



Child & Youth  
Network

# CYN YOUTH FRAMEWORK





# A MESSAGE FROM THE **CYN CHAIR**

At its core, the Child and Youth Network (CYN) is dedicated to helping improve outcomes for children, youth, and families.

Innovation, research, and learnings have been critical to our work as we have moved forward on many fronts to make our shared vision "happy, healthy, children and youth today; caring, creative, responsible adults tomorrow" a reality. In the early days of the CYN a lot of this work focused on younger children and families.

In 2012, the CYN made an explicit commitment to work with young people and youth service providers to understand how to better engage and meet their needs. The initial result of our work is this document: the CYN Youth Framework. It is built on the foundation of evidence, our collective experiential learnings, and the vital input of our young people.

The purpose of this document is to provide a comprehensive and easy to understand framework that, when applied in a consistent manner across our community, will allow us "to collaboratively engage and support all young people to develop their skills and abilities to successfully navigate transitions in life and education, build meaningful relationships, and live healthy lifestyles."

This framework is for all CYN partners to use in our individual and collective work. It is intended to assist in the design and implementation of programs that engage young people in issues and solutions that matter to them and will ultimately result in improved outcomes.

**Lynne Livingstone**

*CYN Chair*

# ACKNOWLEDGEMENTS

The development of the CYN Youth Framework would not have been possible without the contribution, commitment, and enthusiasm of CYN member agencies. The CYN Youth Framework is reflective of knowledge, expertise, and recommendations shared by approximately 55 CYN members during a collaborative, co-creation process.

We would also like to thank the 40 young people, representing seven youth-led organizations, for their role in the development of the CYN Youth Framework. Their ideas informed, enhanced, and validated the core components of the framework.

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# A SUMMARY OF THE **CYN YOUTH FRAMEWORK**

The CYN Youth Framework connects our work with what research, CYN partners, and young people say is important for their success.

Comprised of a goal statement, six guiding principles, five core components, and eighteen outcomes with corresponding success indicators, the CYN Youth Framework supports collective impact.

By aligning our work with the framework, we can maximize our collaborative efforts.

**CYN** YOUTH  
FRAMEWORK

# HOW THE FRAMEWORK CAN BE USED

The CYN Youth Framework serves as a guide for decision-making and planning. It provides a menu of outcomes and indicators that can be referenced in the design, implementation, and evaluation of activities, programs, and services that help young people thrive.

When developing a program for young people, the framework can be referenced to identify outcomes and design strategies that provide a foundation for maximum impact. The framework can also assist in identifying success indicators and metrics to support evaluation.

While specific activities, programs, and services may vary, the framework can be used to engage and support young people.

Ultimately, the framework will align our collaborative efforts to support “happy, healthy, children and youth today; caring, creative, responsible adults tomorrow.”

# THE PROCESS OF DEVELOPING THE FRAMEWORK

In 2013, the CYN engaged in the evaluation of three programs: Real Voice, Grade Seven and Eight Ending Poverty Demonstration Project and Dynamic Dozen. Further, two literature reviews were prepared including one focused on youth transitions and another focused on youth literacy programs.

An analysis of these research and evaluation documents demonstrated regardless of method of delivery, there was alignment in outcomes and impact. Common core elements and themes also emerged throughout these documents, including:

- Young people were the core focus and were involved in decision-making
- Collaboration among multiple partners and contribution from partners
- Integration of evaluation to inform process, direction, and decisions
- Commitment to innovation
- Inclusion of wraparound supports
- Relationships and networks were foundational
- Acknowledgement of risk and protective factors for enhanced impact

CYN Project Managers and City of London staff reviewed the aligned results and common themes and engaged in initial conversations focused on how the findings could support the collective work of CYN partners.

The desire to create a youth framework was the result of a commitment to focus on young people and was built on these initial project findings and conversations. The process outline below was adopted to support the development of the youth framework by involving CYN partners and young people.

## STEP 1

### Designing The Initial Framework Components

In December 2013, 15 young people, CYN partners, CYN Project Managers, and City of London staff came together to design the initial components of the youth framework. Source documents combined with the collective experience of the group informed the development a goal statement, guiding principles, themes, outcomes, and success indicators for the youth framework. After the session, the content was analyzed and mapped against research and evaluation results to further develop the components of the framework.

The framework was presented during a second session to gather additional feedback. Key activities guided this process to generate recommendations, revisions, and suggestions. Results from the brainstorming session were then integrated into the framework.

## STEP 2

### Building The Framework With CYN Partners and Young People

A community consultation was held in which 55 CYN partners reviewed the framework and provided insights, recommendations, and revisions. CYN partners discussed opportunities where the framework could be used and identified training and resource needs for implementation.

A focus group was also held with 40 young people. During this focus group, the framework was discussed and recommendations were provided to further enhance and align the framework with what is important to young people.

Results from both consultations were integrated into the framework.

## STEP 3

### Validating The Framework

To validate the framework, research was conducted to identify other youth frameworks. In total, eight youth frameworks were reviewed and compared with the content of the CYN Youth Framework. One of the most relevant and useful frameworks used to validate the CYN Youth Framework was *Stepping Up: A Strategic Framework to Help Ontario's Youth Succeed* (Ministry of Children and Youth Services, 2013). While this framework has provincial focus, in comparison the CYN Youth Framework's local focus, the content aligned closely demonstrating the collaborative process of designing and building the CYN Youth Framework resulted in a valid framework for working with young people.

To further validate the framework, 18 CYN partners were invited to review the framework and provide feedback. Again, revisions were incorporated to finalize the framework.

The current framework, presented in this document, represents the results of the CYN research and evaluations, as well as the collective experiences and wisdom of young people and CYN partners.

## STEP 4

### Defining The Guiding Principles

The Guiding Principles were defined by young people through an interactive facilitation process. Seventeen facilitations were held with approximately 185 young people across the city.

Young people worked together to provide feedback, ideas, and opinions about the six Guiding Principles. Using these insights, a definition and description were developed for each Guiding Principle.

## STEP 5

### Developing Metrics

Through two community consultations with CYN members, independent research related to validated metrics, and the exploration of available tools that measure outcomes for young people, metrics to be used as part of the CYN Youth Framework were developed. Feedback was gathered throughout the development of the metrics and was consistently integrated so that the metrics reflected the knowledge and experience of professionals serving young people, best practices in the field, and current research.

Approximately 1,700 metrics are included in the framework. Metrics have been mapped to indicators and outcomes. A rigorous process, in which organizations that serve young people used the framework to develop an evaluation plan for a program they operated, supported the validation of the metrics.

Service providers and young people will be able to add to the metrics as the framework evolves.

## STEP 6

### Designing Evaluation Activities

A number of activities have been developed to support the measurement of the metrics in the framework. These activities can be selected and incorporated into programming throughout the duration of the activity or at a certain point in time.

The activities available are only a starting point. Facilitators, leaders, and young people themselves are encouraged to develop additional activities. Gathering data to evaluate a program, initiative, or service can be engaging, purposeful, and fun.

It is hoped that the evaluation activities will spark a new method of eliciting feedback from young people that is unique, engaging, and directly embedded in a program, service, or initiative.

The types of evaluation activities include:

- **Arts-Based:** Arts-based tools include activities that promote art, drawing, painting, music, and creativity.
- **Physical Activity Based:** Tools based in physical activity specifically relate to activities that promote movement, health, and recreational skills.
- **Reflection-Based:** Reflection-based tools are activities where creativity or reflection-type thinking are the primary modes of communicating responses.
- **Technology-Based:** Technology-based tools include activities that provide opportunities for young people to explore and use technology such as tablets, phones, and social media.

# THE CYN YOUTH FRAMEWORK



# GOAL

**The goal of the CYN Youth Framework is:**

*To collaboratively engage and support all young people to develop their skills and abilities to successfully navigate transitions in life and education, build meaningful relationships, and live healthy lifestyles.*

# GUIDING PRINCIPLES

The CYN Youth Framework has six Guiding Principles, defined by young people in London, including:

- 1 Strength-Based:** An approach or framework that acknowledges that young people are dynamic problem-solvers who have the confidence and knowledge to provide contributions that are valuable.
- 2 Youth Voice:** The act of listening to young people while respecting their diverse and powerful perspectives. It is understanding and acknowledging the passion that young people bring with them, while also providing the support and space for them to share their ideas.
- 3 Inclusivity:** The concept or act of fostering respectful interactions and opportunities in a way that young people can share their opinions and insights without the fear of judgment. It is ensuring that all young people feel comfortable and are treated as valuable members of society.
- 4 Accountability:** An action or state of being that requires a participant(s) to be committed to their cause and to consistently act in a responsible way. It requires a high degree of integrity and transparency.
- 5 Neighbourhood-Based:** An approach or concept that suggests that the area where young people live has an influence on their understanding and culture. Neighbourhoods are places that provide supportive relationships, where people share resources, and feel safe.
- 6 Impact:** The act of creating or offering supportive connections that encourage and influence growth, change, or progress.

Please see Appendix A for the comprehensive description of each Guiding Principle.

# CORE COMPONENTS

## Relationships and Inclusion

Research demonstrates the importance of relationships and inclusion in the development of young people (United Way of Calgary and Alberta, 2013). This is supported by providing access to a network of relationships, encouragement, and motivational support from connections with adults, peers, family members, employers, and communities.

### OUTCOMES

### SUCCESS INDICATORS

Young people have a network of healthy relationships in their communities and/or neighbourhoods

- Young people have relationships that make them feel safe and happy
- Young people have positive relationships with peers, adults, family members, and employers
- Young people have mentors
- Young people are connected to supports and networks that help them achieve success

Young people access and use their relationships and resources to achieve success

- Young people collaborate with others in their community
- Young people achieve their goals as a result of leveraging their relationships

Young people experience social inclusion and value diversity in their community

- Young people have knowledge of their neighbourhood and community
- Young people are engaged in their community
- Young people feel socially included
- Young people feel a sense of belonging in their community
- Young people understand, celebrate, and promote diversity
- Young people are involved with diverse communities
- Young people feel safe in their community

## Leadership

Youth leadership explores the outcomes of providing young people with opportunities to build the capacity of their leadership skills and abilities. Young people who are involved in leadership roles often have a higher self-esteem and grades and are more physically active and committed to their friends, families, and communities.

### OUTCOMES

### SUCCESS INDICATORS

Young people have the leadership skills that provide them with the capacity to be engaged, productive members of their communities

- Young people can define leadership for themselves
- Young people take on leadership roles within the community
- Young people have leadership skills
- Young people participate in decision-making that affects them
- Young people are self-aware

Young people are involved in their community and participate in creating solutions

- Young people volunteer and contribute their skills to the community
- Young people are members of committees or boards
- Young people create, lead, and implement community solutions
- Young people are involved in improving their neighbourhood and/or community

Young people are resilient and resourceful in finding their own solutions

- Young people have the confidence to advocate for themselves
- Young people share their opinions and play a role in informing decisions
- Young people have the capacity to adapt in the presence of risk or adversity

## OUTCOMES

## SUCCESS INDICATORS

Young people experience meaning in leadership opportunities

- Young people are involved in their community
- Young people participate in leadership opportunities

Community organizations and adults have created opportunities for young people

- Community organizations and adults support and embrace the solutions of young people
- Community organizations and adults provide meaningful opportunities for young people

## Education

When young people have an education, they are more likely to secure employment, succeed in the workplace, and become community leaders (Ministry of Children and Youth Services, 2013). It is estimated that 70% of all new jobs created in the future will require post-secondary education (Rae, 2005). Providing young people with educational opportunities will support successful educational transitions, promote skill development, and encourage lifelong learning.

### OUTCOMES

### SUCCESS INDICATORS

Young people access meaningful learning, training, and skill development opportunities

- Young people have awareness of career paths
- Young people have exposure and access to diverse learning, training, and skill development
- Young people have a plan for their education
- Young people are engaged in their education

Young people experience successful educational transitions

- Young people graduate from high school with their cohort
- Young people graduate from college or university
- Young people complete an apprenticeship or co-op
- Young people feel prepared for high school, post-secondary, and employment
- Young people make a successful transition from education to the workforce

Young people have educational experiences that promote skill development and lifelong learning

- Young people have the resources and support to foster educational achievement
- Young people have learning opportunities that align with, and create awareness of, personal interests
- Young people can define the value of education

## Employment and Entrepreneurship

Despite staying in school longer than any other generation, Canadian youth continue to have higher unemployment rates in comparison to the adult population and take longer to make the school-to-work transition than ever before (Bell and O'Reilly, 2008). Providing resources and support to foster engagement and skill building as it relates to employment and entrepreneurship has been shown to lead to successful career development.

### OUTCOMES

Young people have relevant experiences, tools, and resources to facilitate entry into employment or business

### SUCCESS INDICATORS

- Young people are engaged in meaningful opportunities to gain practical career and education skills
- Young people have employability skills
- Young people have resources and relationships to facilitate entry into employment or self-employment
- Young people have careers that fit with the needs of the market
- Young people have exposure to employment or self-employment opportunities

Young people have opportunities for meaningful employment

- Young people have economic independence
- Young people secure their first quality employment experience
- Young people are employed or self-employed

## OUTCOMES

## SUCCESS INDICATORS

Young people have the skills to build a successful career

- Young people have skills for employment or self-employment
- Young people are satisfied in their careers
- Young people start businesses
- Young people lead successful businesses
- Young people have defined career paths

Young people have jobs related to their training and education

- Young people have jobs based on training
- Young people are satisfied with their training
- Young people are satisfied with their employment

## Health and Wellness

Health and wellness encompasses both the mental and emotional aspects of well-being (Health Canada, 2013). Healthy physical, cognitive, and emotional well-being provides young people with the competency and confidence to achieve their full potential.

### OUTCOMES

### SUCCESS INDICATORS

Young people are physically, cognitively, and emotionally healthy

- Young people are physically active
- Young people make healthy lifestyle choices
- Young people have life skills
- Young people are resilient in the face of challenges and change
- Young people have food literacy skills
- Young people have access to healthy food
- Young people engage in healthy activities
- Young people experience emotional wellbeing and positive mental health

Young people have the competency and confidence to participate in healthy physical activity

- Young people have the skills to make healthy choices
- Young people participate in physical activity
- Young people connect to resources that promote healthy activity

Young people are aware of and understand how to make choices that support healthy lifestyles

- Young people have knowledge of, and access to, health and health-related resources
- Young people participate in activities that promote healthy living
- Young people engage in behaviours that support healthy lifestyles

# SUPPORT ECOSYSTEM

While young people can and do shape their own future, their success is influenced by a broader ecosystem, including:

**Young People:** Youth involvement is essential. In designing programming to support young people, it is critical that young people are directly involved. Delivering programs and supports that are youth driven and encouraging young people to take an active role in their development are best-practices.

**Community:** The communities in which young people live greatly influence outcomes for young people. Communities provide opportunities for growth, development, connection, and engagement. Community refers to both organizations and individuals, as well as formal and informal supports. The community can mediate risk factors and encourage healthy development. Coordination and collaboration is integral to serve the varied and unique needs of young people. Community includes, but is not limited to: foundations and philanthropic organizations, faith-based and cultural groups, sports clubs, arts-based groups, mentors, other community associations, and the private sector.

**Government:** The federal, provincial, and municipal governments provide many services that affect the daily lives of young people such as education and health services.

**School:** Primary, secondary, and post-secondary institutions play a significant role in the lives of young people. Young people spend their most formative years in educational institutions. Successful transitions from primary to secondary, secondary to post-secondary, and post-secondary to work are critical to the success of young people.

**Family/Guardians:** Parental and family supports provide the foundation of social support, caring relationships, and consistent bonds which act as significant protective factors. Research demonstrates parental and family involvement during youth development, especially during key transitions, is associated with positive outcomes overall. Ensuring parents are aware, supportive, and engaged are important considerations when developing programs and activities.

**Employers:** Employers provide opportunities for development and skill building through employment and training.

**Child and Youth Network:** The CYN acts as the connector that brings all groups together to engage in meaningful dialogue, learning, and application of best-practices.

# DESIGN ELEMENTS THAT ALIGN WITH THE CYN YOUTH FRAMEWORK

The following design elements encourage innovation and root the design of programs and services for young people in research and best-practices as informed by CYN partners, young people, and research and evaluations.

**Meaningful Content:** Meaningful content refers to ensuring the content is relevant and important to young people. The content should also be relevant to the developmental stage of the youth (i.e., early or late adolescence). Likewise, consideration should be given to barriers such as gender, socioeconomic status, conflict with law, out-of-school youth, etc. when developing meaningful content.

**Innovative Activities:** Innovative activities refers to the utilization of framing programming through unique elements such as art and technology. Providing innovative activities occurs by tapping into the interests of young people to motivate and engage them in participation.

**Relationship Building:** Relationship building refers to social interaction with peers as well as relationship development with community organizations, mentors, and other adults who can support young people. Research demonstrates including an element of relationship building is important to augment the efficacy of many other strategies for improving youth outcomes.

**Youth Engagement:** Youth engagement refers to incorporating participatory approaches to program development and implementation. Research demonstrates engaged participants are usually motivated and, as a result, enjoy programs and are more likely to continue. Elements to consider include providing choice, opportunities for capacity building and leadership, encouraging self-reflection, development of social awareness, and incorporation of art and technology.

**Community-Informed Strategies:** Community-informed refers to the use of strategies that have been identified through participatory engagement of young people and community members. Creating programs based on needs of the community, in addition to elements found in evidence-based practice, is essential in ensuring programs remain relevant and impactful for young people.

**Supportive Learning Environment:** A supportive learning environment refers to both the physical learning space and the creation of a social environment that supports learning. This includes the development of youth-centered programs based on social interaction, choice, and voice. In doing so, programs should assess and build on the young persons context, perceptions, and use of literacy and language. Additionally, programs should build on the young persons prior knowledge, language, vocabulary and experiences, and focus on themes and content that are meaningful and build a strong sense of identity as part of the community (Literacy Gains, 2012).

**Evaluation and Sustainability Planning:** Evaluation and sustainability planning refers to measuring the impact and effectiveness of the program and leveraging results to build long-term sustainability. Evaluation of programs is an ongoing process and should be incorporated into all programs to refine and ensure the needs of young people are met. It is important to ensure evaluation tools are made available for programs to make this process easy and accessible. Sustainability planning is important when developing youth programs as well to ensure success for long-term, sustained commitment to healthy youth development.

# NEXT STEPS

Possible next steps include:

- 1 CYN Priority Areas will implement the CYN Youth Framework with all initiatives and activities that engage young people. Through this process, supports and resources required to implement the CYN Youth Framework will be identified. The framework will be revised based on the learnings from the implementation process.
- 2 Tools and resources will be created to support the implementation of the CYN Youth Framework. This could include, but is not limited to, common measurement and reporting tools, an implementation toolkit, training on how to use the framework, an interactive website to support program design, and evaluation.
- 3 The CYN Youth Framework will be promoted to encourage all individuals and organizations working with young people in London to integrate the framework into their work. The tools, resources, and training developed will strengthen uptake and integration.
- 4 An ever-evolving piece of work, the CYN Youth Framework will undergo an evaluation. Results from the evaluation will be used to revise and refine the framework.

The work of CYN partners results in individual, community, and system level impact. The CYN Youth Framework complements the work in our community and supports successful outcomes for young people.

# APPENDIX A

## Guiding Principles Description

### 1 Strength-Based

*noun* | strength-based |

**Description:** Young people were asked to build a tower that was ‘strength-based’ with wooden blocks that had different words written on them. They selected the most important words to be the foundation and built a tower until they ran out of their favourite word choices. After debriefing the activity, six themes related to Strength-Based emerged from the conversation.

**Positivity:** Taking a Strength-Based approach is understanding the differences, issues, and problems that young people have all been through. It is recognizing that those struggles and experiences can lead to a positive and determined mindset. A Strength-Based framework acknowledges capabilities. It provides an outlook that describes all people and things to have the potential to create their own solutions. Having confidence can be a key to success.

**Growth:** Young people recognize that a Strength-Based approach allows for the need to explore opportunities to learn and develop their own strengths. Exploring strengths is a life-long process that allows for growth individually and as a team or community. It is having the ability to bounce back and solve your own problems. Growth comes from overcoming challenges, giving and receiving feedback, and building resiliency.

**Acceptance:** One of the most difficult things young people can experience is rejection – this is why the feeling of being accepted for who young people truly are is so important. Those practicing a Strength-Based approach are open-minded to accepting all identities and treating young people as people, not a subset or less-than version.

**Teamwork:** Teamwork is important in Strength-Based approaches because it draws on the strengths of each individual. Each person has a strong skill set and something to contribute when working towards a particular goal or solution.

**Validation:** When work is done from a place that acknowledges and appreciates all strengths and skills young people offer, they begin to feel validated. Validation is recognizing and acknowledging that all opinions are important and valuable. Young people feel validation through others, but also from within themselves.

**Success:** Strength-Based approaches accept that success is defined by the person themselves. Learning from mistakes and overcoming challenges can also be a measure of success. Success could be graduating from high school, starting a career, or having the ability to create a new opportunity that may not be conventionally tied to society’s idea of success.

### Words That Resonate:

Confidence	Dynamic	Problem-solving	Appreciated	Valuable
Understand	Progress	Abilities	Team Work	Opportunities
Contribution	Enhance	Optimistic	Context	Collaborative

## 2 Youth Voice

noun | youth·voice |

**Description:** When Youth Voice was explored, young people were asked to use paint and paint brushes to create a word cloud on banner paper. They wrote the best words to describe Youth Voice in large letters, and the 'okay' words in smaller font. Five themes emerged from the conversation that took place after the activity.

**Acknowledgement and Respect:** By providing a space for Youth Voice, young people are free to speak their minds, and share their thoughts and ideas in whatever way they feel most comfortable. Young people should know that they have opinions and that they are appreciated. Adults can make young people feel valued when they intentionally listen and write things down to show they actually care. Collaboration is important because young people recognize the value that adults bring with them. It is important for young people to listen and for others to listen to them. Young people want to work with adults who are excited to work with them. The voices of young people are important in the community because they break the silence about rights, freedoms, and different points of view.

**Inclusion:** Young people shared that all youth should be heard. Those who do not usually have a voice that is valued in the community or society should be given one. If there is something that impacts young people, they want to have a say. Young people bring different ideas and think of things differently. Their voices should be equal to the voices of adults. Every voice needs to be represented and if money is a barrier, subsidies could be provided so all young people can be engaged. Then everyone can have a chance to speak out and say what they believe. Youth Voice means that every young person gets what they need to succeed and they are accepted for who they are.

**Independence:** The world and especially adults should know that young people can do things on their own. Young people do not want to be overprotected, they want to explore and be involved in new opportunities. When adults do not know what young people want, it can take the enjoyment away from them. Young people do not want to be treated like children – because they aren't kids. Sometimes adults might think that young people do not want to be involved unless they actually say so. If it is something that is created and designed for young people, they want to be involved. Young people also require resources and support to launch successful programs themselves.

**Expression:** Young people value opportunities where they can express themselves in a meaningful way. Opportunities for involvement are different than opportunities that promote and encourage expression. Young people should be able to define what meaningful involvement means for them because it may look different for each person. Young people also recognize that by having a powerful voice, they are responsible for how they use that voice. When planning and implementing these programs, adults should be flexible if wants and needs change from time to time.

### Words That Resonate:

Equality	Diversity	Important	Support	Freedom
Change	Passion	Creativity	Confident	Self-Respect
Respect	Listen	Love	Friendship	Rights



### **Inclusivity**

*noun or verb* | in·clu·siv·i·ty |

**Description:** Young people identified what Inclusivity looks like at a personal, relational, and organizational level. They identified strategies and solutions on how to include others and how organizations can include young people. From the conversations that evolved from this activity, six themes were developed.

**Acknowledgement:** Young people feel valued when they feel they are being heard, when their efforts are appreciated, and when they are engaged in a genuine conversation. Adults should reach out to young people and personally invite them to events to show them that they are important. They want to feel as if they are part of something and that their hard work does not go unnoticed. Young people feel cared for when adults are flexible and understanding.

**Positivity:** Inclusivity is shown through positive actions like being kind, smiling, and making people feel comfortable. Inclusion takes place when everyone can participate because they feel valued and confident that their contribution is held to the same extent as all others. When people are put down, the whole organization loses. Young people want to know that they have achieved something. Young people want to be part of the conversation.

**Supportive Relationships:** Young people indicated that having supportive relationships with friends and family is important to them. They want to feel connected to others and their community through participation in clubs, events, and teams. When young people have a lack of supportive relationships it can be hard to include others because they have been hurt in the past. Many young people know from experience what it feels like to not be included. They want to feel that they are wanted, supported, and part of a team or group. Special events or outings can bring people together and help every participant to get to know each other.

**Respect:** Respect can be shown when young people are involved in the brainstorming, planning, and feedback processes of programming and events. Young people appreciate being spoken to in a way that is respectful, but not patronizing of their age. Respect is including young people by asking what they want instead of assuming what they want. When young people feel respected they feel valuable, interesting, and accepted for being different and unique. Relationships should be built on shared interests, not by forcing beliefs onto others. Respect is when everyone is treated equally and all participants have the opportunity to contribute without being interrupted.

**Diversity:** Young people want the opportunity to share their opinions even if they are different. When Inclusivity is put into practice young people are not judged for their way of life. Instead, young people are engaged and interacted with in an authentic way. Entering space can be easier and more comfortable when young people who identify as a visible minority can see similar people in the group. Young people want to be accepted for who they really are while also being acknowledged for their diverse opinions.

**Resources and Suggestions:** Young people have a wide array of interests that they want to be engaged in. They like sports, arts, crafts, acting, music, and having the opportunity to be involved in conversation over coffee. It is important that no one is turned away from any program or opportunity. They want to be aware of all opportunities and suggest using social media, newsletters, and going to schools to promote programs and events. Young people want opportunities to be developed for all age groups and abilities.

**Words That Resonate:**

Similar Interests	Patient	Talk to Them	Be Kind	Jokes
Respect	Supportive	Ask Questions	Smile	Laugh
Caring	Nice	Listen	Friendly	Love

**4 Accountability***noun or adjective* | ac·count·abil·i·ty |

**Description:** Young people worked hard to identify the most important words and concepts that explain Accountability. They gave a score of 1 to 5 to each word, with a score of 5 indicating that the word was essential in the description of Accountability. Once the scores were totaled, groups discussed what the words meant and added words or concepts that were missing from the original list. Their responses and ideas are described below in five themes.

**Commitment:** Commitment is essential in the definition and action of Accountability because they work together. Commitment is driven by a purpose to be of service to others. It means putting in the effort to be present and engage with young people through a reciprocal process. It is not just about being committed, but being vocal and transparent about that commitment. When you are committed you are integral, loyal, and respectful. You not only commit to the inclusion of young people, but to be present and dependable.

**Integrity:** Being accountable to young people is having the integrity to follow through on your word and actions. On the other hand, it is also respecting the integrity of young people and believing that they themselves are responsible and trustworthy. Integrity is taking responsibility for both the good and bad outcomes. It is holding true to your values, owning your actions, and being open about your intentions. The concept itself is value-based and internally defined. Integrity requires a certain level of intuition or self-awareness to know right from wrong. Integrity cannot be forced and is always a choice. People can get distracted or do not want to be held responsible. Integrity requires that individuals own up to any wrong doings while also maintaining dignity.

**Responsibility:** Once you are committed to an action and show integrity, you must be responsible for all outcomes. Responsibility is key to creating change because you do not have to be responsible to be held accountable. When you take responsibility for your actions, you acknowledge the impact you have on yourself and other people. It is important to know that responsibility is a two-way road where adults are responsible to engage with young people and young people are responsible to work with adults or staff. It is also necessary to distinguish who is exactly responsible for what. Practicing responsibility in relation to Accountability is being reliable, transparent, and setting reasonable goals and objectives so monitoring and measurement can take place. Along with responsibility comes the duty to make difficult decisions. It is the act of putting the wishes and values of others ahead of your own.

**Research and Evaluation:** Adults should gather primary research from young people and consult with them to learn what they want. Research helps to understand the priorities of a community while also being responsible with that knowledge. Research can guide an ethical process and makes sure things are done the right way. It is important that young people provide feedback throughout the planning, implementation, and activities of any program. Using research helps to determine the best approach. However, evaluation will allow for failure to be embraced if necessary changes are made. Openness and flexibility is encouraged throughout, engaging with research and evaluative processes. Evaluation is a cyclical process of continuous improvement. These improvements should have long-term outcomes, not just band-aid solutions.

**Continual and Transparent:** Accountability should be evident throughout the entire process. If a program or event is limited because of financial or other restraints, a positive and engaging transitional piece should be included so that young people can remain connected to resources or other supports. It is often human nature to hold someone accountable for an outcome whether it is good or bad. Transparency and clarity are essential when individuals, programs, groups, and organizations practice Accountability. Young people value when programs are dependable and consistently operating.

**Resources and Suggestions:** Young people have a wide array of interests that they want to be engaged in. They like sports, arts, crafts, acting, music, and having the opportunity to be involved in conversation over coffee. It is important that no one is turned away from any program or opportunity. They want to be aware of all opportunities and suggest using social media, newsletters, and going to schools to promote programs and events. Young people want opportunities to be developed for all age groups and abilities.

**Words That Resonate:**

Commitment	Consistent	Transparency
Responsibility	Obligation	Duty
Sustainable	Loyal	Continual

**5 Neighbourhood-Based**

*noun* | neigh·bour·hood·based |

**Description:** A road map was provided to young people that had pre-drawn roads, a house, and trees. Young people were asked to draw on the map what was important in their neighbourhoods. They could draw or write whatever came to mind. After the activity was completed, young people were asked what was on their map and why they felt it was important. Their responses are provided below within six themes.

**Co-Operation:** Democracy, debate, and discussion are valuable to young people. Young people appreciate opportunities to learn and to apply their learning to different environments. They enjoy meeting new people and having friendly faces in their neighbourhoods. These things help young people build social skills, strengths, interests, and passions. A young person's neighbourhood is where they begin to create relationships and networks. Neighbourhoods can produce long-term outcomes for young people.

**Accessibility:** It is not just about where you live, but what you do and do not have access to. Neighbourhood-Based means that neighbourhoods make the most of their resources. Neighbourhoods can provide access to resources like pools, parks, banks, grocery stores, and transportation. However, it is not just about access to these resources but access to what they bring with them: a chance to build connections. Having resources like these can help form community and socialization in the community. Resources that are not traditionally located in a neighbourhood should be more locally based for ease of access. For example, young people specifically mentioned that they would enjoy seeing small businesses and food trucks in their neighbourhoods. Young people also need opportunities to connect with other neighbourhoods and communities.

**Shared Space:** Young people want access to community or shared space. Access to diverse neighbourhood spaces fosters passion, culture, and innovation. Community spaces can be a central place for people to meet and provide opportunities for leaders to lead other leaders. Young people suggest that having communal backyards or garden centres can be an affordable alternative to accessing healthy food while also creating cohesion and bringing people together. When people access community spaces, you begin to get to know your neighbours, which is important to young people.

**Support:** Young people want to be supported within their neighbourhoods. They crave opportunities to engage with strong mentors, elders, and heroes. These relationships inspire young people to create change and provide direction and outlets for their passions. Young people value intergenerationality and propose that programs should be for all demographics, ages, and cultural groups. Spiritual spaces can also provide support and guidance for young people. A neighbourhood is supportive when young people see friendly faces, they have tight knit support systems, and have a sense of shared culture and values. It is important to know about a neighbourhood so young people feel that their background is understood and so programs and groups can support them. Connecting with others creates new communities, new learning, and new perspectives.

**Safety:** Young people feel safe in their neighbourhoods when there is an acceptance and celebration of differences. Having safe spaces allows young people to grow – physically, mentally, and emotionally. Feeling safe and having safe environments creates cohesive communities. Young people want their neighbourhoods to have less crime and more accessible places for children to play safely.

**Health:** It is important that both physical and mental health are addressed at the neighbourhood-level. Young people indicated that they want access to quality, local, and affordable places to exercise. Young people mention that having good physical health can also help improve mental health. Access to doctors and other medical needs should be accessible where you live.

### Words That Resonate:

Community	Multi-Culturalism	Positive	Environment
Respect	Support	Love	Role Models
Encouragement	Resources	Safety	Acceptance

## **Impact** *verb* | im·pact |

**Description:** Young people worked in a group to create a ‘web of impact.’ Each person held a piece of string and stood in front of the word that they felt best described Impact. The activity was debriefed and young people provided explanations for the words they selected. Their responses and ideas were grouped into six themes.

**Growth:** The biggest and most positive impact in programming for young people is providing opportunities for growth. Growth can be necessary for Impact to take place but growth can also be a result of it. It is a cyclical process. Positive impact contributes to growth. Growth can be measured from the influence of what you have been involved in. Young people included that assistance is required for growth to occur. Growing is the impact of everyday learning.

**Making a Difference:** Impact is a meaningful change. These changes can be big or small and not necessarily visible. These changes can have an influence on your life. Change as a concept also requires progress. Progress is more about measuring and valuing the journey, not just the end goal. Young people feel that impact does not need to be seen to feel successful. Not all impact can be easily measured and produce clear results. It is learning from mistakes or experiences. Change, progress, and growth are evidence of Impact and these are needed for development. If progress cannot be seen, the motivation to create Impact may be lost.

**Connection:** Having good connections with others means that you can share your own impact with them. If positive connections and relationships are not available to young people, then it is difficult for others to know what they are going through. These connections are needed as a first step towards growth. Establishing these connections in and of themselves can create Impact.

**Enhance:** Impact is the enhancement of skills and recognizing that different skills have different levels of Impact. You should know what exactly you are trying to build or enhance. Value the process so young people have the time to build skills. It may help to recognize that results may change through the process and there may be secondary skills that are being built that were not originally expected.

**Results:** It is important to define exactly what you are measuring and to identify what the desired outcomes are. These need to be clearly defined to narrow the deliverables. Although they should be defined, there should also be room for flexibility in terms of what the outcome looks like. Results are identifying that someone is moving forward and that something is being accomplished.

### **Words That Resonate**

Support	Contribution	Connections	Progress
Growth	Influence	Process	Encouragement
Effect	Build	Skills	Value

# APPENDIX B

## References

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