Youth were given the following response options: (1) About every day (2) More than once a week, (3) About every week, (4) About every month, (5) Rarely or never.
[4] Youth were given the following response options: (1) About every day (2) More than once a week, (3) About every week, (4) About every month, (5) Rarely or never.



Takeaway:

- Youth from year one (2.27) rated their experience of loneliness as significantly less frequent than youth from year two (3.05) and three (2.99)[5]. Additionally, youth from year three (3.06) rated their ability to have fun with friends as less frequent than youth in year two (4.17) and three (3.81).

Significant Differences between Heterosexual and LGBTQ2S+ Youth	
Item	
Life Satisfaction	Heterosexual youth experienced statistically significantly higher levels of life satisfaction than non-heterosexual youth. • Heterosexual: 6.93 • Non-Heterosexual: 5.00
Stomach Ache	Heterosexual Youth experienced stomach aches significantly less than non-heterosexual youth. • Heterosexual: 3.67 • Non-Heterosexual: 2.88
Feeling Low (Depressed)	Youth identifying as heterosexual experienced significantly less depressive feelings than non-heterosexual youth. • Heterosexual: 3.12 • Non-Heterosexual: 1.82
Irritability or bad temper	Heterosexual Youth felt significantly less irritable and bad tempered than non-heterosexual youth.

[5] Youth were given the following response options: Never (1), Seldom (2), Quite often (3), Very often (4), or Always (5).

	• Heterosexual: 3.33 • Non-Heterosexual: 2.18
Feeling nervous	Heterosexual Youth felt significantly less nervous than non-heterosexual youth. • Heterosexual: 3.02 • Non-Heterosexual: 2.06
Difficulties in getting to sleep	Youth identifying as heterosexual experienced significantly less troubles in their sleeping patterns than non-heterosexual youth. • Heterosexual: 3.07 • Non-Heterosexual: 1.82
Have you felt full of energy?	Youth identifying as heterosexual experienced significantly more energy than non-heterosexual youth. • Heterosexual: 2.77 • Non-Heterosexual: 2.18
Have you felt sad?	Youth identifying as heterosexual felt significantly less sad than non-heterosexual youth. • Heterosexual: 2.84 • Non-Heterosexual: 3.82
Have you felt lonely?	Youth identifying as heterosexual felt significantly less lonely than non-heterosexual youth. • Heterosexual: 2.72 • Non-Heterosexual: 3.76
Have you been able to pay attention?	Youth identifying as heterosexual were able to pay attention significantly more than non-heterosexual youth. • Heterosexual: 3.35 • Non-Heterosexual: 3.29

Significant Differences between those aged 19-30 and those aged 12-18.	
Item	
Backache	Those aged 19-30 experienced significantly more backache than those aged 12-18. • Aged 12-18: 3.29 • Aged 19-30: 2.40
Feeling low (depressed)	Those aged 19-30 felt significantly lower and more depressed than those aged 12-18. • Aged 12-18: 3.30 • Aged 19-30: 2.44

Feeling nervous	Participants aged 19-30 felt significantly less nervous than those aged 12-18. • Aged 12-18: 2.35 • Aged 19-30: 3.46
Have you felt full of energy?	Those aged 12-18 felt significantly more energized than those aged 19-30. • Aged 12-18: 2.96 • Aged 19-30: 2.32
Have you felt sad?	Participants aged 19-30 felt significantly sadder than those aged 12-18. • Aged 12-18: 2.69 • Aged 19-30: 3.39
Have you felt lonely?	Participants aged 19-30 felt significantly lonelier than those aged 12-18. • Aged 12-18: 2.58 • Aged 19-30: 3.27

Significant Differences between Indigenous and Non-Indigenous Youth	
Item	
I think about ways to help others become leaders	Indigenous youth scored significantly higher than those who did not identify as indigenous. • Indigenous: 4.40 • Non-Indigenous: 3.61

Significant Differences across Boys/Men, Girls/Women, and Gender Diverse participants.	
Item	
Stomachache	Girls/women had significantly more frequent stomach aches than boys/men. • Boys/Men: 4.08 • Girls/Women: 3 • Gender Diverse: 2.5

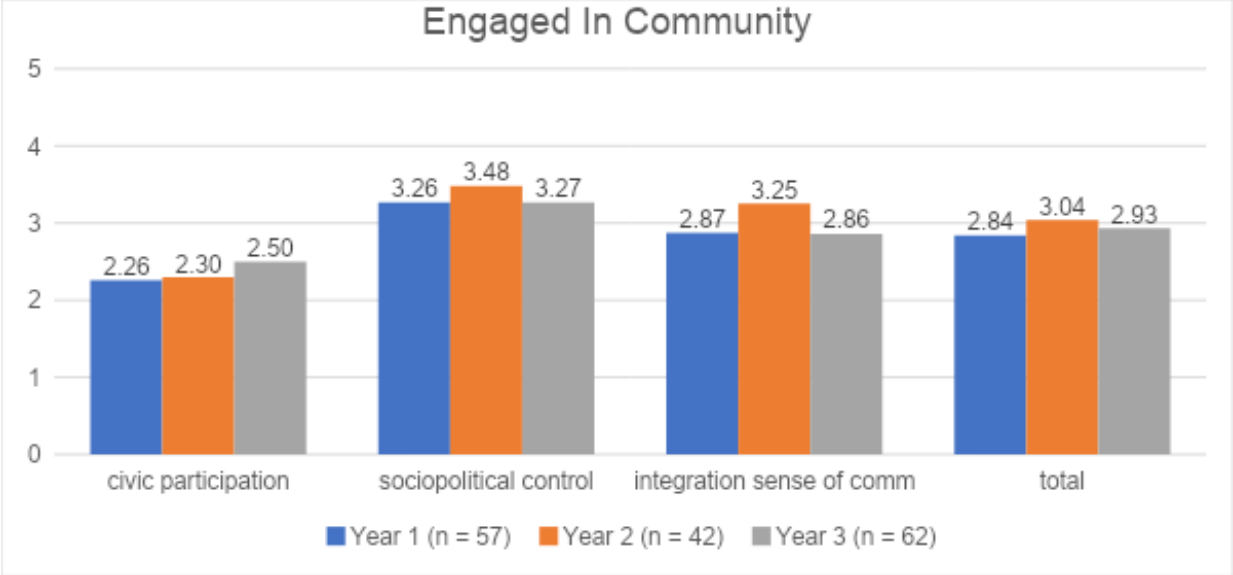
Feeling low (depressed)	Girls/women had significantly more depressive feelings than boys/men. • Boys/Men: 3.32 • Girls/Women: 2.36 • Gender Diverse: 2
Feeling nervous	Those identifying as gender diverse had significantly more nervous feelings than both boys/men and girls/women . • Boys/Men: 3.54 • Girls/Women: 2.22 • Gender Diverse: 1.75
Feeling dizzy	Girls/women felt significantly dizzier than boys/men. • Boys/Men: 4.31 • Girls/Women: 3.5 • Gender Diverse: 4.5
Have you felt full of energy?	Boys/men felt significantly fuller with energy than girls/women • Boys/Men: 3 • Girls/Women: 2.5 • Gender Diverse: 2.5
Have you felt sad?	Girls/women felt significantly sadder than males. • Male: 2.63 • Girls/Women: 3.47 • Gender Diverse: 3.75
Have you had enough time for yourself?	Males felt that they had significantly more time for themselves than girls/women. • Male: 3.59 • Girls/Women: 2.86 • Gender Diverse: 3

Significant Differences across financial status.	
Item	
Headache	Those who always felt that they had enough money to meet their basic needs had significantly less headaches than those who never/hardly had enough money. • Never/Hardly: 2.00 • Sometimes: 3.09

	• Often: 3.11 • Always: 3.9
Feeling low (depressed)	Those who always felt that they had enough money to meet their basic needs had significantly less depressive feelings than those who often and sometimes had enough money. Always > Often; Always>Sometimes • Never/Hardly: 2.25 • Sometimes: 1.91 • Often: 2.16 • Always: 3.4
Have you felt sad?	Those who always felt that they had enough money to meet their basic needs had significantly less feelings of sadness than those who often and sometimes had enough money. • Never/Hardly: 3.5 • Sometimes: 3.91 • Often: 3.53 • Always: 2.63
Have you been able to pay attention?	Those who always felt that they had enough money to meet their basic needs felt that they could pay attention significantly more than those who often times and sometimes had enough money. • Never/Hardly: 3 • Sometimes: 2.45 • Often: 2.74 • Always: 3.41

Engaged in Community Survey

The Engaged in Community survey contains 15 items that youth may rate from Strongly Disagree (1) to Strongly Agree (5). These statements are separated into three sub-sections related to different aspects of community engagement: civic participation (how involved the youth is with their community), sociopolitical control (how much voice or influence they perceive they have in their community), and integration/sense of community (how comfortable and connected they feel in their community).
A statistical analysis compared the total average, as well as the three separate sub-categories between years one, two and three.
Youth scores were statistically analyzed and compared between years one, two and three. Scores were compared across genders (man, woman, genderqueer youth), sexual orientations (heterosexual compared to sexual minority youth) and cultural identities (racialized vs. non-racialized). Only statistically significant differences will be presented.



Takeaway:

- Overall, youth reported moderate levels of engagement from year one (2.84) to year 2 (3.04) to year three (2.93). Youth in year three seemed to score slightly lower on sociopolitical control and integration, sense of community than those in year two. However, youth also scored slightly higher in year three on civic participation.
- Although trends can be observed, there were no statistically significant differences between the years.

Significant Differences between Heterosexual and Non-Heterosexual Youth.
Item

Civic Participation	Non-Heterosexual youth scored significantly higher on civic participation than heterosexual youth. ● Heterosexual: 2.3 ● Non-Heterosexual: 3.07

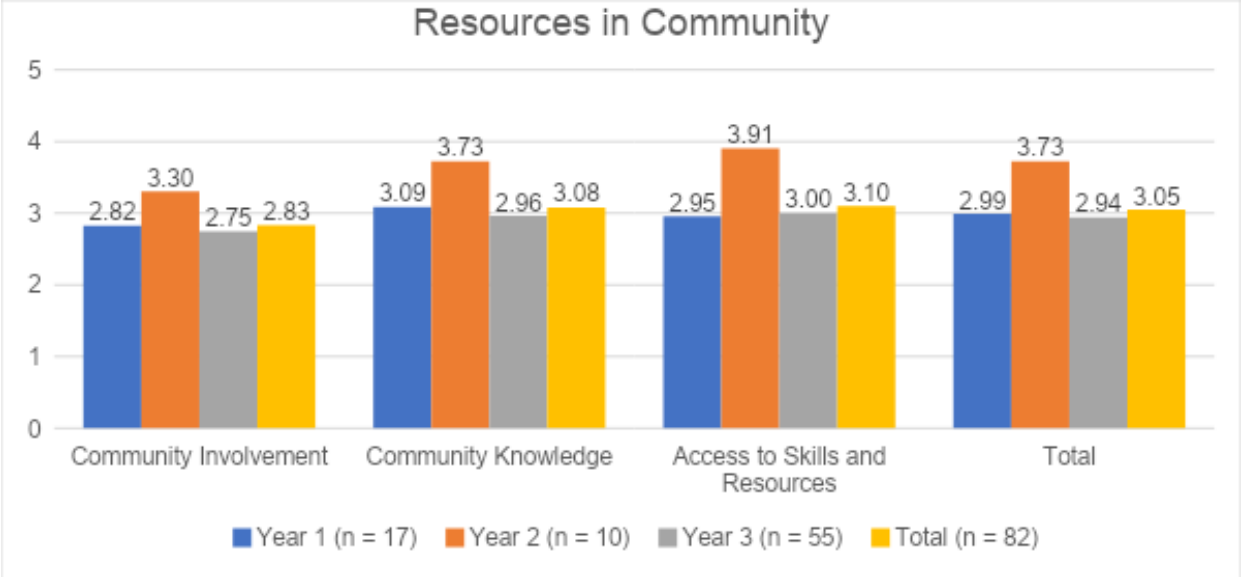
Significant Differences between Genders.	
Item	
Civic Participation	Youth identifying outside the girl/women or boy/men genders scored significantly higher on civic participation than both boy/men and girls/women. ● Boys/Men: 2.32 ● Girls/Women: 2.44 ● Gender Diverse: 4

Resources in Community Survey

The Resources in the Community survey examines the extent to which youth know about and easily navigate (i.e.: reach, use or join) resources in their communities. Resources can include educational organizations, health services, housing services, counselling, and more. For the purpose of this event, only two components were kept: Community Involvement and Skills for Accessing Resources.

The Resources in the Community Module contains 11 items that youth may rate from "Not at all" (1) to "Completely" (5). These statements are divided into three components related to different aspects of resources: Community Involvement (is the individual taking part in the resources?), Community Knowledge (does the individual know about the resources or how to find them?), and Skills for Assessing Resources (one's capacity to find and/or take part in the resources).

Youth scores were statistically analyzed and compared between years one, two and three. Scores were compared across genders (man, woman, genderqueer youth), sexual orientations (heterosexual compared to sexual minority youth) and cultural identities (racialized vs. non-racialized). Only statistically significant differences will be presented.



Takeaway:

- Youth scored significantly higher on the resources in community module in year two (3.73) than in year three (2.94)
- Specifically, youth in year two (3.73) scored significantly higher on community knowledge than those in year three (2.96).
- Youth in year two also scored significantly higher on accessing skills and resources in year two (3.91) than in both year one (2.95) and year three (3).

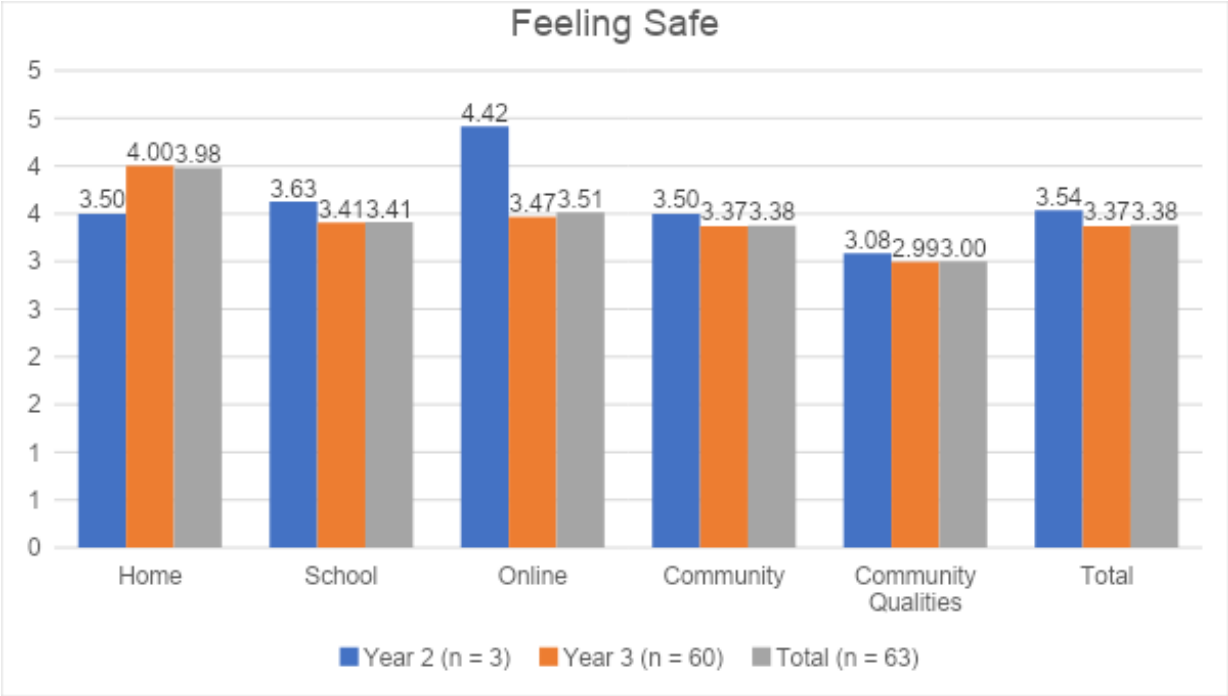
Significant Differences across financial status.

Item	
Community Involvement	Those who always felt that they always, sometimes or often had enough money to meet their basic needs scored significantly higher on community involvement than those who never/hardly had enough money. ● Never/Hardly: 1.33 ● Sometimes: 2.6 ● Often: 3 ● Always: 2.8

Feeling Safe Survey

The Feeling Safe survey assesses how safe youth are feeling in different spheres of their life such as at home, in school, online, and in their community. It also examines how youth perceived their community in general.

Youth scores were statistically analyzed and compared between years one, two and three. Scores were compared across genders (man, woman, non-binary youth), sexual orientations (heterosexual compared to non-heterosexual youth) and cultural identities (racialized vs. non-racialized). Only statistically significant differences will be presented.



Takeaways:

- There were no significant differences across the years on the feeling safe module. Across years, scores were moderately high with youth feeling the most safe in their home environment.
- Youth in year two felt very safe in their online community, however, this difference was not statistically significant.

Significant Differences across financial status.
Item

Home	Those who always felt that they always had enough money to meet their basic needs felt significantly safer in their home environment than those who often had enough money. • Never/Hardly: 3.92 • Sometimes: 3.65 • Often: 3.59 • Always: 4.34
School	Those who always felt that they always had enough money to meet their basic needs felt significantly safer in their school environment than those who often had enough money. • Never/Hardly: 3.08 • Sometimes: 3.56 • Often: 2.87 • Always: 3.68
Community	Those who always felt that they always had enough money to meet their basic needs felt significantly safer in their community than those who often had enough money. • Never/Hardly: 3.25 • Sometimes: 3.28 • Often: 2.95 • Always: 3.73
Community Qualities	Those who always felt that they always had enough money to meet their basic needs scored significantly higher on community qualities than those who often had enough money. • Never/Hardly: 2.67 • Sometimes: 2.91 • Often: 2.66 • Always: 3.31

Significant Differences between Heterosexual and Non-Heterosexual Youth	
Item	
Home	Heterosexual youth felt significantly safer in their home environment than non-heterosexual youth. ● Heterosexual: 4.23 ● Non-Heterosexual: 3.48
Online	Heterosexual youth felt significantly safer in their online environment than non-heterosexual youth. ● Heterosexual: 3.66 ● Non-Heterosexual: 2.44
School	Heterosexual youth felt significantly safer in their school environment than non-heterosexual youth. ● Heterosexual: 3.59 ● Non-Heterosexual: 2.98
Community	Heterosexual youth felt significantly safer in their community than non-heterosexual youth. ● Heterosexual: 3.63 ● Non-Heterosexual: 2.71
Community Qualities	Heterosexual youth scored significantly higher on community qualities than non-heterosexual youth. ● Heterosexual: 3.17 ● Non-Heterosexual: 2

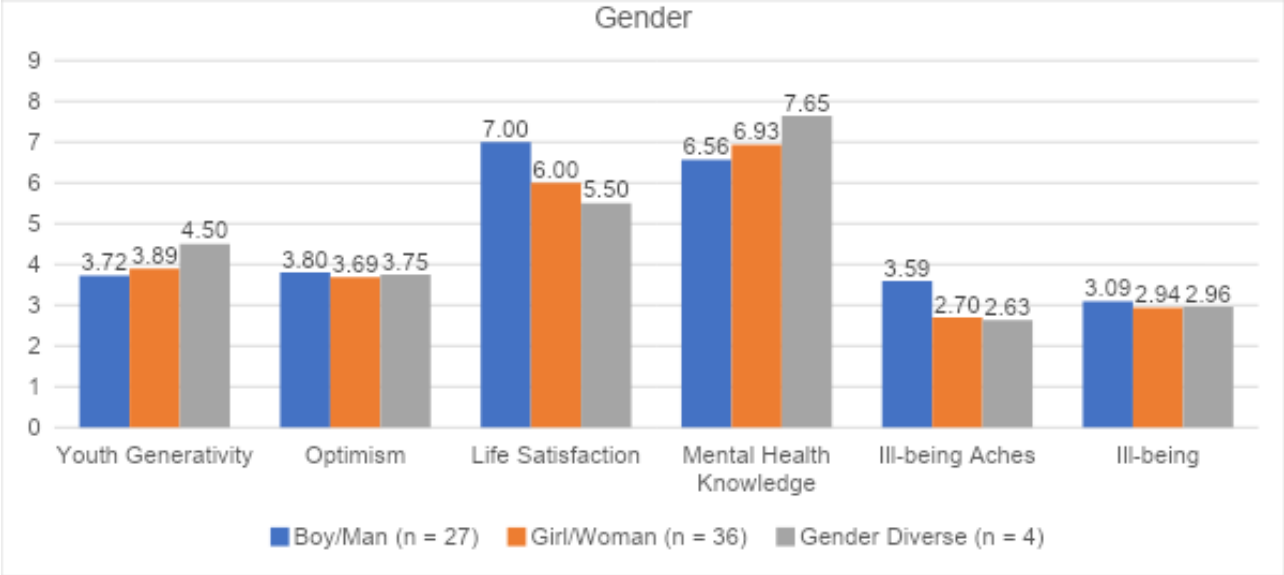
Significant Differences between Indigenous and Non-Indigenous Youth	
Item	
School	Indigenous youth felt significantly less safe in their school environment than non-Indigenous youth. ● Indigenous: 2.06 ● Non-Indigenous: 3.47

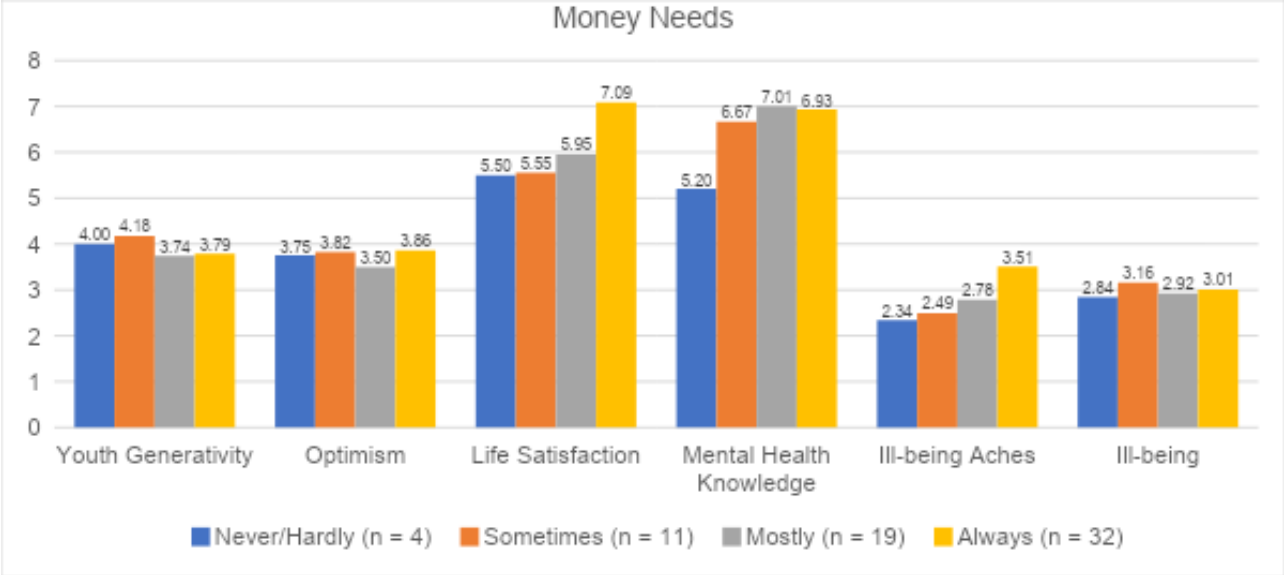
Significant Differences between Racialized and Non-Racialized Youth	
Item	
School	Racialized youth felt significantly less safe in their school environment than Non-racialized youth. ● Racialized: 2.73 ● Non-racialized: 3.65
Online	Racialized youth felt significantly less safe in their online environment than Non-racialized youth. ● Racialized: 3.11 ● Non-racialized: 3.7
Community	Racialized youth felt significantly less safe in their community than Non-racialized youth. ● Racialized: 2.92 ● Non-racialized: 3.63

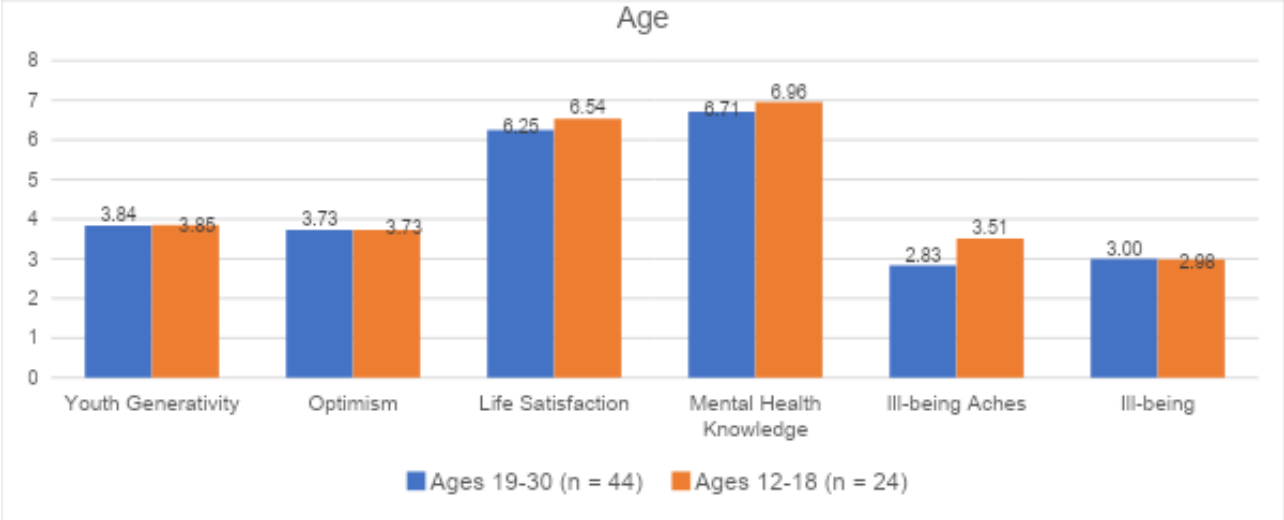
Appendix

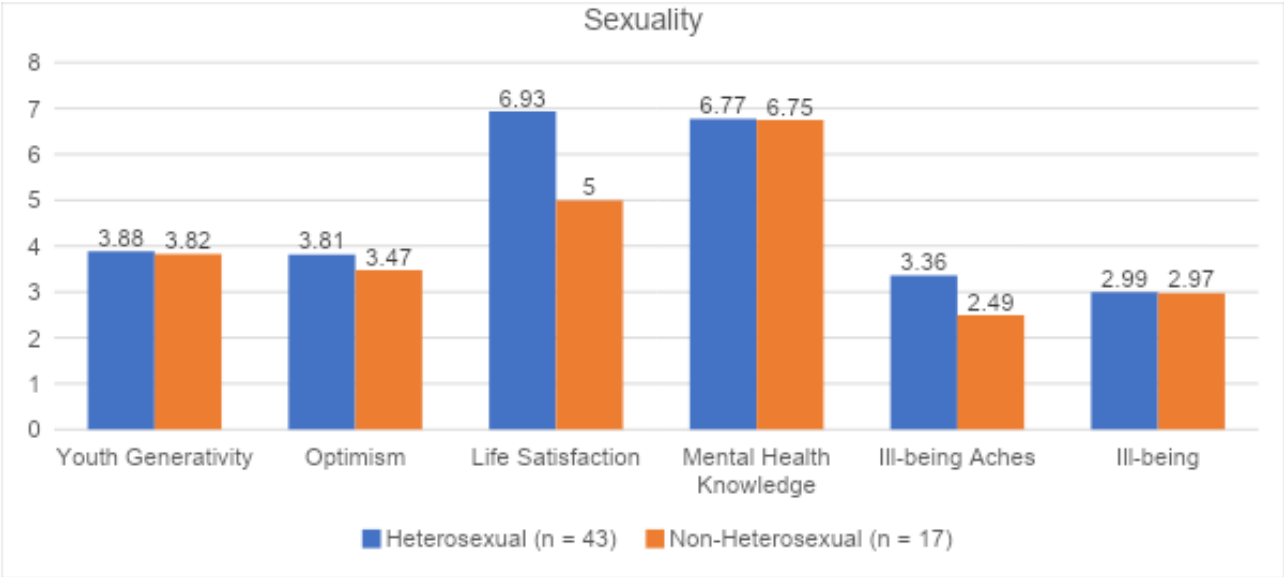
This section includes all the raw data.

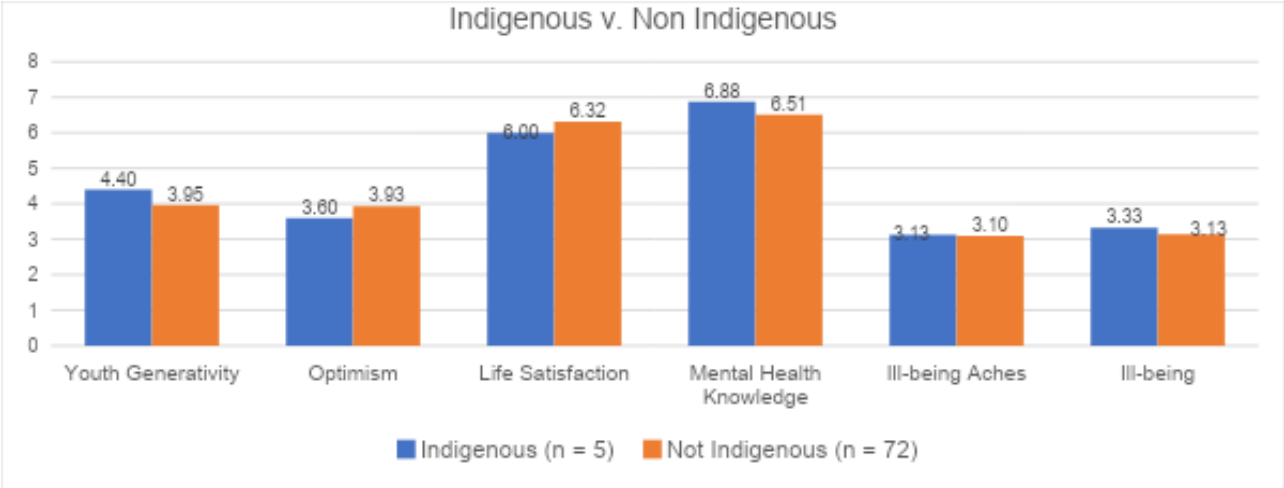
Mental Wellness

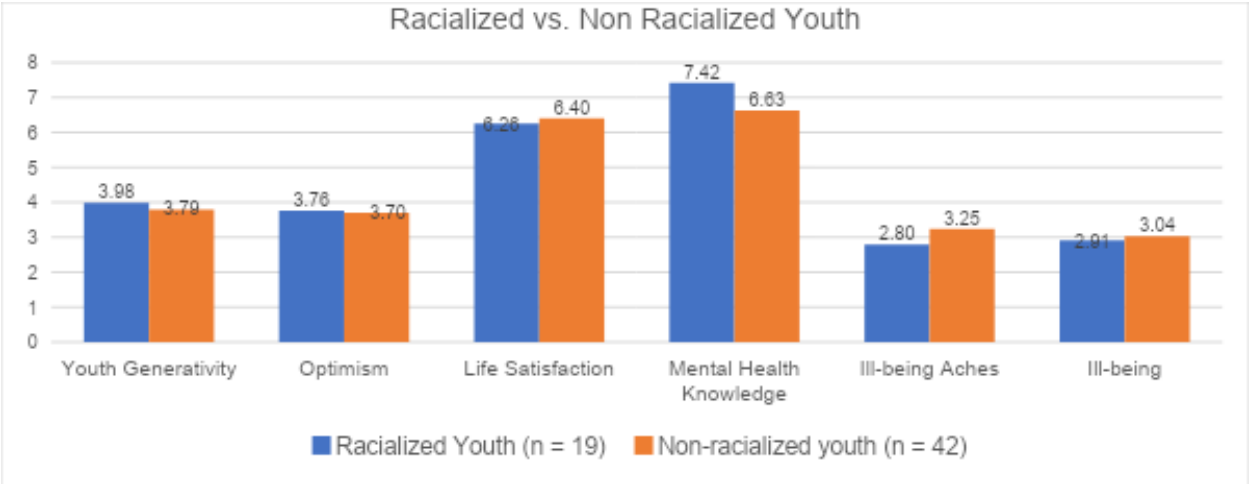




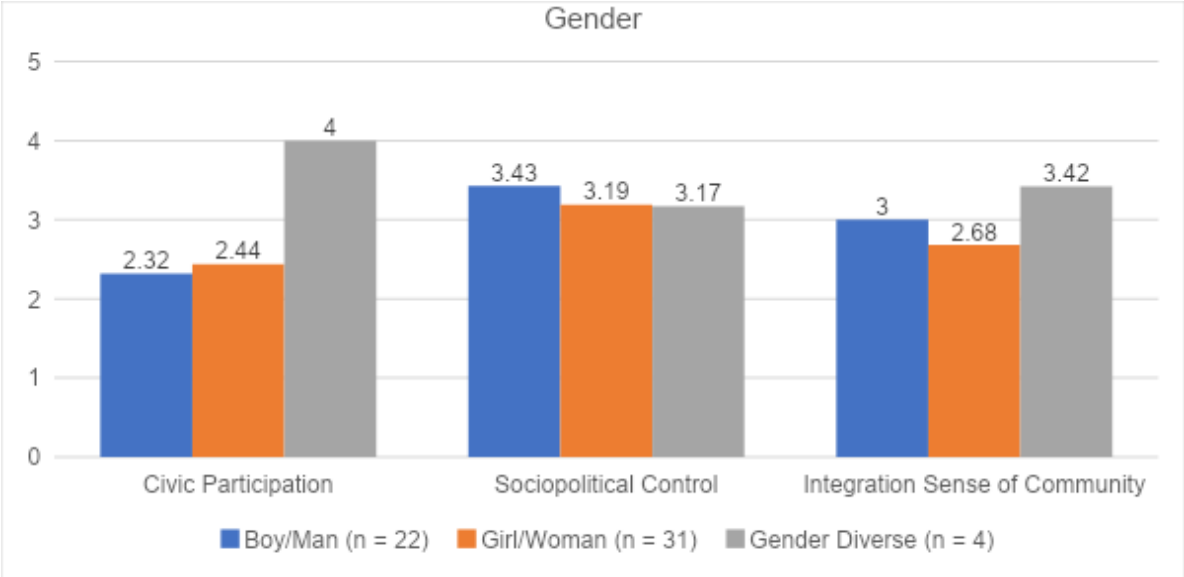

Age
8
7
6
5
4
3
2
1
0
3.84
3.85
3.73
3.73
6.25
6.54
6.71
6.96
2.83
3.51
3.00
2.98
Youth Generativity
Optimism
Life Satisfaction
Mental Health Knowledge
Ill-being Aches
Ill-being
Ages 19-30 (n = 44)
Ages 12-18 (n = 24)

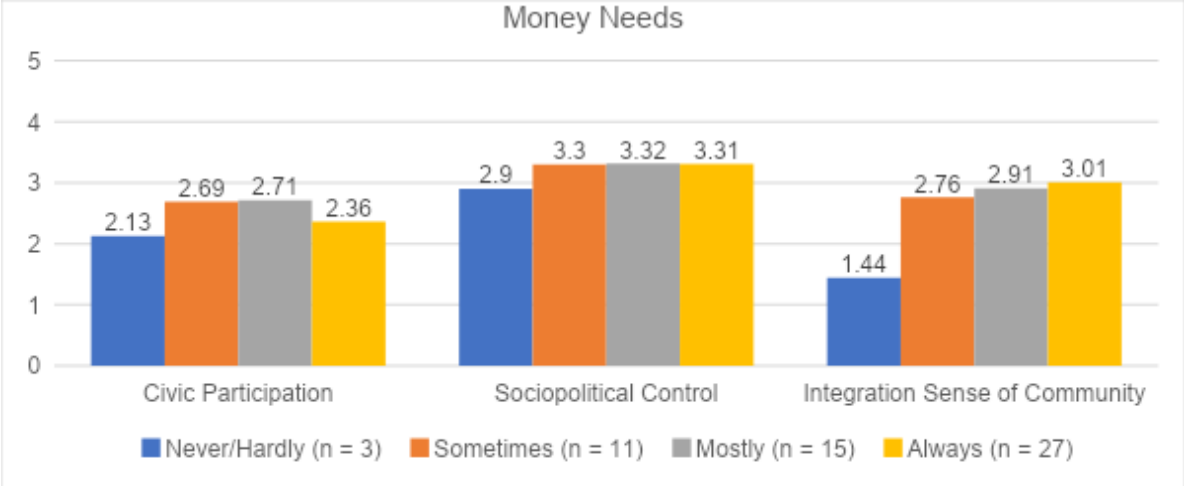

Sexuality
8
7
6
5
4
3
2
1
0
3.88
3.82
3.81
3.47
6.93
5
6.77
6.75
3.36
2.49
2.99
2.97
Youth Generativity
Optimism
Life Satisfaction
Mental Health Knowledge
Ill-being Aches
Ill-being
Heterosexual (n = 43)
Non-Heterosexual (n = 17)

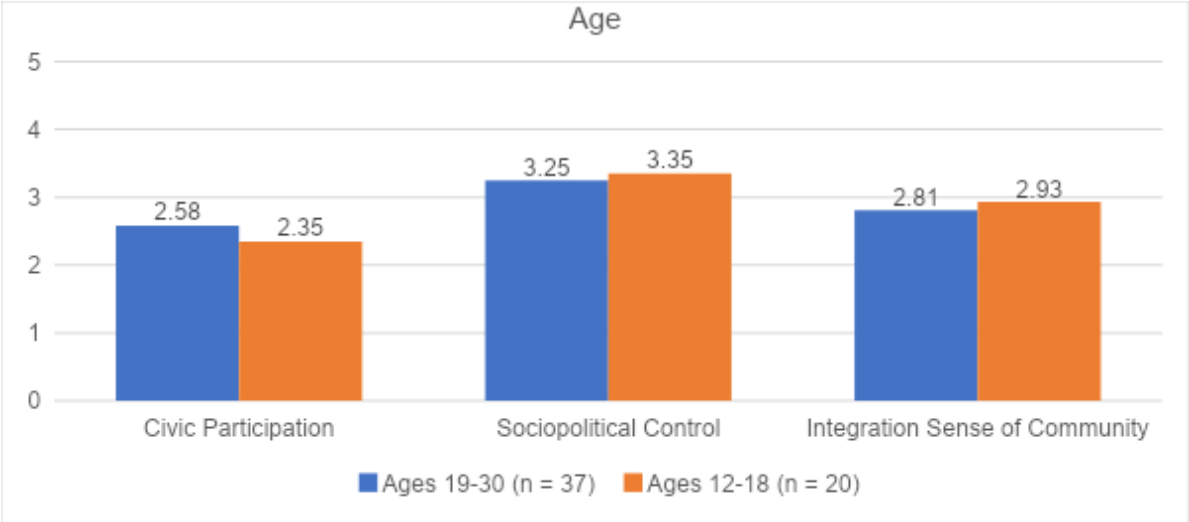

Indigenous v. Non Indigenous
8
7
6
5
4
3
2
1
0
4.40
3.95
3.60
3.93
6.00
6.32
6.88
6.51
3.13
3.10
3.33
3.13
Youth Generativity
Optimism
Life Satisfaction
Mental Health Knowledge
Ill-being Aches
Ill-being
Indigenous (n = 5)
Not Indigenous (n = 72)

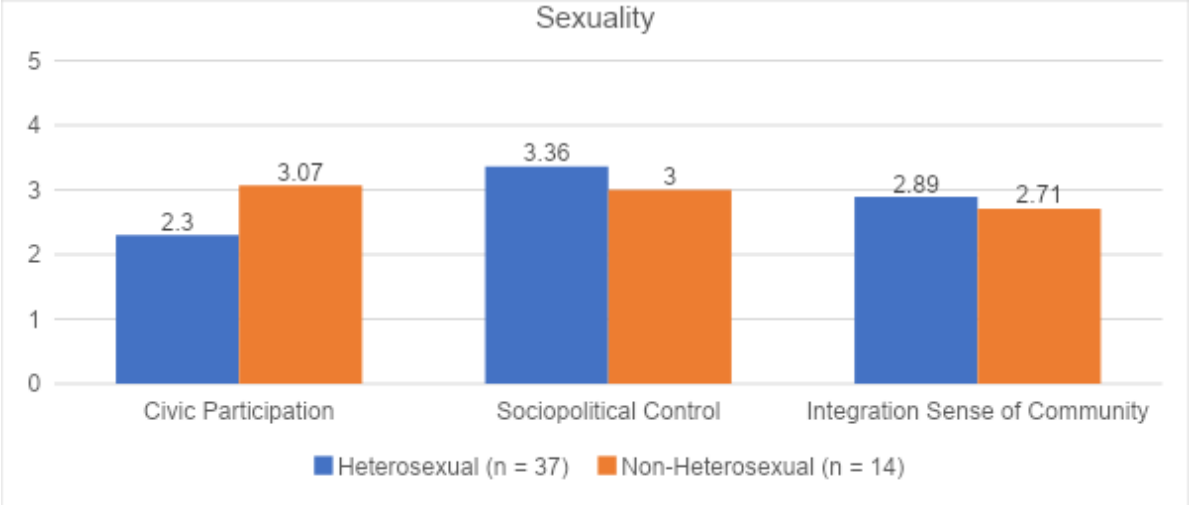

Racialized vs. Non Racialized Youth
8
7
6
5
4
3
2
1
0
3.98
3.79
3.76
3.70
6.26
6.40
7.42
6.63
2.80
3.25
2.91
3.04
Youth Generativity
Optimism
Life Satisfaction
Mental Health Knowledge
Ill-being Aches
Ill-being
Racialized Youth (n = 19)
Non-racialized youth (n = 42)

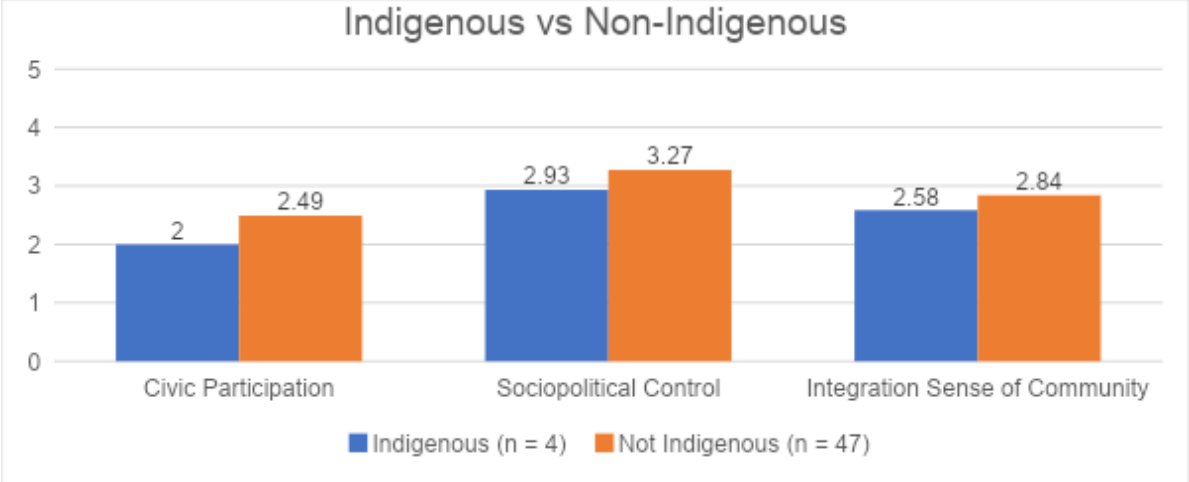
Engaged in Community

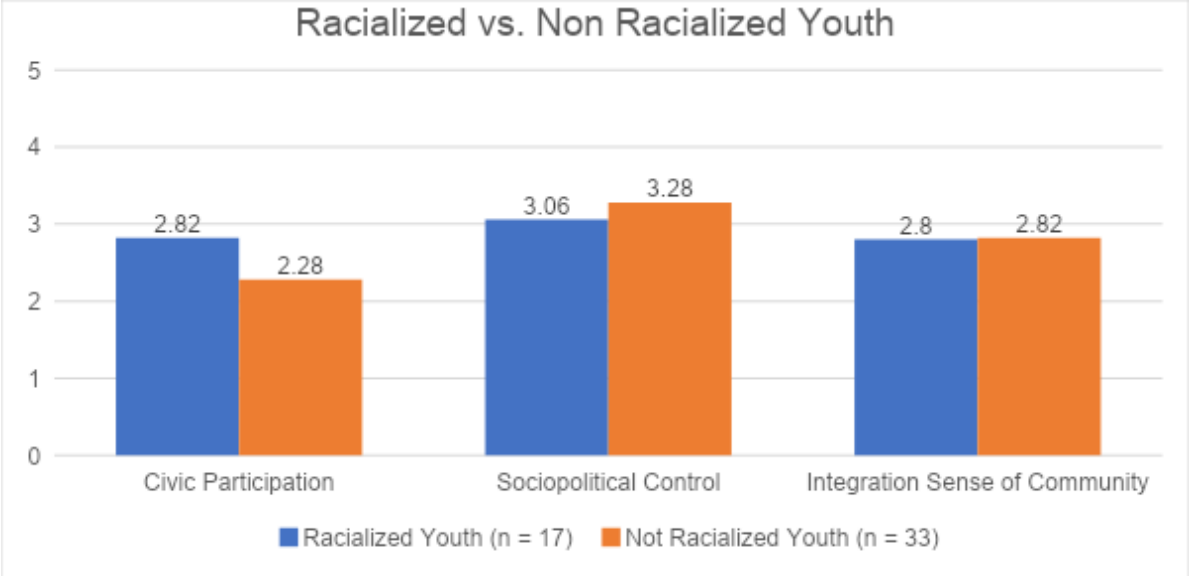




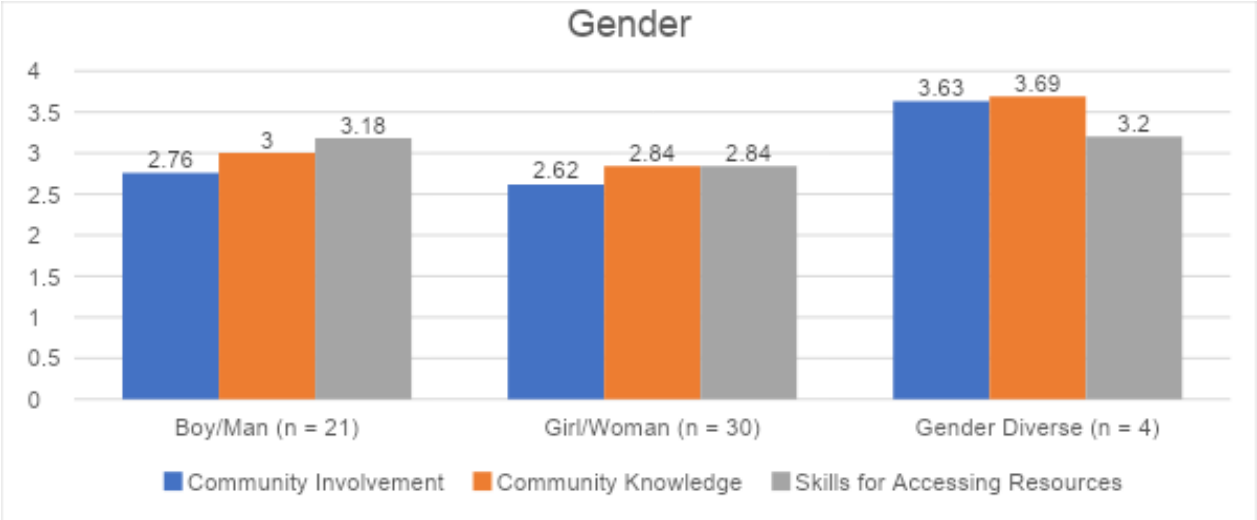

Age
5
4
3
2
1
0
2.58
2.35
3.25
3.35
2.81
2.93
Civic Participation
Sociopolitical Control
Integration Sense of Community
Ages 19-30 (n = 37)
Ages 12-18 (n = 20)

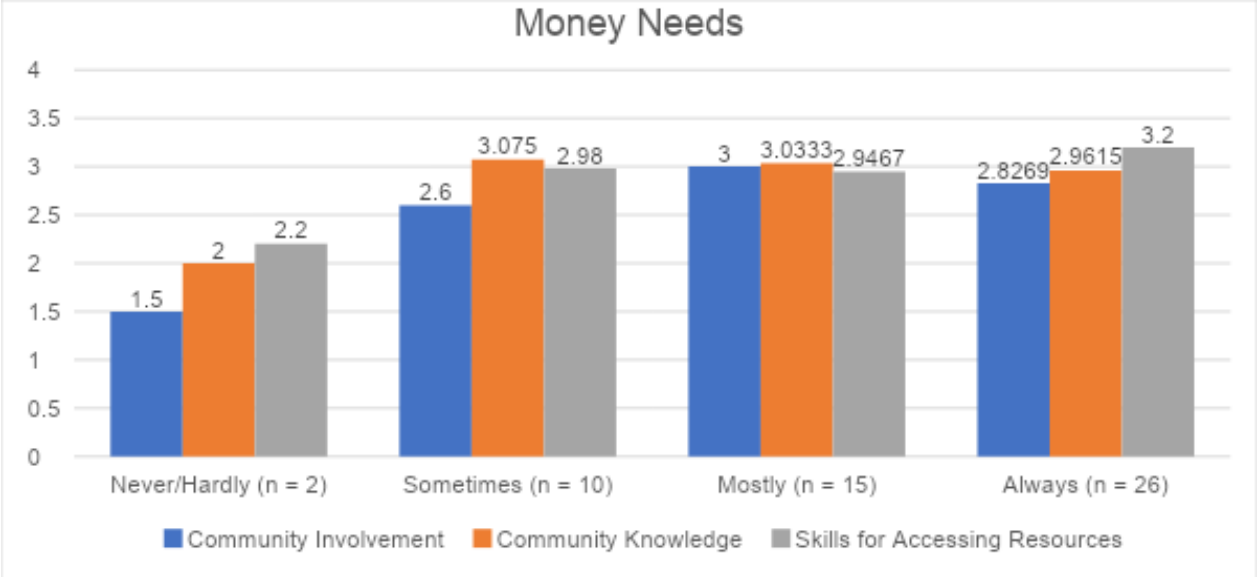

Sexuality
5
4
3
2
1
0
2.3
3.07
3.36
3
2.89
2.71
Civic Participation
Sociopolitical Control
Integration Sense of Community
Heterosexual (n = 37)
Non-Heterosexual (n = 14)

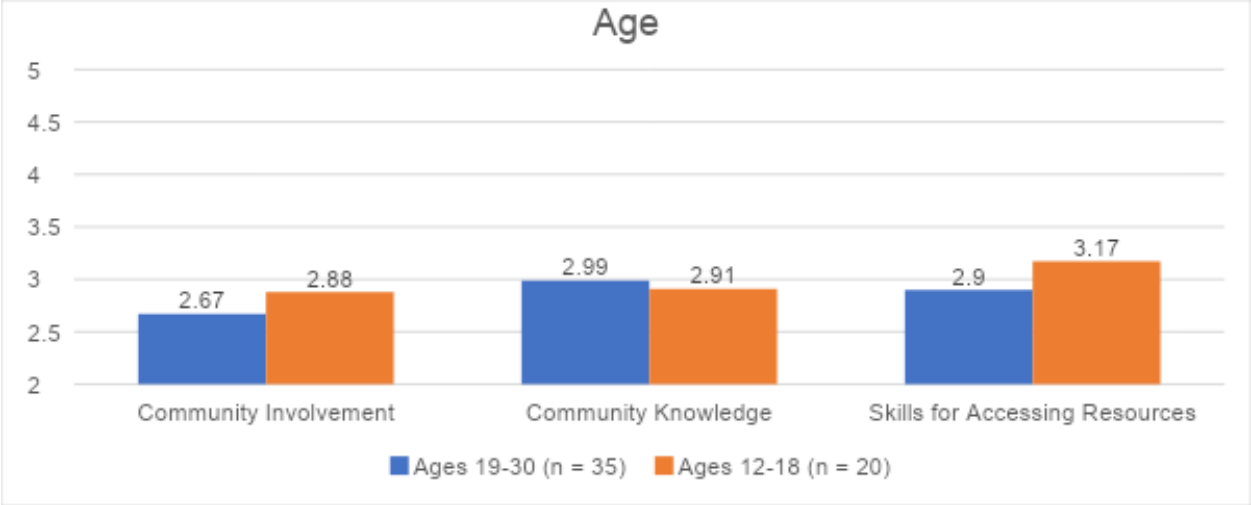

Indigenous vs Non-Indigenous
5
4
3
2
1
0
2
2.49
2.93
3.27
2.58
2.84
Civic Participation
Sociopolitical Control
Integration Sense of Community
Indigenous (n = 4)
Not Indigenous (n = 47)

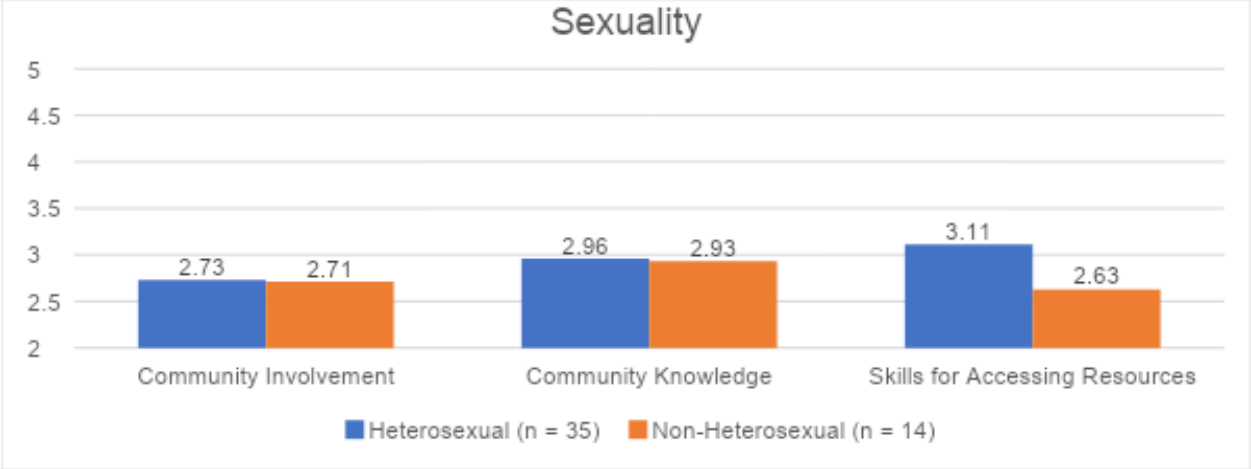

Racialized vs. Non Racialized Youth
5
4
3
2
1
0
2.82
2.28
3.06
3.28
2.8
2.82
Civic Participation
Sociopolitical Control
Integration Sense of Community
Racialized Youth (n = 17)
Not Racialized Youth (n = 33)

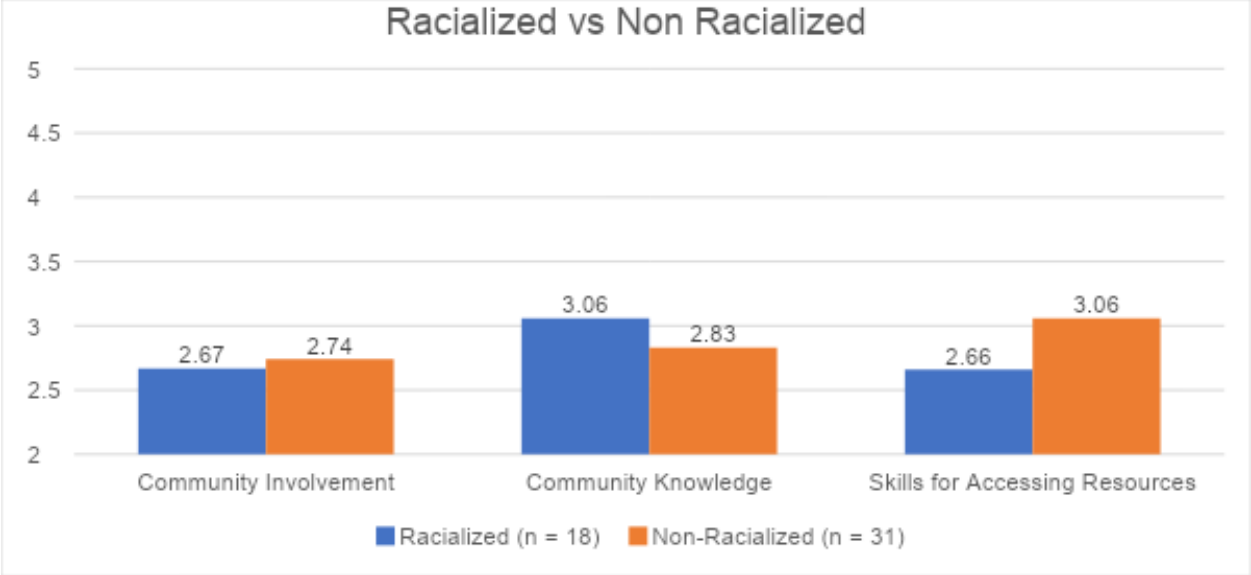
Resources in Community



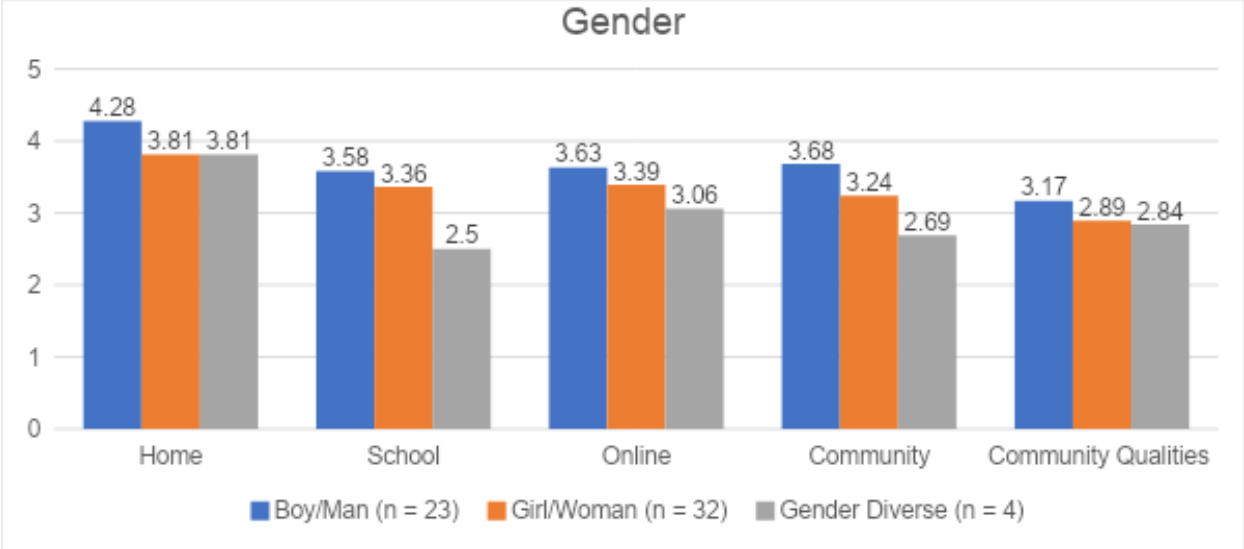


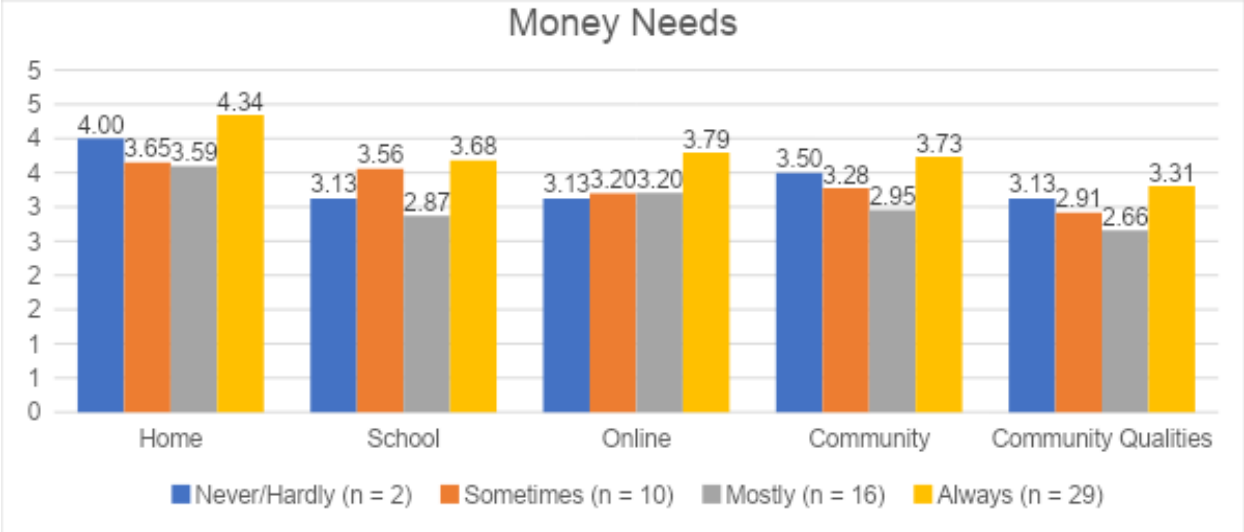

Age
5
4.5
4
3.5
3
2.5
2
2.67
2.88
2.99
2.91
2.9
3.17
Community Involvement
Community Knowledge
Skills for Accessing Resources
Ages 19-30 (n = 35)
Ages 12-18 (n = 20)

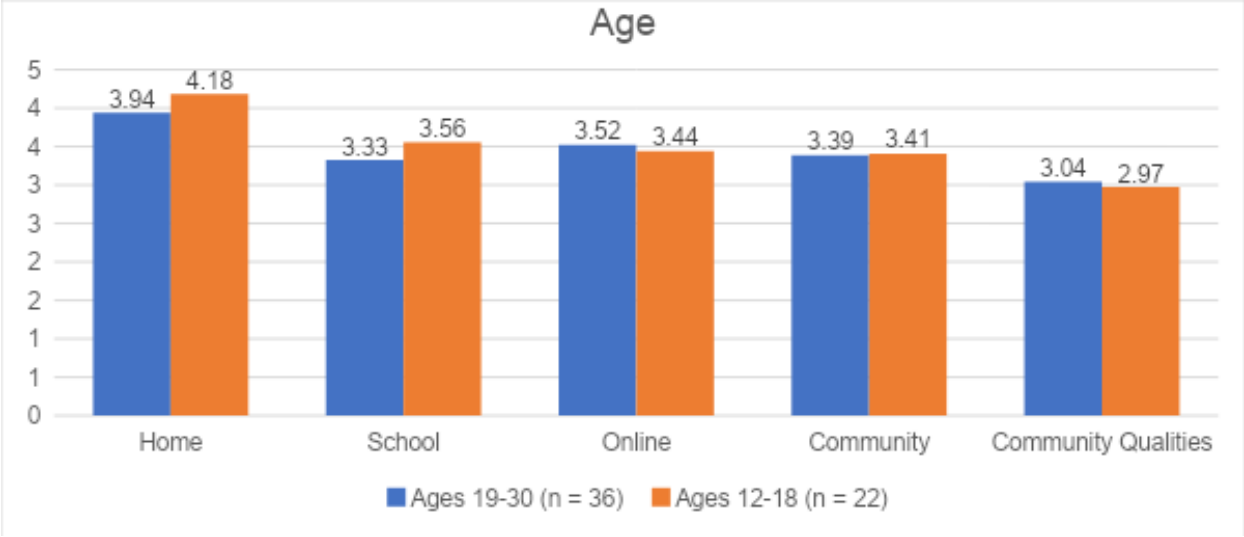

Sexuality
5
4.5
4
3.5
3
2.5
2
2.73
2.71
2.96
2.93
3.11
2.63
Community Involvement
Community Knowledge
Skills for Accessing Resources
Heterosexual (n = 35)
Non-Heterosexual (n = 14)

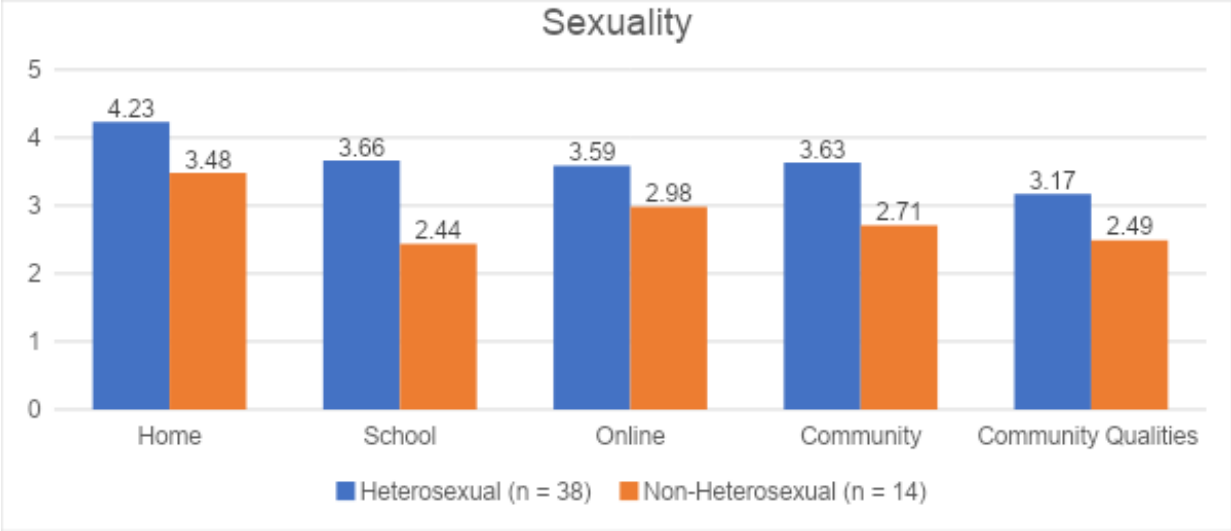

Racialized vs Non Racialized
5
4.5
4
3.5
3
2.5
2
2.67
2.74
3.06
2.83
2.66
3.06
Community Involvement
Community Knowledge
Skills for Accessing Resources
Racialized (n = 18)
Non-Racialized (n = 31)

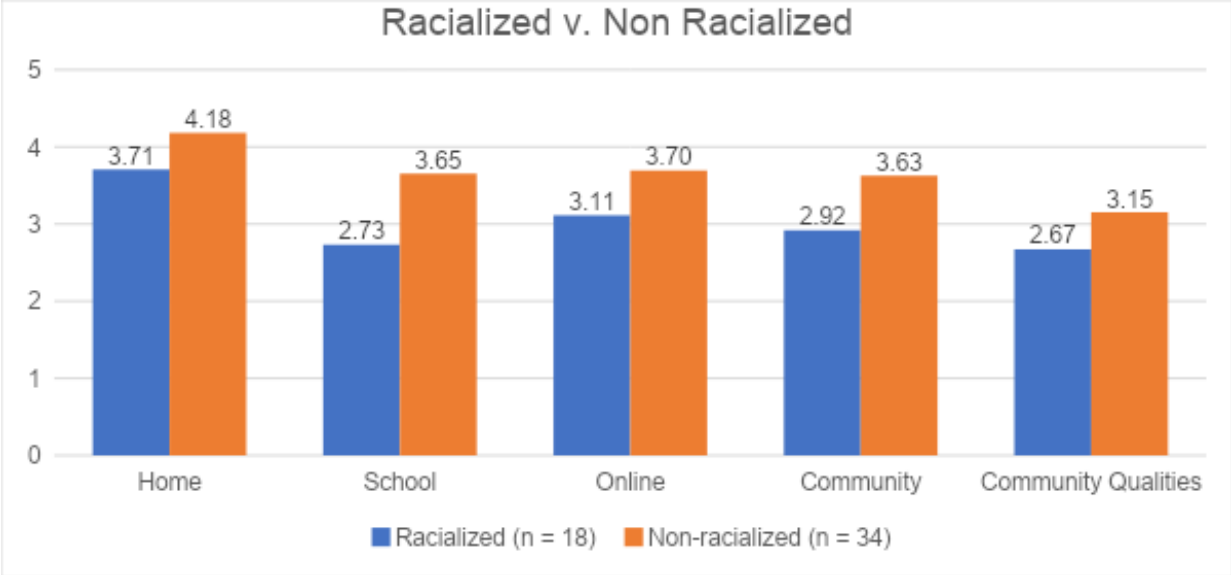
Feeling Safe






Age
5
4
4
3
3
2
2
1
1
0
3.94
4.18
3.33
3.56
3.52
3.44
3.39
3.41
3.04
2.97
Home
School
Online
Community
Community Qualities
Ages 19-30 (n = 36)
Ages 12-18 (n = 22)


Sexuality
5
4
3
2
1
0
4.23
3.48
3.66
2.44
3.59
2.98
3.63
2.71
3.17
2.49
Home
School
Online
Community
Community Qualities
Heterosexual (n = 38)
Non-Heterosexual (n = 14)


Racialized v. Non Racialized
5
4
3
2
1
0
3.71
4.18
2.73
3.65
3.11
3.70
2.92
3.63
2.67
3.15
Home
School
Online
Community
Community Qualities
Racialized (n = 18)
Non-racialized (n = 34)

Survey Questions

About You

This module will take you about 20 minutes to fill out. It has 24 questions

Here are some questions about you. This information helps us understand who is participating in the activities and programs that we are working with. This information will also help us understand how youth engagement may be similar or different depending on age, gender, ethnicity, language, income and what part of the country you live in. You do not have to answer anything you do not want to; all questions are optional.

What is your birthdate? Month: Day: Year:

What gender do you identify with? (Please choose all that apply)

- ☐ Boy/Man
- ☐ Girl/Woman
- ☐ Genderqueer
- ☐ Trans
- ☐ Third Gender
- ☐ Gender-Neutral
- ☐ Two-Spirit
- ☐ Agender
- ☐ Bigender
- ☐ Gender fluid

What cultural/ethnic group(s) do you identify with? *(Please choose all that apply.)*

- ☐ East African (e.g. Ethiopian, Eritrean, Somalian, etc.)
- ☐ West African (e.g. Nigerian, Ghanaian, etc.)
- ☐ Southern African (e.g. Zimbabwean, South African, etc.)
- ☐ Arab
- ☐ Caribbean
- ☐ Chinese
- ☐ Filipino
- ☐ Inuk
- ☐ First Nations – status or non-status
- ☐ Japanese
- ☐ Korean
- ☐ Latin American
- ☐ Métis
- ☐ South Asian (e.g. Indian, Pakistani, Sri Lankan, Tamil etc.)
- ☐ Southeast Asian (e.g. Cambodian, Laotian, Indonesian, Vietnamese etc.)
- ☐ West Asian (e.g. Afghan, Iranian, Turkish, etc.)
- ☐ North American (e.g. Canadian, American, Mexican, etc.)
- ☐ Northern European (e.g. Swedish, Danish, etc.)
- ☐ Western European (e.g. British, French, etc.)
- ☐ Eastern European (e.g. Ukrainian, Russian, etc.)
- ☐ Southern European (e.g. Greek, Italian, Macedonian, etc.)
- ☐ Other: Please fill in description in Open Key Words box at end of survey

Do you consider yourself to be *(Please choose all that apply.)*

- ☐ Bisexual (attracted to more than one gender)
- ☐ Heterosexual/ Straight (attracted only to people who are not the same gender as you)
- ☐ Homosexual/Gay (attracted only to others of the same gender)
- ☐ Lesbian (woman attracted to other women
- ☐ Queer (anyone who does not identify as only heterosexual)
- ☐ Questioning (someone exploring their sexual orientation)
- ☐ Asexual (a person who has no sexual attraction to other people)
- ☐ Pansexual (not limited in sexual choice with regard to biological sex, gender, or gender identity.)

How do you identify (please choose all that apply)?

☐ Indigenous
☐ A person of colour
☐ Black
☐ White
☐ Not sure
☐ Other:
Please fill in description in Open Key Words box at end of survey

What religion or belief system do you identify with?

☐ Atheist (actively does not
believe in God)
☐ Baha'i
☐ Buddhism
☐ Christianity
☐ Confucianism
☐ Islam
☐ Jainism
☐ Judaism
☐ Hinduism
☐ Indigenous Belief System
☐ Personal Belief System
☐ Shinto
☐ Sikhism
☐ Taoism
☐ Agnostic
☐ Other: Please fill in description
in Open Key Words box at end of survey

Were you born in a country other than Canada?

❍ Yes ❍ No ❍ I don't know

Were your parents born in a country other than Canada?

❍ Yes ❍ No ❍ One was ❍ I don't know

Where do you live?

❍ In the country or on a farm ❍ In a small town (at least

5000 people ❍ In a big town/small city (at least 10,000 people)

❍ In a big city ❍ On a reserve ❍ In a fly-in community

Do you live more than an hour's drive from a city?

❍ Yes ❍ No ❍ I don't know

When you are at home or with your family, what language(s) do you usually speak? (Please choose all that apply)

☐ English ☐ French ☐ First Nations Language ☐ Arabic
☐ Bangla / Bengali ☐ Cantonese / Chinese / Mandarin
☐ Filipino / Tagalog ☐ German ☐ Gujarati ☐ Hindi
☐ Inuktitut ☐ Italian ☐ Korean ☐ Nepali ☐ Punjabi
☐ Russian ☐ Somali ☐ Spanish ☐ Tamil ☐ Twi
☐ Urdu ☐ Vietnamese ☐ Japanese

Do you have enough money to meet your basic needs (food, housing, clothing, health care)?

❍ Not at all ❍ Hardly ever ❍ Sometimes ❍ Mostly ❍ Always

Do you have enough money (from a job, parents/guardians, etc.) to do the fun things you'd like to do?

❍ Not at all ❍ Hardly ever ❍ Sometimes ❍ Mostly ❍ Always

Where do you live? (Choose one answer that best fits)

❍ In your parent's home
❍ In your own home
❍ In a group home
❍ Homeless, not welcome at home, couch surfing
❍ Homeless, on the street
❍ In foster care
❍ With a guardian
❍ In residence at school
❍ Other: please fill in Key Word Box at end of survey

Who do you live with? (Please choose all that apply)

☐ Mom(s) Birth/ Adoptive
☐ Dad(s) Birth/ Adoptive
☐ Step Mom
☐ Step Dad
☐ Guardian
☐ Foster Parent(s)
☐ Other relatives
☐ Brother(s) / Sister(s)
☐ Adopted / Foster Brother(s) / Sister(s)
☐ Girlfriend / Boyfriend
☐ Partner/Spouse
☐ My Child / Children
☐ Aunt(s) / Uncle(s)
☐ Grandfather / Grandmother
☐ Parents share custody
☐ Pets
☐ Roommate(s) / Friend(s)
☐ Live on my own
☐ Staff / Residents of group home
☐ Staff / Residents of closed custody facility

What is your primary caregiver's (e.g. parent, guardian) highest level of education?

❍ Doesn't apply or you don't know
❍ Some college or university
❍ Did not finish high school
❍ Finished college or university
❍ Finished high school
❍ Finished graduate degree

Do you have a disability? ❍ Yes ❍ No

Do you have accessibility needs?

❍ Yes ❍ No

What city or town do you live in?

What province/territory do you live in?

❍ British Columbia ❍ Alberta ❍ Saskatchewan ❍ Manitoba ❍ Ontario ❍ Quebec ❍ New Brunswick ❍ Nova Scotia

❍ Prince Edward Island ❍ Newfoundland and Labrador ❍ Nunavut ❍ Yukon ❍ Northwest Territories

What is your postal code?

If you live outside of Canada, what country do you live in?

What grade are you in or are you doing something else?

☐ Kindergarten
☐ Grade 1
☐ Grade 2
☐ Grade 3
☐ Grade 4
☐ Grade 5
☐ Grade 6
☐ Grade 7
☐ Grade 8
☐ Grade 9
☐ Grade 10
☐ Grade 11
☐ Grade 12
☐ CEGEP
☐ College
☐ University
☐ Graduate Studies
☐ Not finished high school and working
☐ Finished high school and working
☐ Finished college and/or university and working
☐ Finished graduate degree and working
☐ Not working or in school

What marks do you usually get?

❍ Below 50% ❍ 50%-59% ❍ 60%-69% ❍ 70%-79% ❍ 80%-89% ❍ 90%-100%

Up to 5 keywords which best describe you or descriptions not included in the survey that you want to tell us. Please separate each keyword with a comma. This will help us learn about what makes you unique and help to change future surveys so that there are better choices for people.

Mental Wellness

This module will take you about 15-20 minutes to fill out. It has 37 questions.

How much do you agree or disagree with the following statements?

MW1 Youth generativity	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
1. I have knowledge and skills that I will pass on to others.	❍	❍	❍	❍	❍
2. I think about ways to help others become leaders.	❍	❍	❍	❍	❍
3. I feel it is important to help people younger than myself.	❍	❍	❍	❍	❍

How much do you agree or disagree with the following statements?

MW2 Optimism	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
4. I am positive about my future.	❍	❍	❍	❍	❍
5. Most problems can be solved by taking action.	❍	❍	❍	❍	❍
3. People are limited only by what they think possible	❍	❍	❍	❍	❍
4. I can pretty much determine what will happen in my life	❍	❍	❍	❍	❍

For the next question, imagine that '10' is the best possible life for you and '0' is the worst possible life for you.

MW3 Life satisfaction	0	1	2	3	4	5	6	7	8	9	10
6. Where do you feel you stand at the moment? Mark the circle next to the number that best describes where you stand.	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍

For the following questions, please answer using the 10-point scale provided – 1 is very little (the least) and 10 is a lot (the most).

MW4 Mental health knowledge How would you rate your…	1	2	3	4	5	6	7	8	9	10
7. General knowledge about mental health and wellness?	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍
8. Knowledge of strategies to address mental health and wellness?	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍
9. Knowledge of resources/services to address mental health and wellness?	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍
10. Ability to know if you need help related to a mental health issue?	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍
11. Knowledge of how to address stigma surrounding youth mental health issues?	❍	❍	❍	❍	❍	❍	❍	❍	❍	❍

In the past 6 months, how often have you had the following? (Please mark one circle for each line)

MW5 Psychosomatic symptoms	About every day	More than once a week	About every week	About every month	Rarely or never
12. Headache	❍	❍	❍	❍	❍
13. Stomachache	❍	❍	❍	❍	❍
14. Backache	❍	❍	❍	❍	❍
15. Feeling low (depressed)	❍	❍	❍	❍	❍
16. Irritability or bad temper	❍	❍	❍	❍	❍
17. Feeling nervous	❍	❍	❍	❍	❍
18. Difficulties in getting to sleep	❍	❍	❍	❍	❍
19. Feeling dizzy	❍	❍	❍	❍	❍

Thinking about the past week…

MW6 Emotional Concerns	Never	Seldom	Quite often	Very often	Always
20. Have you felt full of energy?	❍	❍	❍	❍	❍
21. Have you felt sad?	❍	❍	❍	❍	❍
22. Have you felt lonely?	❍	❍	❍	❍	❍
23. Have you had enough time for yourself?	❍	❍	❍	❍	❍
24. Have you been able to do the things that you want to do in your free time?	❍	❍	❍	❍	❍
25. Have your parent(s) treated you fairly?	❍	❍	❍	❍	❍
26. Have you had fun with your friends?	❍	❍	❍	❍	❍
27. Have you been able to pay attention?	❍	❍	❍	❍	❍
28. Have you had trouble making decisions?	❍	❍	❍	❍	❍
29. Have you often wished you were someone else?	❍	❍	❍	❍	❍
30. Have you often felt helpless?	❍	❍	❍	❍	❍
31. Have you often felt left out of things?	❍	❍	❍	❍	❍

32. Have you felt fit and well?	❍	❍	❍	❍	❍
33. Have you had a happy home life?	❍	❍	❍	❍	❍
34. Have you felt confident in yourself?	❍	❍	❍	❍	❍
35. Have you got on well at school?	❍	❍	❍	❍	❍

Engaged in Community

This module will take you about 10 minutes to fill out. It has 15 questions.

A. Please indicate how often in the past year you have done the following things:

EC1 Civic Participation	Never	Once or twice	A few times	Often	A lot
1. Participated in a group based on your culture or identity	❍	❍	❍	❍	❍
2. Participated in a discussion about a social or political issue	❍	❍	❍	❍	❍
3. Attended an event to gather information about an issue	❍	❍	❍	❍	❍
4. Participated in a peaceful protest	❍	❍	❍	❍	❍
5. Posted about news, issues or politics using social media (Facebook, Twitter, etc.)	❍	❍	❍	❍	❍

B. How much do you agree or disagree with the following statements?

EC2 Sociopolitical Control	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
1. I enjoy participation because I want to have as much say as possible in my community.	❍	❍	❍	❍	❍
2. My friends and I can really understand what's going on with my community.	❍	❍	❍	❍	❍
3. I have a pretty good understanding of the important issues that affect my community.	❍	❍	❍	❍	❍
4. My friends and I have the ability to participate effectively in community activities and decision making.	❍	❍	❍	❍	❍
5. There are many ways for my friends and me to have a say in what our community does.	❍	❍	❍	❍	❍
6. Most community leaders would pay attention to me if I gave them my opinion.	❍	❍	❍	❍	❍
7. Many local activities are important to participate in.	❍	❍	❍	❍	❍

C. Please answer the following questions.

EC3 Integration, sense of community	Not at all	A little bit	Moderately	A lot	Completely
1. How much do you feel that you are part of your community?	❍	❍	❍	❍	❍
2. How much do you want to be more involved in volunteer activities?	❍	❍	❍	❍	❍
3. How well do you know your own community?	❍	❍	❍	❍	❍

Feeling Safe

This module will take you about 15 minutes to fill out. It has 24 questions.

A. Here are some questions about your home. Use the scale to show how much you agree or disagree.

FS1 Safe Environment - Home	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
1. I feel safe when I'm in my home.	❍	❍	❍	❍	❍
2. My home makes me feel welcome.	❍	❍	❍	❍	❍
3. Bullying and aggression are not tolerated in my home.	❍	❍	❍	❍	❍
4. All the people in my home treat me with respect.	❍	❍	❍	❍	❍

B. Here are some questions about your school. Use the scale to show how much you agree or disagree.

FS2 Safe Environment - School	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
1. I feel safe when I'm in my school.	❍	❍	❍	❍	❍
2. My school makes me feel welcome.	❍	❍	❍	❍	❍
3. Bullying and aggression are not tolerated in my school.	❍	❍	❍	❍	❍
4. All the people in my school treat me with respect.	❍	❍	❍	❍	❍

C. Here are some questions about your online community. Use the scale to show how much you agree or disagree.

FS3 Safe Environment - Online	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
1. I feel safe when I'm online.	❍	❍	❍	❍	❍
2. My online community makes me feel welcome.	❍	❍	❍	❍	❍
3. Bullying and aggression are not tolerated in my online community.	❍	❍	❍	❍	❍
4. All the people online treat me with respect.	❍	❍	❍	❍	❍

D. Here are some questions about your community. Use the scale to show how much you agree or disagree.

FS4 Safe Environment – Community	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
1. I feel safe when I'm in my community.	❍	❍	❍	❍	❍
2. My community makes me feel welcome.	❍	❍	❍	❍	❍
3. Bullying and aggression are not tolerated in my community.	❍	❍	❍	❍	❍
4. All the people in my community treat me with respect.	❍	❍	❍	❍	❍

E. These questions ask about the community where you live. Use the scale to show how true the statements are for you.

FS5 Community Qualities	Not at all true	Slightly true	Fairly true	Very true	Completely true
1. In this community, there are enough opportunities to meet other youth.	❍	❍	❍	❍	❍
2. In this community, young people can find many opportunities to entertain themselves.	❍	❍	❍	❍	❍
3. In this community, there are many events and activities, which are able to involve young people like me.	❍	❍	❍	❍	❍
4. People in my community support each other.	❍	❍	❍	❍	❍
5. People in my community are willing to help each other.	❍	❍	❍	❍	❍
6. People in my community collaborate together.	❍	❍	❍	❍	❍
7. I think my community is a good place to live in.	❍	❍	❍	❍	❍
8. I feel like I belong to my community.	❍	❍	❍	❍	❍

Resources in the Community

This module will take you about 5 minutes to fill out. It has 11 questions.

Please answer the following questions.

RC1 Community involvement RC1	Not at all like you	A little like you	Mostly like you	Very much like you
1. You know where to volunteer in your community.	❍	❍	❍	❍
2. You are a person who tells others about your community.	❍	❍	❍	❍

RC2 Community knowledge	Not at all	A little bit	Moderately	A lot	Completely
1. I know where to get information about programs in my community.	❍	❍	❍	❍	❍
2. There are organizations in my community that I can go to for help.	❍	❍	❍	❍	❍
3. I often give others advice about where and how to connect with organizations in the community.	❍	❍	❍	❍	❍
4. I know someone who would help me find and access resources and opportunities in my community.	❍	❍	❍	❍	❍

RC3 Skills for accessing resources	Not at all	A little bit	Moderately	A lot	Completely
1. I feel comfortable communicating with other individuals in my community.	❍	❍	❍	❍	❍
2. I feel comfortable communicating with other organizations in my community.	❍	❍	❍	❍	❍

3. I can easily find and access the community support or service I need (such as education, health services, housing support, counseling).	❍	❍	❍	❍	❍
4. I can easily find opportunities that interest me in my community.	❍	❍	❍	❍	❍
5. If I'm interested in joining a community program (e.g. volunteer, activity, sports, religious, etc.), I know how to do so.	❍	❍	❍	❍	❍

Focus Group Questions

Check In

- Name, pronouns if comfortable, how are you feeling today?
- What fruit would you be and why?
- Which animal would you be and why?

Brief introduction

The purpose of this discussion is to learn about what really helps you meet your needs and what practices/strategies/tools could help you. We want to hear about the people, programs, services, approaches, systems that are working, and those that aren't. We want to hear about how to make the supports that exist even better! Please be as honest as you can be. None of this information will be attached to your name or shared with specific individuals who may be named—in fact, those names will be removed.

Consent

- Collect consents if not already handed in

Activity:

- Define: Wellbeing
- *Explain terms and give some examples before asking.*
- Thinking about wellbeing, how would you define:
    - You (Individual; healthy person),
    - Your Circle (Social; healthy relationships, sports teams, social groups, religious groups, family, etc)
    - Your World (Systems; public transportation, bus at college example, no car, also religious groups)
- Share: What makes life difficult for you, in your circle, and in your world?

Questions

1. What could address those barriers?
2. What is working? What hasn't worked? Why didn't it work?
3. When you need supports or are looking for help, who do you go to or where do you go?
    1. Why do you go to them?
    2. What change are you hoping for?
1. Are there any supports that have addressed or helped the barriers?

a. Why or how?

1. What made these supports work for you?

2. How would we get those services to provide the impact you actually wanted?
3. What services do you wish existed in times that you needed support?

a. Include services that may be missing, or services that may not exist yet

2. What can you see yourself doing to help bring about a solution? What are some things you've done or are doing? What do you need from adults or resources to help you?
1. What is something you think people working with youth should know/remember when working with youth who experience issue-related challenges (e.g., wellbeing challenges and barriers)? And why are these things so important?
2. Is there anything else you would like to say or add?