

**VYPER Evaluation Report:
Youth Engagement through Youth-Adult Partnerships**

Prepared for Health Canada

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SECTION 1: INTRODUCTION & OVERVIEW

Valley Youth Partnership for Engagement and Respect (VYPER) was a 2 ½ year project (March, 2014 to September, 2016) funded by Health Canada's Drug Strategy Community Initiatives Fund (DSCIF). Its aim was to build sustainable collaborations among youth and adult supports across the Fraser Health region to prevent youth substance use and to promote health.

VYPER asked McCreary Centre Society to carry out an independent evaluation, from March, 2015 to November, 2016, with a specific focus on youth participants' meaningful engagement in VYPER activities and programs. The evaluation assessed the extent to which youth were meaningfully and actively involved in the development and implementation of VYPER activities and programs. The evaluation also measured outcomes of youth's meaningful engagement, as well as process and progress toward expected outcomes.

The evaluation entailed a mixed-methods approach which included youth surveys, youth focus groups, interviews with adult and youth grantees, staff interviews, Community Capacity Building Tool (CCBT) sessions with adult allies, and a review of internal VYPER documents.

Quotations throughout this report are from youth who completed surveys or took part in interviews or focus groups, unless otherwise indicated (i.e., it is noted when quotes are from staff or other adults).

SECTION 2: PROJECT DESCRIPTION

VYPER encompassed five priority areas (youth engagement; school capacity building; caregiver engagement and education; community champion engagement and training; and knowledge exchange/communities of practice). An overarching objective of VYPER, and the focus of this evaluation report, was to facilitate a community shift from the implementation of adult-led initiatives to youth-adult partnerships which engage youth in meaningful ways.

For more information about VYPER, see their report *Making Resilience Happen Through Youth-Adult Partnership*, which is available at <http://vyper.ca/resiliencereport.pdf>.

Target Population

The target population was at-risk and isolated youth aged 12-24. The goal was to include youth living in rural and remote communities, Aboriginal youth, those who identified as LGBTQ2S, New Canadians, youth with mental health and associated challenges, and those who were disengaged from school and community activities.

Project Activities & Outputs

VYPER focused on a collaborative model that incorporated meaningful and active youth involvement in all aspects of the project's development, implementation, and evaluation. A key indicator of success was the target population's meaningful involvement in the project's activities and programs. These activities and programs were built around a regional annual conference, annual pre- and post-conferences held in each of four areas in the region (East, Central, North and South), and activities or programs that emerged in each of these four areas. These activities and programs were supported by VYPER mini grants.

VYPER's mini grants (maximum of \$500) were designed to support the process of bringing together adults and youth to develop the larger Youth-Adult Partnership Grant applications. Activities included youth and adults getting to know one another better and building trust; developing community agreements about how youth and adults would work together; developing and clarifying the project's vision, mission, possible activities, and outcomes; and producing and submitting a Youth-Adult Partnership Grant application. Mini grants generally covered honoraria for youth participation, food, and transportation costs. A total of 26 were awarded.

The larger Youth-Adult Partnership (YAP) Grant (maximum \$10,000) supported projects that focused on one or more of VYPER's five priority areas and worked toward VYPER's intended outcomes. A total of 22 YAP grants were awarded. (See Appendix A for details about where the grants were distributed, the value of each grant, and the mission and vision of funded YAP grants.)

A total of 1590 VYPER-related activities and events took place in Hope (192), Chilliwack/Agassiz-Harrison (314), Abbotsford/Mission (259), Fraser North (267), Fraser South (194), and regionally/provincially/nationally (364). These activities and events were attended by 3513 youth, 4164 managers, 5268 staff, and 1085 other adults. (More information is included in Section 4: Project Outputs, and in Appendix B: VYPER Output & Outcome Graphics).

Expected Outcomes

Youth engagement and youth-adult partnerships have been linked to a variety of benefits. These have included an increase in youth's sense of community connectedness and enhanced social networks (Hart, 1992; Smith et al., 2009; Zeldin et al., 2005). Meaningful engagement in activities has also been associated with better educational aspirations and school connectedness (Smith et al., 2014).

In addition, meaningful participation has been found to directly impact young people's mental health and well-being (Bulanda & McCrea, 2013; Oliver, Collin, Burns, & Nicholas, 2006), in part by feeling valued and empowered by their participation in a project (Howe et al., 2011). Mental health outcomes have included increased self-confidence and perceived competence (Ramey & Rose-Krasnor, 2015; Zeldin et al., 2011). Some studies have found a link between meaningful youth engagement and lower rates of substance use, as well as lower rates of risky sexual behaviour and violence (BC Healthy Communities, 2011; Paglia & Room, 1998).

Gaining a variety of skills and knowledge is also a benefit of youth engagement and youth-adult partnerships (Ramey & Rose-Krasnor, 2015; Zeldin et al., 2011). These might include skills in public speaking, leadership, teamwork, time management, planning and facilitating workshops, and creating written documents. Other benefits might include increased awareness and knowledge of community issues (Ramey & Rose-Krasnor, 2015).

In addition, when youth have been meaningfully involved in organizational decision making, such as through collaboration with adults in setting policy directions for the organization, the adults develop greater confidence in working with youth, as well as a better understanding of and commitment to youth's needs within their organization. Consequently, organizations that involve youth in decision making become more responsive to youth needs and gain a more focused vision of their work (Zeldin et al., 2000, as cited in Ramey, 2013).

Based on previous findings, expected outcomes stemming from young people's increased participation and more meaningful engagement in community activities included greater sense of connection to school and community; enhanced support networks; greater knowledge of, and openness to accessing, available community services (youth health clinics, A&D counsellors, etc.); increased skills (leadership, facilitation, critical thinking, collaboration with adults and other youth, grant-writing); increased knowledge of youth health promotion; improved mental health (including greater sense of stability, self-confidence, sense of competence, sense of self-efficacy, and hopefulness); and reduced risk behaviours, including substance use.

Expected outcomes among adults were increased understanding of effective youth engagement strategies; greater capacity and motivation to engage with youth in future program planning, development, and delivery; greater reliance on youth voice in their work, and the sense that their work is not as meaningful without it; improved implementation of youth engagement strategies and more youth-adult partnerships; and development of a knowledge-exchange infrastructure to share promising practices for meaningful youth engagement and youth-adult collaborations, including sharing across communities.

Project Management/Governance Structure & Administration

VYPER was administered by Abbotsford Community Services and managed by Impact Youth and Family Substance Use Services.

VYPER was supported by five full-time staff (1 project manager, 4 area coordinators) and one part-time project director.

VYPER staff have described their management structure as reflecting a Hub & Spoke model, where the project director and project manager were at the hub and the area facilitators were the spokes who reached out to all the participating communities, from Burnaby to Boston Bar. After doing work with youth and adults in the communities, area facilitators would return to the hub for staff meetings and direction from the project manager. The time spent in the hub was an opportunity to connect, reflect, and plan how to move forward with VYPER's mission and vision (VYPER, *Themes from VYPER Staff Reflections*, 2016).

Project Partners

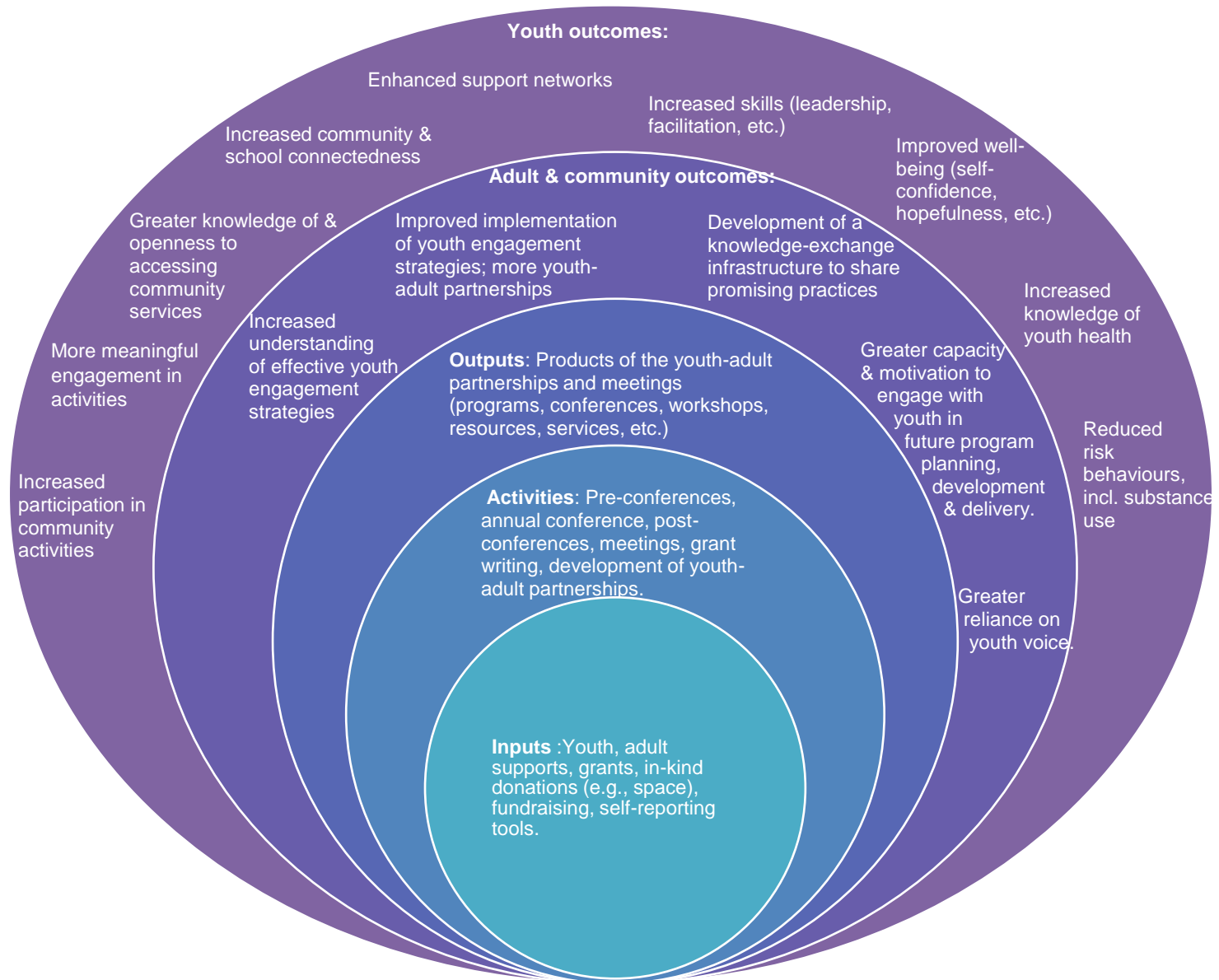
A total of 143 organizations and committees have received grants, engaged with VYPER youth on projects, and/or contributed substantially to moving forward VYPER's youth-developed mission and vision. Appendix C contains details about the type and nature of these partnerships.

The following table illustrates the estimated in-kind contributions of partners to meetings and events, separated by area.

Estimated in-kind contributions of partners	
Fraser East—Hope/Boston Bar	\$72,572.92
Fraser East—Chilliwack/Agassiz-Harrison	\$146,271.75
Fraser Central	\$202,203.25
Fraser North	\$104,096.25
Fraser South	\$80,671.25
Regional/Provincial/National	\$416,684.58
Total	\$1,022,500*

* Not including \$41,950 for office space.

Logic Model



Evaluation Participants' Description of VYPER Activities

“VYPER creates and facilitates community building projects and educational workshops. It's a safe space for youth and adults.”

Youth focus group participants said their involvement in VYPER revolved around weekly area meetings in which youth took turns leading the discussions and taking minutes. Youth could also attend larger regional meetings each month, as well as other events or conferences they were interested in. Youth explained that the area and regional meetings were an opportunity for young people to get together to plan projects, presentations and workshops.

Staff explained that the meetings were structured around VYPER's mission to 'create pathways for youth to move from isolation to a sense of belonging in their communities.' When new youth attended a meeting, staff asked them what VYPER's mission and vision meant to them, and youth would develop projects around these ideas. Although there were certain activities and outputs that were expected of them by their funder (Health Canada), how the activities were carried out and came to fruition were decided by the youth with adults' support. Similarly, youth said the meetings and project development were mostly youth-led and that adults were involved to guide discussions and provide structure and support when needed.

Youth said they could choose the activities they wanted to be involved in, such as reviewing grant applications, grant writing, event planning, developing and facilitating workshops, and developing and implementing youth-led projects. Their youth-led projects focused on meeting the needs of young people in their community. Examples included redesigning a drop-in program, helping youth to access needed mental health and substance use services, and developing an after-school tutoring program. Youth in some focus groups said they worked on projects in partnership with other community organizations.

Some youth said they had discussed project ideas but had not yet had an opportunity to implement them, and instead their projects were carried out by other VYPER groups (in other areas of the Fraser region). They explained that if one area had many project ideas, these would be shared at regional meetings and then dispersed to other areas that might be looking for projects to work on.

In addition to taking on smaller projects in their community, youth explained they had opportunities to be involved in larger regional projects. For example, VYPER youth from various areas came together to plan the VOYCE conference (Voice of Youth for Community Engagement), as well as a regional conference to share information with service providers on how best to reach out to, engage, and work with young people.

Staff felt that VYPER activities and projects were generally carried out as planned, although some elements changed along the way. They explained that because the mission and vision were broad, and VYPER was carried out as an experimental project, it enabled staff to be flexible and make changes throughout the process, as long as any given shift in course was directly connected to the mission and vision. Many staff expressed appreciation for the flexibility and the focus on process and relationship-building, which was consistent with findings from the Staff Reflection and Feedback Retreat (Grigg, 2016). Staff added that VYPER not only provided support to youth, but also to other agencies to foster youth-adult partnerships in their community.

SECTION 3: EVALUATION SCOPE & METHODS

Evaluation Objectives

The objective of the evaluation was to measure expected outcomes in various domains, as well as progress toward expected outcomes, using a mixed-methods approach. This approach included both quantitative data (youth self-report survey) and qualitative information (from youth focus groups, interviews with grantees and staff, youth's responses to open-ended survey questions, and internal VYPER documents). More information about the measures is included in the next sub-section.

The youth survey and focus groups tapped the following expected outcomes:

- Increased participation in community activities
- More meaningful engagement in community activities
- Increased sense of connection to school and the community
- Enhanced support networks
- Greater knowledge of available community services; greater openness to accessing needed services (youth health clinics, A&D counsellors, etc.).
- Increased skills (leadership, facilitation, critical thinking, collaboration with adults and other youth, grant-writing)
- Increased knowledge of youth health promotion
- Improved mental health, including greater sense of stability, self-confidence, sense of competence, sense of self-efficacy, and hopefulness
- Reduced risk behaviours, including substance use

Interviews with adults tapped the above outcomes as well as the following expected outcomes among adults:

- Increased understanding of effective youth engagement strategies
- Greater capacity and motivation to engage with youth in future program planning, development, and delivery.
- Greater reliance on youth voice in their work, and the sense that their work is not as meaningful without it.
- Improved implementation of youth engagement strategies and more youth-adult partnerships.
- Development of a knowledge-exchange infrastructure to share promising practices for meaningful youth engagement and youth-adult collaborations, including sharing across communities.

In addition, the interviews and focus groups assessed the following process issues:

- Whether the youth engagement projects were implemented as planned
- Youth's level of engagement

- To what extent youth had a voice in project decisions
- To what extent adults consulted with youth; adults invited youth to collaborate; or/and youth invited adults to collaborate on the development and delivery of youth health promotion initiatives
- Any changes that were made to the youth-engagement projects (and reasons for changes)
- Any challenges to youth engagement and how these were addressed
- Approaches to youth engagement and youth-adult partnerships that worked well
- Aspects of the partnerships that could be improved
- Any unexpected project outcomes (negative and positive)
- Lessons learned, and what (if anything) could be done differently, in relation to youth engagement and youth-adult partnerships.

The interview and focus group questions are included in Appendix D. (McCreary cannot release its surveys to third parties.)

Measures & Other Data Sources

Youth survey

McCreary worked collaboratively with VYPER to develop the youth survey. The survey was then piloted with a small group of youth and changes were made based on their feedback. A total of 39 youth completed the survey.

The survey included questions about youth's age; cultural or ethnic backgrounds; gender identities and sexual orientations; where they lived; whether they were born in Canada and how long they have lived in the country; and physical and mental health. The purpose was to assess the extent to which VYPER was targeting the intended group of youth.

The survey also included questions about youth's involvement with VYPER, their level of meaningful engagement, and their experiences with youth-adult collaborations. Items also assessed changes in youth's lives because of their involvement with VYPER (increased community involvement, reduced risk behaviours, etc).

Youth had most commonly been involved with VYPER for at least a year when they completed the survey (41%), while 33% had been involved for 6 to 11 months, and the remaining 26% had been involved for less than 6 months.

Youth focus groups

Youth participants had the opportunity to take part in focus groups to share more in-depth information and feedback about their experience with VYPER. Six focus groups, facilitated by McCreary staff, took place across the Fraser Health region during VYPER area meetings (Agassiz, Burnaby, Chilliwack, Hope, Mission, Surrey), as well as one during the youth-led VYPERence conference in Chilliwack. A total of 28 youth participated across the seven focus groups.

Youth who took part in focus groups had been involved with VYPER between six months to over two years.

Interviews with adult & youth grantees

Individual phone interviews took place with youth and adult supports who received grants from VYPER to carry out youth-adult partnership projects. VYPER staff forwarded grantees' contact information to McCreary after informing the grantees that McCreary staff would contact them to ask if they were interested in taking part in the evaluation. A total of ten adults and three youth agreed to take part.

The interviews included questions about grantees' experiences working on the youth-adult partnership projects, such as the degree to which youth had a voice and were involved in decision-making; challenges; successes; and lessons learned.

Interviews with VYPER staff

A total of nine staff members took part in exit phone interviews with a McCreary staff member when they moved on from their involvement with VYPER. They had been involved with VYPER between eight months to just under two years. Interviewed staff included area facilitators, regional facilitators/coordinators, youth-adult partnership coordinator, and project managers. A couple of practicum students also took part in interviews.

Staff were asked about experiences of youth engagement and youth-adult partnerships through VYPER; changes they noticed among youth participants; other successes as well as challenges; and any other feedback or suggestions they had for VYPER relating to youth engagement and youth-adult partnerships.

CCBT sessions

The Community Capacity Building Tool (CCBT) is a 37-item measure developed by the Public Health Agency of Canada (PHAC). The purpose is to measure community capacity and track the results of capacity building during the course of funded projects. VYPER facilitated discussions to collect pre-test (Time 1) data in six communities (Agassiz, Chilliwack, Fraser North, Fraser South, Hope & Boston Bar, and Fraser Central), where a total of 27 individuals took part. McCreary facilitated discussions in these communities to collect post-test (Time 2) data, and 32 individuals took part. The post-test sessions also included a journey mapping activity (Appendix E).

Qualitative information from these sessions was integrated within this report, while the quantitative data was submitted to Health Canada (one survey per community). In addition, quantitative pre- and post- data were entered into an SPSS database and analyzed using the Wilcoxon signed-rank test, as recommended by PHAC, to measure changes over time.

Literature review

At the request of VYPER, McCreary carried out a literature review on youth engagement and youth-adult partnerships. The review included associated benefits and challenges, as well as examples in action, policies in BC (environmental scan), and promising practices.

Other data sources

The following sources of information were also reviewed and integrated into the evaluation report where applicable:

- Staff feedback session, which took place April 9th, 2016 during VYPER's staff retreat. A McCreary staff member was invited to take notes for the evaluation.
- Internal evaluation report on the VYPER Staff Reflection and Feedback Retreat (Grigg, 2016).
- VYPER report, *Themes from VYPER Staff Reflections*. This report described themes that emerged from staff's two-week summaries and project diaries, where staff reflected on their experiences, including challenges and successes in their work with VYPER.
- Qualitative information from VYPER's community self-report surveys: October, 2015; November, 2015; May, 2015; April, 2016.
- VYPER Output and Outcome Graphics.
- VYPER's six semi-annual progress reports to Health Canada.
- Six VYPER newsletters (Fall, 2014 to Winter, 2016).

Data Collection Procedures

Before taking part in the evaluation, youth and adult participants were informed that their participation was voluntary, they could skip questions they felt uncomfortable answering, and they could stop participating at any time.

They were also informed of the anonymous nature of the evaluation, and that their name or other identifying information would not be recorded on the survey or in interview/focus group notes. They were also told that the information they shared would not be reported in a way that could personally identify them. Youth were told that VYPER staff would not see the individual responses to their questions, and their involvement in the evaluation (or choosing to not take part) would not affect the support they received from VYPER. In addition, prospective participants were informed of the limits of confidentiality as required by law.

After youth participants completed a survey, they sealed it in an envelope which was sent to McCreary for data entry. Surveys were entered into a confidential SPSS database on a secure server.

McCreary staff who facilitated focus groups and interviews typed up their notes and stored them on a secure server.

Analytical Procedures

Quantitative analyses were conducted using SPSS version 22. All comparisons and associations included in this report are statistically significant at $p < .05$. This means there is up to a 5% likelihood the results occurred by chance. When numbers were too small to report quantitatively, they were reported descriptively to reduce the risk of deductive disclosure.

Qualitative data were organized into themes and integrated with the quantitative findings in this report.

Methodological Limitations

While 10 adults were interviewed about the youth-adult partnership grants they received from VYPER, only three youth were interested and available to be interviewed (others were contacted but did not volunteer to take part). Therefore, the perspective of grantees described in this report may not be representative of the youth who took part in youth-adult partnership grants.

Youth who took part in focus groups, as well as adults, shared their thoughts on reasons young people may disengage from VYPER. However, the perspectives of youth who did disengage were not captured.

Youth Evaluation Participants

Youth who completed a survey ranged in age from 12 to 24 years, and their average age was 17 ½. Youth were most commonly 16 or 17 years old (31%).

A little over half (53%) identified as female, while 36% identified as male, and the rest as another gender identity (e.g., gender fluid, genderqueer). In response to an open-ended question about their sexual orientation, 56% of youth identified as straight/heterosexual, while 20% identified as lesbian, gay, or bisexual, 14% as pansexual, and the rest indicated they were questioning or did not know who they were attracted to.

Youth most commonly identified as European (58%) and/or Aboriginal (37%). Others identified as South Asian, Australian, or did not know their background.

The vast majority of youth had been born in Canada, and all had lived in the country for six or more years. Most youth (71%) were currently living in Fraser East (most commonly Chilliwack, 21%; Agassiz, 13%; and Mission, 13%), while the rest were in Fraser North (16%; most commonly Port Coquitlam, Coquitlam, and New Westminster) and Fraser South (Surrey; 13%).

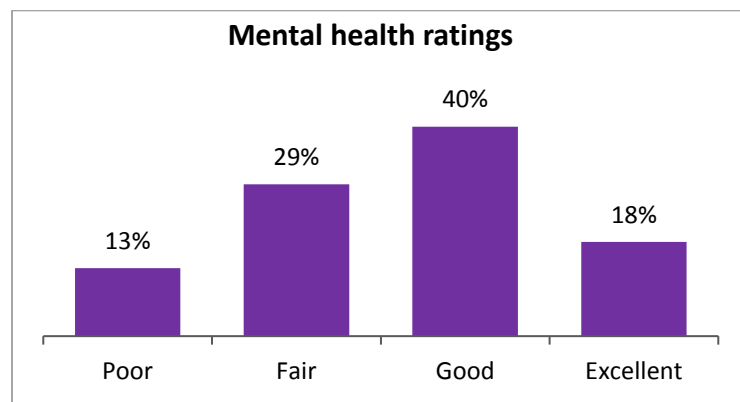
Work & school

Forty-one percent of youth were currently working at a paid job, and 74% were volunteering outside of VYPER, with no differences based on age or gender identity.

Most youth (82%) were enrolled in school, with 59% in high school (or the equivalent) and 23% in post-secondary education.

Health

Fifty-eight percent of youth rated their mental health as good or excellent, whereas the rest rated it as fair or poor. Percentages were comparable for physical health.



Future plans

When asked where they saw themselves in five years, youth most commonly envisioned having a job (82%). They also saw themselves graduated from school (54%), engaged in their community (49%), travelling (46%), in a committed relationship (44%), having a home of their own (39%), in school (26%), and/or raising children (23%; they could choose more than one response).

There were no age differences in future aspirations. Females were more likely than males to expect to be travelling in five years (a majority of females vs. a minority of males), but there were no other gender differences.

SECTION 4: PROJECT OUTPUTS

A total of 1590 VYPER-related activities and events took place with 14,030 youth and adults. These included 360 Youth-Adult Partnership meetings, 324 youth gatherings, and 906 adult meetings. Twenty-four of the youth meetings, activities and events were at the regional/provincial/national level. Overall, youth outnumbered adults at 35% of the meetings and events.

These numbers do not include the various meetings that now take place in communities that have hired their own youth-adult-partnership coordinators with VYPER's support, or the meetings that are occurring with growing frequency relating to projects that have been funded by VYPER grants or otherwise influenced by VYPER. Also, youth and adult evaluation participants said that their involvement in project meetings and events contributed to expanding and influencing their community networks and supports which were not directly engaged with VYPER.

Other VYPER outputs over the course of the project included the following:

- A website was developed and continually updated (www.vyper.ca).
- A total of 4,453 contacts were included on VYPER's mailing list.
- VYPER grant applications and grant guides were developed and available to download from the website. These were designed as interventions in themselves to support organizations to consider working from an Outcome Mapping framework and to engage in youth-adult partnership program evaluation capacity building activities. In total, the grant guide was downloaded over 353 times; the mini grant application 740 times; and the Youth-Adult Partnership grant application 879 times.
- VYPER released a report in October 2015, "Making Resilience Happen through Youth-Adult Partnership," which was updated in October 2016. The report was announced through email and was available for download on VYPER's website, where the executive summary was downloaded over 470 times and the full report over 4014 times. Audio versions of the executive summary and full document were also available, and these were downloaded 105 times.
- A total of 32 individuals responded to Health Canada's Knowledge Exchange Outcomes Tool (KEOT) regarding the document "Making Resilience Happen through Youth-Adult Partnership." Around 2 in 3 of these individuals (66%) were aware of the document. Among those aware of the document, 71% had read it at least partially, and 65% had thought about the contents sometimes or often since reading it. Sixty-seven percent had discussed the document with colleagues within their organization, and 57% had discussed it with colleagues outside their organization. Most (62%) reported that the document had introduced them to new ways of thinking for a currently used practice (see Appendix F for the complete KEOT findings).
- A companion "Making Resilience Happen thru Youth-Adult Partnership" flipbook and set of 5 animated videos were produced, based on the four core principles outlined in the document "Making Resilience Happen through Youth-Adult Partnership." A total of 500 physical copies of the flipbook were printed for on-going knowledge exchange activities related to the project. The introductory video related to this project was released in early November 2016, and within a couple days was viewed over 200 times. It is VYPER's hope that the videos

and flipbooks will provide a tool for discussion that can be used in situ with youth and adults who are aiming to work together. Once the entire set of videos has been released and publicized, VYPER may conduct a second run of the KEOT on these products and the flipbooks.

- Community level reports were created which were also knowledge exchange tools related specifically to research findings and how VYPER and youth-adult partnerships rolled out in communities. These reports are also being used by youth and their community partners to advocate for continued and enhanced community youth-adult partnership behaviours and related resources.
- Youth developed MyVYPER posters and supported the development of MyVYPER posters from service providers.
- Six VYPER newsletters (Fall, 2014 to Winter, 2016) were generated, written by youth across the Fraser Health Region. The newsletters were announced through email and available for download on VYPER's website. In total, they received over 10,000 hits.

The VYPER mini grants and Youth-Adult Partnership (YAP) grants, as well as other VYPER activities, generated a number of outputs, such as presentations, workshops, resources, services, and knowledge-exchange mechanisms. The outputs included the following (some of the descriptions were written by VYPER participants, and did not contain details about number of people involved, etc.):

Across Fraser Health Region
<i>Breaking the Stigma: Building Meaningful Relationships with Youth</i> conference in collaboration with University of the Fraser Valley; May 11, 2016. Youth-led conference for service providers looking to build meaningful youth-adult partnerships.
<i>Fraser Healthy Communities Forum: Inspiration and Catalyzing Action.</i> VYPER was involved in the planning, design and delivery of this region-wide forum at the University of the Fraser Valley on March 10, 2016. Nearly 150 local government leaders, Fraser health representatives and community partners attended. VYPER staff and youth presented a workshop to over 80 attendees on building youth resilience through youth-adult partnership, and also participated in an intergenerational and intercultural healthy communities panel.
<i>Youth Addiction Knowledge Exchange (YAKE); YAKE-Day</i> (engagement/Circle of Courage; prevention; and family engagement), March 31, 2016.
<i>Fraser Health Substance Use Services Prevention Forum</i> (with participation from municipalities and school boards), February 12, 2015.
Three youth-developed and youth-led VYPERence conferences (July 2014, July 2015, & May 2016) included various workshops for youth and adult allies.
Youth were featured in "As Word Spreads" podcast (https://soundcloud.com/aswordspreads).
The project's director and some youth who were engaged in VYPER will be featured in a University of British Columbia Centre for Excellence in Indigenous Health Learning Circle Webinar on November 30, 2016.
Across Fraser East
<i>Youth Speak Up: Breaking Down Barriers.</i> October 2015. Youth from Chilliwack, known as VOYCE (Voice of Youth for Community Engagement), worked on developing a Child and Youth Committee Fraser East Regional Conference. Several youth from other communities (Mission, Abbotsford, Agassiz, Hope and Boston Bar) were involved in planning the day, many of whom also

took part as presenters. A total of 133 individuals attended. This youth-led and youth-organized conference was geared toward service providers and others who interact with youth.
World Suicide Prevention Day. September 2014. Lead Organization(s): Aboriginal Child and Youth Mental Health. World Suicide Day is marked internationally on September 10th each year. Youth from Hope, Agassiz and Chilliwack contributed to the development and organization of the day and events. The youth also created a tribute to Robin Williams in a PowerPoint presentation.
Abbotsford
Conference on International Overdose Awareness Day. August, 2016. Conference for first responders, cross sector agencies, and the wider community. Presentations by youth and adults took place to address the health emergency of overdose in the community.
Agassiz
REAL Talk. July 2015. Lead Organization(s): Agassiz Harrison Community Services. The youth of Agassiz who had been involved with VYPER invited adult community members, leaders and service providers to a “Real Talk” event. This event provided youth with a platform to answer questions and cover topics such as substance use, mental health, and suicide, which youth deemed imperative to address in their community.
Boston Bar
Boston Bar VYPERence. March 2016. VYPER youth in Boston Bar hosted a mini VYPERence conference. There were two workshops (Youth Engagement and Learning Styles) and a youth panel. This VYPERence was brought to the attention of service providers in the Fraser Canyon. Partnering organizations were Hope and Area Transition Society, First Nation Health Authority and Fraser Cascade MCFD. This event helped youth connect with services, become familiar with other adult supports, and gain experience in event planning.
YAP Grant: Community Connections. Youth visited five universities throughout the province. The schools provided tours, and an adult partner shared knowledge and provided tours of each community surrounding the universities. The goal was to increase youth’s awareness of different academic programs and options across BC, and support them in pursuing their academic goals.
Burnaby
Burnaby Youth Week Block Party. May 2015. VYPER Youth set up a booth as part of the resource fair. The youth networked with other resources in the community and raised awareness for the project and youth engagement.
Dare To Stand Out British Columbia. October 2014. Burnaby’s Board of Education, in collaboration with Jer’s Vision, organized a conference for youth and educators surrounding the issues of homophobia, transphobia, bullying, intersectional violence, and discrimination in schools.
Naloxone Training Event (“Naloxone ninjas”). April 14, 2016. Youth designed posters for the event and developed a harm-reduction curriculum.
Hope
Hope Mini-VYPERence. May 2015. Description: VYPER youth in Hope BC hosted a mini VYPERence. The youth chose to showcase MyVYPER posters, and have a youth panel focusing on having a youth centre. In attendance were 9 local service providers from the Hope area and 4 VYPER youth.
Hope Homework Club. Lead Organization(s): Read Right Society. The vision was for every high school student in Hope to have a place they felt comfortable going for help with homework after school. The iHomework program had their kick off at Hope Secondary School on Sept. 15th, 2015.
Hope LGBTQ+ VYPER/C.A.L.L. Out/Fraser Valley Youth Society "Sparkle Intervention," November 24, 2014.

Mission

Youth were involved in organizing a conference, *You Asked For It*, which took place on October 24th, 2014. There were approximately 80 people in attendance, and 15 youth were involved in the planning process. There were 4 workshops based on the topics the MYC felt were important (sex education, youth's rights, different learning styles, and LGBTQ+ issues). Two workshops were designed and presented by youth, and the other two were presented by adults who worked with the youth to design a workshop that fit their criteria. Since this conference, the workshops have been requested and delivered by youth elsewhere. For example, the LGBTQ+ literacy workshop has been delivered at the Fraser East Adolescent Day Treatment Program, both for staff and for youth program participants. VYPER youth and their parents also presented workshops, alongside a psychiatrist, on youth self-harm and depression, and how youth-adult partnership behaviours can be supportive with these conditions.

Other detailed information about outputs is included in Appendix B and in VYPER's semi-annual reports submitted to Health Canada.

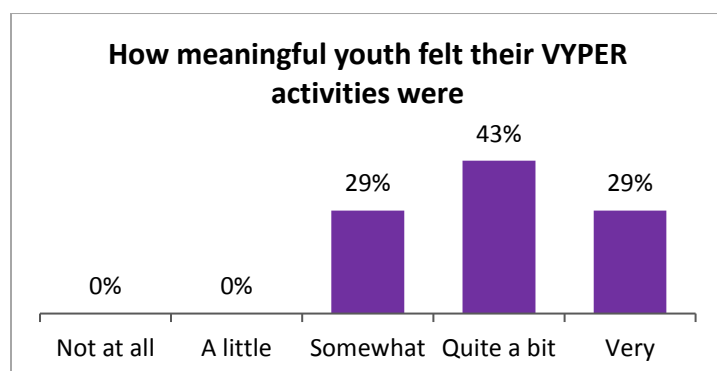
SECTION 5: OUTCOMES

Meaningful Youth Engagement

“I like interacting with a diverse group of youth in a good atmosphere with kind people.”

Youth focus group participants described their involvement with VYPER as very meaningful. They said the project changed based on the needs of the youth at any given time, which helped to make it meaningful to those involved.

Similarly, most youth who completed a survey (72%) rated the VYPER activities they were involved in as quite a bit or very meaningful. Most (82%) also felt their ideas were listened to and acted upon in the VYPER activities they were involved in. Also, 87% of youth attributed their involvement with VYPER to increasing their meaningful engagement in community activities.



Note. Percentages exceed 100% due to rounding.

Staff described a core group of youth who were extremely and consistently engaged with VYPER, while the engagement of other youth fluctuated. Some added that many youth who disengaged from VYPER eventually reconnected in some capacity. A couple of staff said the goal of VYPER was not necessarily to keep youth involved with VYPER but to connect them to other community projects and services, which they felt VYPER was successful at doing.

Youth in the focus groups said they appreciated VYPER’s low-barrier approach, which allowed young people to be engaged and involved with VYPER to whatever degree they were able. Youth also appreciated that some VYPER staff had the education and training to support young people with their mental health and other challenges. Staff added that they referred youth with severe mental health challenges to counselling services in the community when the support offered through VYPER was not sufficient for their needs.

Reasons for staying engaged

Youth and staff said that incentives, such as food and honoraria, as well as transit tickets, helped to bring young people in. Moreover, youth spoke of how the welcoming and non-judgemental atmosphere encouraged young people to stay involved with VYPER. For example, they appreciated that young parents were allowed to bring their children to meetings.

Some youth said it took a few meetings for them to feel comfortable with the other youth and staff in the room, but that once they got to know one another better, they felt connected and a sense of belonging.

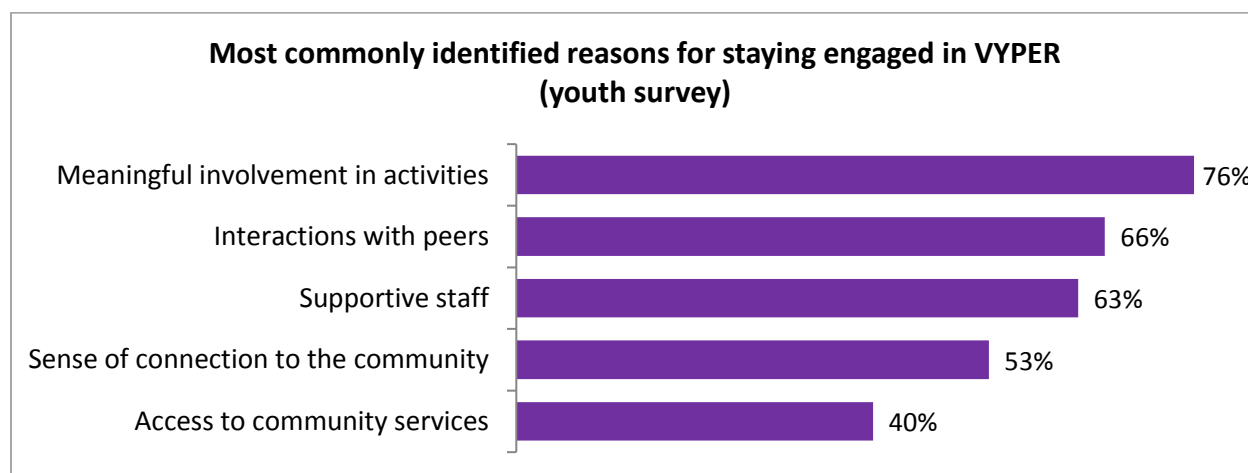
Youth as well as staff said that by young people creating and adhering to a community agreement, it helped to ensure the environment stayed safe and it fostered a sense of community which encouraged youth to stay involved. Staff added that involving youth in the process of developing the community agreement led them to care more about it and to stay invested and engaged.

Youth explained that unlike their experiences with other projects, VYPER emphasized the importance of youth voice and they felt their opinions were heard and valued, which motivated them to stay engaged. They appreciated how youth-centred and youth-led VYPER was. They felt that VYPER staff heard and valued their ideas, considered their needs and wants, and supported them to turn their ideas into action. Some also said the youth-adult partnerships that were fostered through VYPER, and the equal power distribution between youth and adults, helped to engage disenfranchised youth who tended to be leery of adults and institutions.

Staff also said it was important to be flexible and meet youth where they were at, such as by scheduling meetings at times that worked best for the youth, and shifting the meeting times if their schedules changed. Further, staff highlighted that to keep youth engaged it was important to work with them from a strength-based perspective and develop trusting relationships. To foster trust among youth, staff felt it was important to ask youth what they wanted, as well as to clarify the parameters of the project (i.e., what was possible and not possible to do) so that youth knew what to expect from the outset.

In addition, youth explained that seeing positive outcomes arise from their projects, and realizing they could have an influence, was satisfying and motivated them to stay engaged.

Among youth who completed a survey, the most commonly reported reasons for staying engaged in VYPER were similar to their reasons for initially getting involved. These included involvement in meaningful activities, interacting with peers, a sense of connection to the community, and access to needed community services through VYPER. Additionally, most youth identified the supportive staff as a reason for staying involved.



Note: Youth could mark all that applied.

A few staff members felt that because youth could opt out of VYPER at any time, those who made the decision to attend a meeting were by definition fully engaged. Staff pointed out that engagement might look different for different youth. For example, even though a young person might not verbally contribute during a meeting they might still be engaged and find the experience meaningful. In addition, a few staff said that youth involved with VYPER were more engaged than other young people they had worked with in the past. Even if a youth was not initially interested in a specific VYPER project that other young people had taken on, they typically found ways to engage in the project to make it personally meaningful.

Challenges engaging youth

“I know youth who want to do more things, they just don’t know VYPER is here.”

Youth in some focus groups said it was challenging to encourage other young people to take part in VYPER. One reason was the difficulty explaining VYPER to others, which youth felt was a barrier to involving more youth. Others spoke about the need for more advertisement about VYPER so that more youth knew it existed.

Youth also felt it was challenging to encourage others to take part for the ‘right’ reasons. They felt frustrated when they perceived that other youth accessed VYPER simply for the honorarium or free meals and did not engage in the meetings or project planning. However, the youth acknowledged the varied experiences, abilities, and situations of young people, and that youth’s circumstances and challenges (e.g., substance use and mental health challenges) might limit their ability to fully engage and commit to VYPER. Also, with the wide age range, sometimes younger youth were more likely to become distracted and lose focus, although participants felt it was positive that these youth still attended despite not being fully engaged at all times. A few staff members said it was particularly challenging to engage younger youth, specifically those aged 12 to 14.

Staff identified transportation as a major challenge to engaging youth, because many needed rides to VYPER meetings and events. Youth also felt that transportation was a barrier. They said the area facilitator picked some youth up and drove them to meetings but that if many youth needed transportation, this approach would not work because there were a limited number of seats in the car and a limited number of trips the facilitator could make.

Youth and staff also discussed how it was sometimes difficult to fit VYPER around young people’s already busy schedules.

Once engaged with VYPER, some youth said a risk of disengaging was that the pace felt slow at times. For example, they might arrive at a meeting feeling energized and excited to take action, but would leave feeling frustrated because not enough progress was made or there was lack of momentum or continuity from a previous meeting which hindered progress.

A few youth felt that another risk of disengaging from VYPER was that young people’s roles were not clearly defined. One suggestion was to clarify participants’ roles and responsibilities so that each youth felt greater responsibility and commitment to the project, and would be less likely to disengage. However, others appreciated the flexibility that came with not having clearly designated roles and responsibilities.

"I love the feeling of working on meaningful projects in the community."

"It keeps me more engaged when we have projects and we can see progress...makes me want to stay involved."

"I like the fact that we have a voice. I like the fact that I'm helping other young adults/youth like myself, and to see the community grow strong."

"I like how much VYPER values youth voice. The adult isn't running the show, youth are running the show."

"In VYPER you can say anything, it never gets put down."

"Being able to have my voice influence the youth of today, its revolutionary for youth's lives."

"In VYPER, youth's ideas are listened to all the time, more than I've felt in any other program."

"I see the positive outcomes of specific projects we have worked on or primarily been a part of. We're successful in our efforts to make a difference in lives."

"Voice heard, planting seeds, growing trees, being a part of something."

"I have been able to have a voice and my opinion heard."

"With VYPER, stuff actually happens as opposed to just talking about doing something."

"I really enjoy the sense of belonging and being able to state my idea and knowing it is being respected by supportive adults."

"I felt heard, like someone actually cared and like something was actually being done. I felt hope, for the first time in forever."

*"I think it's so critical to give youth a voice because it's something that keeps them invested and produces better outcomes when they have the opportunity to be in charge of the work they do."
–VYPER staff*

Youth-adult relationships

Many focus group participants talked about feeling meaningfully engaged in VYPER activities because youth had an equal partnership with the adults they worked with. They said youth had a voice in all activities, ran meetings 50/50 with adults, and that all their opinions, ideas, and concerns were heard.

Similarly, the vast majority of survey respondents felt that youth and adults worked well together on VYPER projects, that adults appropriately consulted with youth on project activities, and adults provided direction and mentoring to youth. Further, most youth felt that youth and adults worked together as partners, and youth and adults helped one another develop new skills.



In the focus groups, a number of youth said their positive experience interacting with adults and feeling heard and validated helped to reduce their anxiety about approaching adults for support and guidance.

When asked in the focus groups about their relationships with VYPER staff, youth felt that VYPER staff listened to them and showed them respect. They said that if youth had a project idea, staff would typically work with them to make it happen. Youth explained that VYPER staff usually helped with project organization but took a hands-off approach in terms of project development and planning. For example, youth's experience with the VYPERence conference was that staff were only in charge of supervision, budgeting, and planning the length of the conference. The youth were responsible for everything else, including the content of the conference.

Staff pointed out that there were appropriate and less appropriate places to involve youth, and they felt VYPER involved youth in all the appropriate places. For example, youth were involved in decisions around staff hiring; developing the grant process and allocating funding; and planning, delivering, and evaluating events. Examples of less appropriate places where youth were not involved were meetings that were about and led by adults. As well, staff would not opt-in on youth's behalf, such as by taking on responsibilities or projects for them, without first asking the youth.

Staff brought up the vastly different voices that different youth might have, and therefore the importance of canvassing the thoughts and opinions of the specific group of youth which adults were working with at any given time. Staff also discussed the importance of listening to youth's voice and getting their input about services, and barriers to accessing services, to increase the likelihood of youth accessing services in the community.

A few adults who were interviewed about the youth-adult partnership grants said they appreciated a VYPER meeting they had initially attended which entailed youth speaking and adults listening. They felt it was a useful and informative process which helped them understand

youth's thoughts and actions, and to expand their understanding of youth voice and meaningful engagement through youth-adult partnerships. Similarly, youth and staff mentioned a session at the VYPERence conference where service providers and other adults asked youth questions about accessing community services, and listened to their responses. They felt this reflected an important shift in youth-adult relationships, and that both youth and adults learned from the experience.

Youth felt VYPER helped dispel stereotypes that adults might have about young people and conversely that youth might have about adults, and facilitated the development of positive relationships and partnerships among youth and adults in the community. Youth also said that experiencing respectful interactions with adults helped them feel more comfortable working with adults on a common goal (e.g., finding ways to support marginalized youth in their community).

"The adults listen to you and actually use your ideas."

"I'm learning how to interact with adults better."

"VYPER has helped me feel comfortable/open talking to adults."

"I love the fact that it doesn't matter how old or young you are, everyone is treated the same."

"I feel at the same level as the adults."

"It's nice to have respect from adults."

"VYPER helped me realize that adults aren't so scary and it's helped me build better relationships."

"I have built really, really great relationships with VYPER staff."

"VYPER staff help improve youth-adult partnerships."

"If we don't have the voice of the people we're trying to serve, we're running the danger of misallocating resources." –VYPER staff

Youth-adult partnership grants

VYPER staff explained that there were two tiers of grants. The first was a 'mini grant' of \$500 that adults could apply for. The funds from this grant were allotted to organize meetings for youth to get together to apply for the second-tier grant. Only youth could apply for this latter grant of up to \$10,000 which was primarily allotted to funding youth coordinator positions. These positions were created by youth, in partnership with a community organization. Youth involved with VYPER reviewed and approved grants at regional meetings.

The grantees who participated in the evaluation said they were in varying phases of their youth-adult partnership projects. A few were involved with projects that had just started (e.g., they had just hired the youth contractors), while a couple of others were part-way through their projects, and a number had completed their projects. A few of those who had completed their projects through VYPER said they had received funding from other sources to continue their projects for at least another year.

Several explained that their grants included hiring a youth contractor (many of whom were affiliated with VYPER) and providing other young people with honoraria for taking part. Most identified specific project activities, such as organizing a youth-led conference, workshop, event,

or educational outing, or creating a youth drop-in centre. A few others said their project was more meeting-based, with a focus on youth and adults discussing and making decisions on specific issues.

All grantees who were interviewed said that youth had come up with the project's goals and activities, and most said that youth had written the grant that was submitted to YYPER. Grantees generally said there had been no changes in their project's goals since they had submitted their grant. Some explained that the grant application asked for general information and not specific details, which meant that any refinements they later made to project activities still fell within their broad project goals. The few who reported some changes to how they approached their goals (e.g., changes in project activities) said that youth had a voice in these changes.

YYPER staff said they made sure to fund organizations who were genuinely interested in engaging in youth-adult partnerships, as opposed to those who planned to engage youth in a tokenistic way.

Adults' roles

Grantees said the role of adults was predominantly to offer youth support and guidance. However, some youth also wanted adults to provide them with more structure. For example, according to adults, some youth's feedback was that they wanted adult support with organizing meetings and helping with timelines, although other youth did not want adults to be involved in this way. Adults also said they helped clarify to youth the parameters of the project to ensure the activities stayed safe and on budget.

Youth-led meetings & activities

Most grantees said that young people led and facilitated project meetings and activities, including meetings which involved adults. A few noted they valued having joint youth-adult meetings, which they felt helped youth to improve their self-confidence interacting with adults, and helped adults to appreciate youth's leadership skills. A couple of adults said that when youth led the meetings their approach was not necessarily the one that adults would choose, but acknowledged the importance of having youth-led meetings.

Decision-making

All adults who were interviewed said that youth had a voice in project decisions. Some said that adults took all adult-made decisions back to the youth to get their input, or that youth were a part of every decision-making process but did not necessarily have the final say in every decision. Others said that decision-making was evenly split between adults and youth, while others explained that decisions were made primarily by the youth, such as hiring decisions and decisions about what adults' role on the project should be.

Youth who were interviewed felt they had a voice in project decisions and activities, although one comment was that while youth had the freedom to make decisions at the outset, they felt that adults took over by the end. Some adults reported that youth at times wanted to move forward very quickly and would become frustrated with how slow they felt the process was taking. These adults appreciated the youth's excitement and enthusiasm but felt the youth did not understand all the steps and advanced planning that were needed to achieve the project goals.

Support from VYPER staff

VYPER staff said that one of their roles was to support youth-adult partnerships in the community by helping adults to shift the way they engaged with youth. Some referred to this as getting people “vyped” or “vyperizing” the community. They hoped this process would ultimately lead to a larger cultural shift in how adults saw and treated young people.

Grantees greatly appreciated the support they received from VYPER staff. They said they received a lot of support at the beginning, particularly with the grant application, and this support waned once the project was running and the need for support decreased. However, most of those who asked VYPER for support during their project said they received it and were satisfied with it. Some adults voiced appreciation for reminders and guidance around how to keep the project youth-driven and how to ensure that youth felt heard and valued.

A few said the suggestions they received from VYPER staff felt too prescriptive at times, in terms of how youth engagement should be carried out in their particular project, although still appreciated receiving support.

“[VYPER staff] were supportive and great, ensuring that it was a youth-driven project – that was their role, always reminding us to take it back to the youth. It was an interesting project in that we heard enough from VYPER that we were finally able to get it.” –Adult grantee

“VYPER is an anchor and support to other organizations.” –VYPER staff

Community partners

Some grantees listed a number of community partners affiliated with their project, such as educational institutions, other local non-profit agencies, provincial government ministries (e.g., MCFD), and municipal government.

However, others said their projects did not entail community partnerships. Some explained they had worked in partnership with a few agencies at the start but that these partnerships had dissolved by the end. A few of these grantees were unsure about the reasons, while others identified people’s busy schedules and challenges finding meeting times that worked for everyone. Others who had just begun their project said they were still working on developing community partnerships.

Those who identified project partners felt the project benefited from these partnerships. They said the different perspectives and ideas on how to accomplish the project’s goals were informative and useful. A few said that although they valued the diverse perspectives and enthusiasm from project partners, they also identified this as a challenge to staying focused.

A couple of grantees said it was intimidating for youth to attend meetings with adults from partner agencies whom they did not know very well. They felt more could have been done to make the environment more relaxed so that youth felt more comfortable.

Quality monitoring

Grantees were asked how the quality of the youth-adult partnership was monitored. Many said there was no formal monitoring but it was monitored informally through conversations with

VYPER staff. Some said they would have liked a more formal approach, such as regular feedback sessions among youth, adult supports, and perhaps VYPER staff. They felt that receiving regular feedback would help to ensure that everyone's roles and responsibilities were clear and that youth and adults were satisfied with the relationship, and it would facilitate making changes if any were needed.

Challenges

Some adults said they initially did not understand the role of the youth contractor and how much support adults should be providing to the young person in this role. They felt VYPER could have provided their agency with more guidance around the youth's role and how they could best support the youth. They also felt it would have been helpful to receive information and guidance around liability issues associated with hiring a youth (e.g., whether parental consent was needed for the youth to attend events; the paperwork needed when hiring a youth; payment issues and tax forms).

Adults also felt it was challenging to find a balance between letting the youth lead on the one hand, and stepping in on the other. For example, in one project the adult staff felt the approach youth adopted was not in line with their agency's values and mission, and staff struggled with this discordance. Similarly, youth who were interviewed felt that adults' vision for the project did not always mesh with what the young people wanted to do. Youth suggested that adults not give advice at the start but wait to see what the youth come up with, and then work with the youth to create concordance.

VYPER staff remarked it was challenging for many adults to embrace a paradigm shift and to treat youth as partners in their work. Not only did youth need to have the space to speak but adults needed to listen to them and to trust the process.

Other challenges identified by grantees included conflicts between the youth project facilitator and other young people involved in the project. Adults felt they could have encouraged more communication throughout the process—among the youth facilitator, other youth, and adult supports—which would have helped the adults identify conflicts earlier and support youth in resolving them.

In addition, high staff turn-over within agencies created confusion about individual staff's roles and responsibilities, and who youth should turn to for project support, and made it difficult for the project to progress. Adults felt that better communication among adults within their agency, as well as with VYPER staff, would have been helpful for the project to run more smoothly.

Some adults felt it was challenging to find the time to adequately support youth with their project, in addition to managing their other responsibilities. They said that support from VYPER staff was helpful, and some would have appreciated more support throughout the process. Another idea was to hire a youth engagement staff member (adult) who would take on the role of supporting youth with their project.

Low numbers of youth attending meetings or events was another challenge identified by adults. To overcome this challenge, adults asked youth who did attend about how to improve overall attendance, and the youth provided suggestions (e.g., offering pizza and having gift card draws) which helped to increase the numbers. A suggestion from a grantee was to hire a core group of youth and frame their involvement as a job, which might increase the likelihood of youth staying involved. Another issue was that some youth who had been involved in the project on a regular

basis had to stop taking part due to mental health challenges, moving to another city, or other commitments (e.g., work, parenting).

Grantees in smaller, rural communities which offered services to youth across a wide geographical area identified physical geography and lack of transportation as barriers to youth attending meetings and events. They felt that transportation should be thought about in advance and incorporated into their grant applications (e.g., access to a van to pick up youth) to increase the likelihood of engaging young people.

Another challenge, identified by youth, was that it was difficult for young people who did not know each other to feel comfortable working together on a project. A suggestion was to organize social events for the youth at the start, as well as throughout the project, so that youth had an opportunity to get to know one another and have fun together, which would help them feel more comfortable working together.

Some grantees mentioned that the success of their project was not measured or evaluated. This made it difficult to demonstrate their project's outcomes and to document their project's impact in the community.

"I love the work and mission of VYPER. My on-going challenge is while it is vitally important to engage youth in the work we do, this also takes proper training, supervision and support (for both the adults working with youth, and the youth leaders we are trying to work with). This is hard to do off the side of our desk, with limited funds and staffing. I feel it is vitally important to have the infrastructure (funding, resources, support) in place for any work meant to support youth engagement to be long term and sustainable." –Adult ally who completed VYPER's community self-report survey.

Successes

Grantees pointed out that many of the youth involved in the youth-adult partnerships struggled with mental health and substance use challenges, and a number had disengaged from school prior to their involvement with the project. Grantees felt that these high-risk youth being engaged in the project was an indicator of success. Also, working on the grant and then receiving it was seen as a success to many youth, who felt proud of their accomplishment and the skills they learned in the process. Grantees explained that this positive experience gave some youth the confidence to apply for another grant (outside VYPER) which they subsequently received.

Some grantees pointed out that although not all their expected outputs were achieved (e.g., youth not facilitating the expected number of workshops), there were significant successes stemming from the process of relationship-building. They felt the process of developing youth-adult relationships, and receiving support and validation from adults, as well as developing friendships with other youth, was a success in itself which also contributed to other positive outcomes such as improved mental health. (More details about mental health and other outcomes are included in the next section.)

In addition, youth, adult grantees, and VYPER staff felt that adults gained knowledge and understanding through the youth-adult partnerships. For example, they became more aware of the issues youth in their community were facing, thought about youth engagement differently now, and came to value the importance of giving youth decision-making power.

Some adults also reported gaining a better understanding of grant writing. They felt the knowledge and skills they learned through VYPER relating to grants would help their organization when applying for future grants.

When grantees were asked if their project contributed to the development or enhancement of youth-adult partnerships within their community, some felt it had whereas others felt it had contributed to the development of these partnerships within their agency but not necessarily the larger community. They explained that senior management in their agency had shifted their framework and now regarding youth-adult partnerships and youth voice as essential in the work they did.

VYPER staff felt that youth-adult partnerships had increased or had been enhanced in the community. Some said that service providers now connected directly with VYPER youth to collaborate on projects. Staff also noted that agencies were now more likely to consistently involve youth in hiring committees, and that when service providers were hired by youth it made them feel more accountable to the youth they worked with.

Staff also said there was media coverage on the work that VYPER youth were involved in, which helped to reframe adults' views on what young people were capable of achieving when provided with opportunities to contribute and with adult support. Staff were hopeful that this change in perspective could lead to a larger-scale mentality shift about young people and their capabilities, and to the fostering of more youth-adult partnerships in the community.

Comments from adult grantees:

"Sometimes the youth open up to us about struggles with friends or home life and things they don't have anyone else to talk to about. Just a reminder it's about relationships."

"It's always really nice to sit down with a group of young people and see how responsive young people are, how passionate and how many ideas they have – their voice really is often unheard. Supporting them to grow has been inspiring for me to witness."

"We worked really well together and I think the youth appreciated that someone was listening to them and giving them that respected voice – they don't get that a lot. They're so used to getting told what to do instead of being asked what they want. This stood out to me." – Adult grantee

"I think the project really got us thinking a lot more about youth voice and letting our decisions be guided through youth voice. ...This was trying to actually change how we do business."

"It's really great to see the passion and enthusiasm that a lot of the youth have, and the feeling they can do something, like make an impact on other people."

Comments from youth grantees:

"Adult got better at letting youth take the lead more."

"I'm very comfortable working with adults. VYPER has definitely helped in teaching me how to have youth-adult partnerships and made it a lot easier to connect."

Comments from VYPER staff:

“It was amazing to see a shift in youth-adult relationships and understanding take place, of being able to enact larger theories of practice that are mostly talked about or observed.”

“We have lots of adults that have now learned a new skill where they’re not simply providing services to youth but engaging in a service with the youth.”

“Adults have really found themselves asking, ‘Is our current way working? And if not, is it because we haven’t involved youth?’ I think those questions at the very least are being asked and that’s really important.”

“When adults see youth speaking so eloquently about the process [of youth-adult partnerships], it can be impactful to the community.”

Knowledge-exchange

“Sharing knowledge across communities is one of our greatest strengths.” –VYPER staff.

Staff said there was ample opportunity through VYPER to share and learn about promising practices for meaningful youth engagement and youth-adult partnerships. These included small-scale opportunities, such as at every VYPER meeting, as well as larger-scale opportunities, such as conferences with ‘thought leaders.’

Staff added that youth-adult partnerships are complex and take time to explain. They had the opportunity to explain these partnerships to various community stakeholders, youth, government officials within the Ministry of Children and Family Development, mental health and substance use service providers, and other interested stakeholders.

In addition, the youth-adult partnership coordinator travelled to different communities to share lessons learned about youth-adult partnerships and to connect with community partners.

Staff expressed enthusiasm about the sharing that took place across regions and communities. In addition, practicum students said they had the opportunity to share knowledge about youth engagement practices and youth-adult partnerships with their teachers and other professionals.

Moving forward

All grantees said they intended to continue using the youth-adult partnership that was created as part of their project. They hoped their project would be sustainable after their funding from VYPER ended. They were also hoping to develop new youth-adult partnerships, and many had specific plans in place.

All VYPER staff said they would be interested in supporting youth-adult partnerships in the future. Some explained it was the most effective way of developing, delivering and designing programs for youth. A few staff members said it would be important to ensure there was enough support to do the work properly in future youth-adult partnerships. This would include having enough money to compensate youth for their time, and having the flexibility within an organization to take the work in the needed direction.

Staff added that funding agencies needed to not only acknowledge the importance of the work but also to commit to supporting it financially, which was consistent with comments in the two-week staff reflections (internal VYPER report).

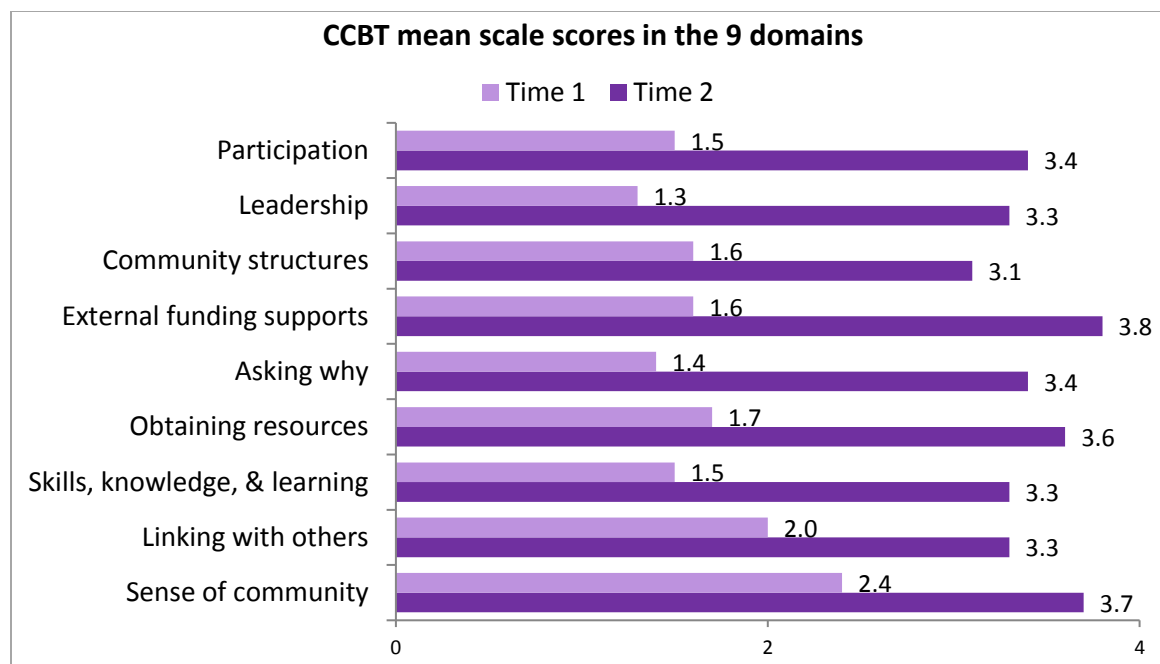
Community Capacity Building Tool

The CCBT included questions in nine domains: Participation (the active involvement of individuals in the project); leadership (nurturing the development of both formal and informal local leaders); community structures (creating and developing links to smaller groups in the community that foster belonging); external funding supports (funding bodies, such as government and regional health authorities); asking why (a community process that uncovers the root causes of health issues and promotes solutions); obtaining resources (e.g., finding time, leadership, volunteers, information to move the project forward); skills, knowledge, and learning (qualities in the project team, target population, and larger community that the team draws on); linking with others (e.g., creating partnerships to help the community address important issues); and sense of community (fostered through building trust with others).

Most items had five response options (“just started,” “on the road,” “nearly there,” “we’re there,” and “not applicable”), whereas the other items were yes/no or open-ended questions. “Not applicable” responses were set to missing for quantitative analyses.

Quantitative analyses indicated significant improvements over time on most CCBT items (Wilcoxon signed-rank tests, p 's < .05). For example, at Time 1 most communities (83%) reported they had not yet thought about who they could work with in the target population to find solutions to the root causes of identified issues, whereas by Time 2 most (83%) had an agreement with key people in the community, or had an effective process in place, to work together to find root causes. Also, at Time 2 communities were more likely than at Time 1 to have the necessary skills and knowledge to make their project successful.

At the domain level, there were changes over time in eight of the nine domains. “Sense of community” was the area where there was no significant change (and also the sole domain that consisted only of one item with five response options). A likely reason for no significant change in this domain is that at Time 1 a few communities already felt their project was successful in building a sense of community, and some commented that the simple existence of their project contributed to this sense of community.



Note: The mean score for "Sense of community" was not significantly different at Time 1 and Time 2.

Comments from VYPER's community self-report surveys:

"I would like to say that VYPER has put some amazing and valuable members of its team in our rural community... Thank you to all of VYPER staff and leaders for their steadfast and grounded approach to embracing youth as they are and honouring the value in each youth."

"I am grateful to have VYPER working in our community."

"The voice of the youth has provided very valuable insight for future planning & delivery of services to youth. It can help in making youth feel more welcomed, included & certainly heard as we provide these services."

"VYPER has provided a framework for my organization to try something that would have been too difficult for us to organize on our own. The help and funding has been invaluable."

"Thank you so much for all you do in providing youth with a voice."

"When VYPER staff arrived in our community to push youth engagement, it was refreshing and pushed the community to develop a streamline for youth engagement to influence all levels of services."

"Having VYPER here to advocate and share information is an asset to the community. There are not many organizations that are taking the lead on promoting healthy youth development through a population health lens...this initiative fills a very important need."

"VYPER has challenged our way of engaging with youth, driven in the importance of meaningful engagement, inspired us to try something new for engagement."

Other Successes & Outcomes

Youth and adults discussed other successes stemming from VYPER, beyond the development of youth-adult partnerships and a greater understanding of meaningful youth engagement. Participants saw many of these successes as outcomes of youth's meaningful engagement in VYPER activities and projects.

Connections & access to supports

Staff felt one of their roles was to support youth in accessing service providers and networks they would typically not have access to.

A number of youth focus group participants said their involvement in VYPER led to their development of connections in the community and a larger support network. Some said they had become more open to forming relationships and had made new friends through VYPER. Several talked about feeling isolated before getting involved with VYPER and said their involvement helped them feel more engaged and connected to their community. Similarly, staff said that for some youth it was their first time experiencing healthy relationships with adults and having an adult they could turn to for support and guidance. According to staff, youth also gained a network of young people with similar experiences, and these social connections helped to increase youth's sense of belonging.

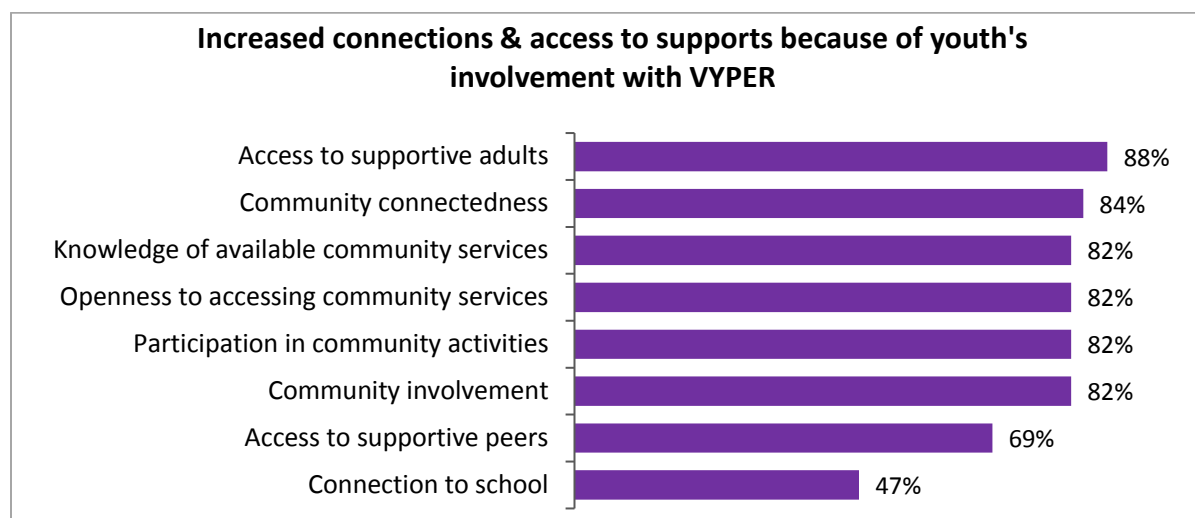
Youth said their involvement with VYPER led to other opportunities in the community, including taking part in fundraising events, awareness projects, and other community events they would not have otherwise had the opportunity to take part in.

Youth, grantees, and staff said that young people's experiences with the youth-adult partnership projects helped them realize they can contribute to positive change in their community, which inspired some to become even more involved in their community. This involvement included sitting on various committees and boards to advocate for young people, and taking part in other volunteer work.

Some youth said that by being involved in projects, events, and conferences through VYPER, they were able to learn about community services and had a better understanding of where they could go to access different services and supports. They also learned about community services and events through the information their area facilitators shared with them, or when service providers approached VYPER to work on projects or special events. Other youth said they already knew about available community services before their involvement with VYPER, but their involvement helped to expand their knowledge of what the different services offered.

Similarly, staff felt that youth learned about available community services and supports through VYPER, particularly youth in rural and small suburban areas who otherwise had less access to this type of information than those in urban centres. Adult grantees added that youth learned about available community services and supports through the youth-adult partnerships and then shared this knowledge with their peers, which helped to support other young people.

Youth's survey responses mirrored what was said in the focus groups. Most survey respondents reported increased involvement in, and connection to, their community due to their participation in VYPER activities. They also reported greater access to supportive peers and adults, as well as increased knowledge of available community services, and openness to accessing these services.



Note. Youth who reported 'quite a bit' or 'very much' improvement.

Females were more likely than males to report increased involvement in the community (95% vs. 69%). There were no other gender differences, or differences based on age or length of time youth had been involved with VYPER.

In the focus groups and interviews, youth and staff said that young people not only learned about available community services but also accessed needed services after learning about them through VYPER. These included rehab/substance use counselling, youth shelters, health centres, mental health services (including early psychosis clinics), sexual health clinics, employment services, food banks, housing services, and youth drop-ins. Staff also identified other community resources that youth were now accessing because of VYPER, including leisure activities and the library.

Youth were asked in the survey about specific services or supports they had accessed through VYPER, and they had most commonly accessed a youth drop-in centre.

Services most commonly accessed through VYPER	
Youth drop-in centre	43%
Life-skills training	32%
Recreation	31%
Medical services	29%
Mental health services	29%
Youth health clinic	28%
Employment services/training	25%
Substance use counselling/rehab	16%
Alternative therapies	16%

Note. Youth could select all that applied.

When asked about services they had not accessed but wanted to access, youth most commonly identified life-skills training (28%), employment services/training (27%), alternative therapies (20%), and housing services (17%).

“What I like about VYPER is making connections with my community and being able to speak my mind.”

“Because of VYPER I have lots of connections to service providers. I’m very thankful for the connections I’ve made through VYPER. They’ve definitely changed my life in a positive way.”

“I’ve learned how to connect with different organizations.”

“I’ve opened up my social circle which is hard for me to do.”

“Before VYPER, I didn’t realize how important it is to be involved in my community.”

“I gained a clear concept of what I want to do in my life and my role in my community.”

“VYPER made me feel like I can make a positive difference in my community.”

“Sometimes it’s astonishing how little youth know about the resources available to them. They learn a lot about them through VYPER.” –VYPER staff

“Youth are learning about agencies and organizations that they didn’t know about before. They have met a lot of adults and built a lot of connections.” –VYPER staff

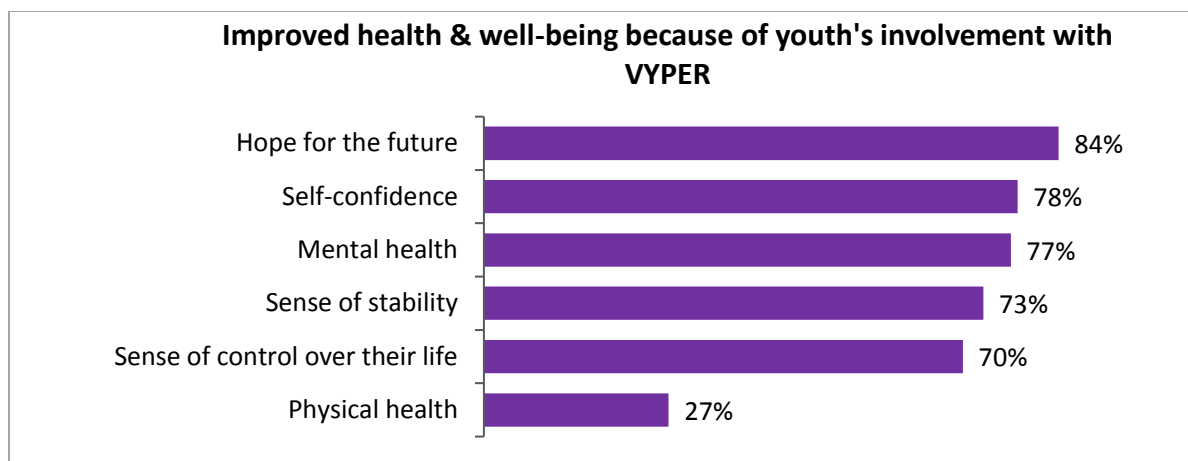
Health & well-being

Many focus group participants mentioned they had experienced various mental health challenges, including social anxiety. These youth pointed to their involvement with VYPER as having a positive impact on their mental health and wellbeing, including reduced anxiety and greater ease interacting with others in social situations.

Many also said their involvement in VYPER helped them overcome their shyness, gain self-confidence, and find their voice. They explained that feeling heard and valued by adults helped them come to value themselves and to realize they can be agents of change in their community. This realization in turn helped to increase their sense of purpose.

Similarly, grantees and VYPER staff reported improved self-confidence and hopefulness among youth, as well as a greater sense of self-worth, comfort with their identities, and improved skills in emotion regulation (e.g., regulating their anxiety during meetings). In addition, they noted reduced depression, anxiety, and self-harming behaviours among youth.

Data from the survey reflected what participants shared during focus groups and interviews. The majority of survey respondents indicated improved mental health and well-being because of their involvement with VYPER. Also, around a quarter reported improvements in their physical health.



Note. Youth who reported 'quite a bit' or 'very much' improvement.

In addition, most youth who completed a survey (67%) reported their involvement with VYPER helped to reduce their substance use quite a bit or very much, and half (50%) reported it helped to reduce their illegal activity (among youth for whom these items applied).

Consistent with the survey findings, a number of youth focus group participants identified their involvement with VYPER as the reason they had been able to successfully stop using various substances and to work through their addictions. Staff and adult grantees had also noticed reduced substance use among the VYPER youth they worked with.

Other youth focus group participants described their involvement with VYPER as improving their overall stability, and some said they were no longer homeless as a result.

“Taking part in VYPER has helped very much with my anxiety.”

“VYPER helps me get out of a dark place in life.”

“Participating in VYPER helped me through a tough year.”

“I’ve become confident in my opinions...a lot more confident, not only in group but for the rest of my life.”

“I gain more confidence through VYPER. It’s easier to make friends and get out there and even in home life being able to say what we want and not hold it in.”

“VYPER helps youth grow & gain confidence in their voice & their impact on the community!”

“By being involved with VYPER I have become more comfortable with not only myself but also with other youth and adults.”

“I like the sense of purpose that I experience because of VYPER.”

“My life goals have gotten bigger. I have less doubt in myself. I feel whole.”

“I had someone say they were so excited about these events they didn’t want to go drinking on the weekend.” –Adult grantee

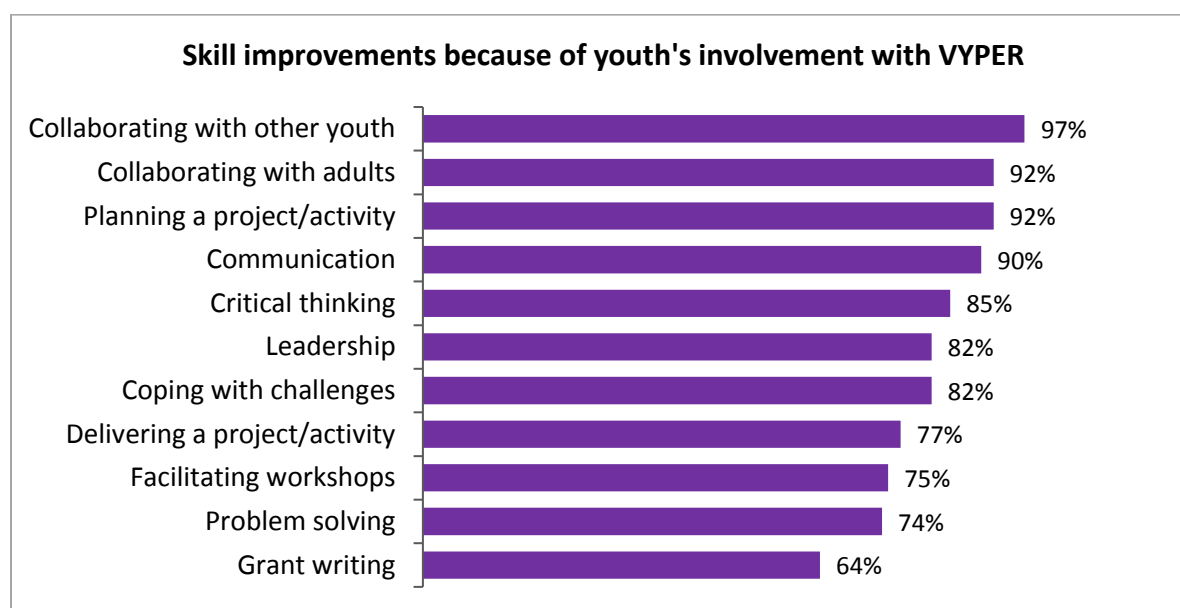
“Youth’s confidence levels have gone up – they can make these phone calls, they can do the presentations and they have a voice that people are listening to. They now have options and feelings of optimism.” –Adult grantee

Skills & knowledge

Youth in all the focus groups discussed learning valuable skills through VYPER, including public speaking, project planning, workshop development, grant writing and reviewing, teamwork, and staying organized. Participants also said they gained communication and leadership skills, and learned how to facilitate fun games and icebreakers. They also learned perspective-taking skills and had a better understand of others because of their experience with VYPER. In addition, they identified improved skills in working in partnership with adults. Staff and adult grantees echoed youth's comments and added that the skills youth acquired helped them feel more competent and confident.

The survey findings also indicated improved skills among youth because of their involvement with VYPER. These included skills relating to working on a project (e.g., planning and delivering projects, workshop facilitation, grant writing, collaborating with peers and adults), as well as other transferable skills such as leadership, communication, critical thinking, problem solving, and coping with challenges.

Youth aged 18 or younger were more likely than those aged 19 or older to report improved skills in project planning (100% vs. 79%). There were no other differences.



Note. Youth who reported 'quite a bit' or 'very much' improvement.

Eighty-nine percent of survey respondents also reported increased knowledge of youth health because of their involvement with VYPER. In the focus groups, some youth also mentioned they had learned about mental health and suicide awareness, trauma-informed practice, and sexual health through VYPER. Further, youth said the knowledge they gained helped them become more open-minded, understanding, and accepting of diversity.

Youth survey respondents and focus group participants expressed appreciation that their involvement with VYPER helped them gain skills and knowledge which supported their healthy transition to adulthood.

“VYPER has taught me great leadership skills and many other valuable skills necessary to being a healthy successful young adult.”

“VYPER helps me learn new skills, it's great!”

“My mind has been opened up because of everything I'm learning.”

“I'm learning new techniques and skills to network.”

“I'm learning about youth issues and a lot about how drugs can negatively affect mental health”

“I liked learning what makes a good grant.”

VYPER staff's reflections & outcomes

Overall, staff described feeling very satisfied with their involvement in VYPER. They liked working as part of a team and the sense of community that developed. They also appreciated learning from the youth and meeting dedicated adults around the region who were motivated to work in partnership with young people.

Staff noted that the outcomes of each VYPER group and project differed depending on the pre-existing resources and relationships VYPER had in a given community. For example, it was easier to start projects, and a greater impact was more likely, in communities where VYPER had pre-existing relationships and contacts, compared to communities where relationships were lacking and needed to be developed. Staff stressed the relational aspect of their work and the significance these relationships had on project outcomes.

Staff spoke positively about how VYPER was innovative and experimental, and valued the perspective that nothing was ever a fail but a learning opportunity.

A number of staff said their views of youth had changed because of their involvement with VYPER. For example, some had greater appreciation of how much young people were capable of accomplishing, as well as greater trust that youth could understand, develop, and implement projects. Staff also felt they gained patience and flexibility working with youth, as well as a better understanding of trauma-informed and harm-reduction approaches.

Many staff also said their practices had changed, such as by actively including youth from the beginning and asking them what they wanted to accomplish and how they wanted to achieve those goals. Other staff members said they had refined their youth engagement strategies and had gained confidence in their skills working with youth.

Further, staff said they gained understanding and skills in how to support youth-adult partnerships. Some added that the skills and strategies needed for youth-adult partnerships were transferable to other types of partnerships, which would help them in their future work.

“To make a safe space, to meet youth where they're at and to deconstruct in action the labelling around terms like 'high risk' and 'vulnerable' have had such an impact on me in terms of giving me meaning, understanding allyship, and seeing how possible it all is.” –VYPER staff

“It was such a great project and I was so happy to be part of it. I can say with confidence that it's changed my life personally and professionally.” –VYPER staff

Additional feedback

Youth felt their experience with VYPER provided them with many meaningful opportunities which helped them grow and which were also beneficial to put on their résumé to improve their chance of finding employment. Youth and staff felt that for some young people, their involvement with VYPER provided them with a sense of direction and career path, and as a result they felt more hopeful about their future.

Many described VYPER as their family and said that involvement with VYPER helped marginalized youth to stay safe and to remain on a healthy trajectory.

“A lot of youth are kept safe through their involvement with VYPER. It is an immeasurable resource.”

“VYPER helps so many that are lost. It makes us feel like we belong; like family. Being one with no family, VYPER is my life.”

“VYPER has a special place in our hearts and we’d do anything to keep it going. We’re a family, we love each other.”

“VYPER is absolutely amazing and has helped me so much.”

“[Involvement in VYPER] is my life, something I can focus on and I know it’s ok. It guides what I want to do when I’m older. I’m happy because I hope.”

“VYPER opens a lot of doors for youth, gives them a lot more resources and helps them shape what they want to do in the future.” –VYPER staff

SECTION 6: EFFICIENCY & ECONOMY

The planned and actual costs to deliver this project are listed in Appendix G, as well as a breakdown by community of the value of the grants that VYPER distributed.

It was initially estimated that 1300 youth and 650 adult supports would directly participate in planning, developing, and/or delivering project activities. An additional 9750 youth and adults were expected to experience secondary benefits (e.g., by participating in community activities and programs that emerged from the VYPER collaborations). These estimates were based on community partners' expectations of VYPER's reach within their agencies and throughout the region.

Data from VYPER indicate that 14,030 participants took part in VYPER-related meetings and events, including 3513 youth, 4164 managers, 5268 staff, and 1085 other adults (see Appendix B; although participant numbers do not necessarily reflect unique individuals). The project spanned across 13 communities (Abbotsford, Agassiz/Harrison, Boston Bar, Burnaby, Chilliwack, Delta, Hope, Langley, Maple Ridge, Mission, South Surrey/White Rock, Surrey, and Tri-Cities). The number of individuals experiencing secondary benefits continues to grow as new projects and events emerge from the youth-adult partnerships that were developed through VYPER.

VYPER managers explained that the overarching project goal was to connect with community agencies to demonstrate the possibility of adopting a new framework and set of behaviours when working with youth. Although VYPER tried to engage with all key agencies, there were different levels of readiness among the different agencies, which resulted in varied levels of engagement with VYPER. Some agencies became more interested in engaging when other agencies in the community got involved.

Given the varied levels of readiness, some youth-adult partnership projects were more innovative than others. VYPER managers felt that if there had been more capacity within their staff team (e.g., a larger, skilled staff team), they would have been able to do more quality control with the youth-adult partnership projects across the region, and would have been able to offer more support to grantees throughout the process. Despite not being able to provide as much quality control as they would have liked, they ensured that all VYPER-related projects involved no harm to youth and that youth stayed safe.

Managers said that other similar projects were taking place in the community at the same time as VYPER. However, although some of those projects had a similar focus on youth-informed systems change, they had less concurrent emphasis on youth development through a trauma-informed lens. Managers felt this could create challenges for youth to thrive in those projects, as well as barriers for youth to want to return after a first visit. Nonetheless, VYPER staff maintained connections with many of these allied projects, leading to several collaborative initiatives and events in which VYPER youth and staff were able to model and present specifically about youth development, resiliency-based approaches, and trauma-informed practice.

SECTION 7: PROJECT LESSONS

“To empower youth, [adults] must let go of some power.” –VYPER staff

When youth and adult grantees were asked if they would do anything differently the next time, some said they would not because their project was successful. Others said that having more clarification on everyone’s roles and responsibilities would be helpful in the future. They also realized the importance of taking the time to plan out the details in advance, rather than moving to action too quickly, to ensure the project was successful in achieving the desired goals.

Youth also highlighted the importance of adults gaining an understanding of what young people wanted from the project, and to do so by asking the youth directly. There should also be a supportive adult available for youth to discuss sensitive issues with, and adults should clarify to youth who this adult is.

When asked what their suggestions would be for someone starting a youth-adult partnership, most grantees recognized the importance of listening to the youth and ensuring the project idea is their own and something they want to do. Adult grantees said it was sometimes difficult for youth to express their ideas but felt it was important for adults to give them the space to do so.

In addition, adults stressed the importance of making space for relationship building, both among youth and adults, and among the various young people working on a project (e.g., youth who are thriving and those with more challenges). They said that a project was at risk of derailing if the emphasis was exclusively on action and outcomes, with insufficient focus on process and relationships.

Grantees also said it was important to get the youth and community partners involved as early as possible in the process. In addition, they highlighted the importance of adults having access to individuals with experience in youth-adult partnerships and youth engagement, such as VYPER staff, who could offer guidance and support when needed.

Similarly, VYPER staff learned it was important for VYPER area facilitators to have an ongoing role in providing support to grantees, rather than offering support at the outset and then stepping back. They realized that area facilitators should support the momentum of the project and provide quality control throughout the process. In addition, the role of these facilitators as a “third-party ear” was helpful, as youth sometimes approached them with concerns about the project when they did not feel comfortable discussing them directly with adults in the community. This arrangement supported an iterative feedback mechanism, where youth would relay feedback through the area facilitator who would then work with adults and youth in the community to address the issue and strengthen the youth-adult partnership.

VYPER managers also said that in a project like theirs it was important to have the flexibility to stop working with agencies or communities if VYPER staff experienced racism or felt unsafe in other ways. They said this arrangement allowed them to focus on where the capacity and readiness was, and helped ensure that staff felt safe.

In addition, VYPER managers said that in a project like theirs it was important to focus not only on youth advocacy and youth voice but also on youth development which unfolded simultaneously. They explained that developmental issues, and specifically those relating to mental health, intervention and resilience, were key aspects to focus on, and complemented the youth advocacy piece.

Some lessons learned by adult grantees:

“It empowers the youth when they know something adults don’t, and teaches the adults to have more respect for youth and to see they have something to contribute as well.”

“You need to let youth lead. That’s where they learn the skills and have the opportunities to stumble and fall and pick themselves up again – that’s what learning is all about. It’s also really good for adults to learn to take a deep breath and realize it works out.”

“I have learned to be conscious of youth voices, because it doesn’t even cross your mind most times. So I’m conscious now that youth are here in our community, they’re a big part of our community and they’re going to be adults in our community. They’re the ones who are going to lead our community in the future.”

“Listen. Listen to the youth. Adults get caught up on how they can’t do something but with youth they think outside the box, and you should listen to them because they have good and different ideas. Go with it and see what happens. You don’t know if you don’t try.”

SECTION 8: CONCLUSION & RECOMMENDATIONS

Findings from this evaluation showed that most youth felt their experience with VYPER was personally meaningful and they attributed their involvement with VYPER to increasing their meaningful engagement in community activities. They felt heard and valued by adults and other young people; experienced a sense of belonging; and felt they were contributing to positive change in their community. Despite challenges that many of the young people faced with mental health and substance use, they felt engaged in VYPER and their youth-adult partnership projects.

Most young people felt that youth and adults worked well together on VYPER projects, that they worked together as partners, and they helped one another develop new skills. Similarly, adult grantees generally felt that youth and adults were successful at working collaboratively, despite some challenges.

Young people's positive experiences interacting with adults, and feeling heard and validated, helped many youth to reduce their anxiety about approaching adults for support and guidance. The process of relationship-building among youth and adults, as well as among youth and their peers, was seen as a critical component to VYPER's success. Participants attributed relationship-building to successful outcomes in areas beyond youth-adult partnerships, including improved mental health, improved skills and confidence in social interactions, and reduced sense of isolation among youth.

Further, most youth who completed a survey reported that their involvement with VYPER helped to lower their substance use, and a number of youth focus group participants identified their involvement with VYPER as the reason they had been able to successfully stop using various substances and to work through their addictions. Staff and adult grantees had also noticed reduced substance use among the VYPER youth they worked with. In addition, youth reported reductions in their illegal activity and other risk situations, including homelessness, because of their involvement with VYPER.

Youth also reported greater connections, opportunities, and involvement in the community, and a larger support network. In addition, they credited their involvement with VYPER to improved knowledge of community services and a greater openness to accessing these services.

Youth and adults said that young people's experience with VYPER helped to improve their knowledge of youth health and other youth issues, and their skills in many areas (e.g., leadership, communication, critical thinking, problem solving, and coping with challenges). Youth's development of skills and knowledge helped them feel more competent and confident, not only in their VYPER work but also in reaching their longer-term goals.

Evaluation findings also indicated that adult allies gained an increased understanding of effective youth engagement strategies and how to implement them; developed greater capacity and motivation to engage with youth in future program planning; and developed a greater reliance on youth voice in their work. There were also increased or enhanced youth-adult partnerships within the participating agencies, and some noted increases within the larger community. In addition, evaluation participants felt that VYPER supported a knowledge-exchange mechanism for communities to share promising practices for meaningful youth engagement and youth-adult collaborations.

Findings demonstrated that VYPER was successful at meeting the project's expected outcomes. Findings also suggested that VYPER's outcomes contributed to meeting Health Canada's target outcomes. Specifically, youth participants demonstrated an improved capacity to avoid substance use and they reported reduced risk-taking behaviours associated with substance use. VYPER activities and events also enhanced young people's health-promotion knowledge and they reported greater openness to accessing needed health resources in the community to address their substance use and other challenges. In addition, there was increased community engagement, through youth-adult partnerships, that fostered healthy lifestyle choices and prevented substance use among youth. Further, improvements in community practice—by involving youth in decision-making about the services they access, and listening to their views on how youth health promotion and prevention activities can be most effective—have contributed to greater effectiveness of substance use health promotion and prevention activities.

Overall, evaluation participants were very satisfied with their VYPER experience, and many had no recommendations to improve it. Several shared the lessons they had learned through their experience (Section 7) and some had suggestions to build on the project's strengths. The following is a summary of their suggestions:

Youth's Suggestions

"I love VYPER, it has done nothing but good for me. PLEASE DON'T GO AWAY."

- Youth valued the regular area meetings and some wished meetings and activities happened more often. They felt a greater frequency of meetings would provide even more support to young people who needed it.
- Youth liked the community outings and activities that had been organized through VYPER, and some wished there were more. They said that participating in more community activities would help them feel even more engaged and connected to their community.
- Some youth explained that VYPER only had space for meetings but not anywhere for youth to socialize before or after meetings. They felt that having a VYPER headquarters and a place where youth could socialize would be helpful.
- Youth expressed great enthusiasm for working on youth-led projects. Participants in some groups felt they spent time discussing project ideas but did not have the opportunity to plan a project, and felt this opportunity would have been beneficial to them and their community.
- Some participants felt that VYPER activities and projects should be more directly focused on health initiatives, and particularly improving youth health.
- Some youth felt that more staff were needed during meetings. Specifically, if youth with higher needs required individualized support during meetings, it would be helpful if a staff member was available to provide that support while other staff focused on the rest of the group.
- Some youth felt the pace of project planning was too slow. They suggested more continuity across meetings (e.g., not discussing the same issues at every meeting), and follow-through to turn project ideas into action.

- Many youth felt there should be more promotion of VYPER so that more young people were aware of it and took part. Suggestions included recruiting more young people through schools and community centres.
- Youth felt that VYPER should receive more funding so that it could be maintained and benefit more young people.

Staff and other Adults' Suggestions

- Hire more staff who are trained as counsellors to ensure that vulnerable youth receive appropriate support from VYPER. In addition, youth would benefit from more one-on-one support from staff, such as to help them connect to needed community services.
- If VYPER had the capacity, more time should be devoted to engaging the most isolated and disenfranchised youth, such as homeless youth and those in government care.
- Staff appreciated the flexibility inherent in VYPER which allowed for change to occur, although a few wished there had been more structure. They felt that more structure would have helped them better understand the direction the project was heading.
- Some staff, as well as youth, felt that because youth did not have specified roles and responsibilities and could disengage from the project whenever they chose, a small core group of young people did the majority of the work. A suggestion was for youth to have roles on projects so they felt a greater sense of accountability.
- Staff acknowledged the importance of documentation and note-taking. However, at times they were unsure what the purpose was, and would have appreciated more structure around documentation.
- Some VYPER staff felt there was a lag in information-sharing among themselves, because they did not work out of a single office. For example, there might be a change in practice which not all staff were informed about until weeks later. They valued the opportunities they did receive to work together as a team, and suggested having more of these opportunities and improved communication among staff members.
- For system change to occur, there should be more and longer-term support (i.e., beyond three years) from the community and provincial and municipal government to promote youth-adult partnerships.

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APPENDIX A: VYPER MINI GRANTS & YAP GRANTS

Organization	City/Cities	Area	Type	Award \$
Bakerview Centre for Learning	Abbotsford	Fraser Central	Mini	500
Impact Youth Substance Use Services	Abbotsford	Fraser Central	Mini	500
Impact Youth Substance Use Services	Abbotsford	Fraser Central	YAP	10000
Impact Youth Substance Use Services	Abbotsford	Fraser Central	YAP	10000
The Help Project Society	Agassiz	Fraser East	Mini	500
Agassiz-Harrison Community Services	Agassiz / Harrison	Fraser East	Mini	500
Hope & Area Transition Society	Boston Bar	Fraser East	Mini	500
Hope & Area Transition Services	Boston Bar	Fraser East	YAP	10000
City of Burnaby Youth Services	Burnaby	Fraser North	Mini	500
Chilliwack Community Services	Chilliwack	Fraser East	Mini	500
Chilliwack Society for Community Living	Chilliwack	Fraser East	Mini	500
YouthCO HIV & HepC Society	FN & FS	Fraser North & Fraser South	Mini	500
YouthCO HIV & HepC Society	FN & FS	Fraser North & Fraser South	YAP	10000
The Lowermainland Purpose Society	Fraser North	Fraser North	YAP	10000
Read Right Society	Hope	Fraser East	Mini	500
Read Right Society	Hope	Fraser East	YAP	10000
Hope & Area Transition Society	Hope	Fraser East	Mini	500
District of Mission	Mission	Fraser Central	Mini	400
District of Mission	Mission	Fraser Central	Mini	400
City of Mission	Mission	Fraser Central	YAP	10000
The Force / Fraser Health	Regional	Regional (East)	Mini	500
Hope & Area Transition Society / BC Responsible & Problem Gambling	Regional	Regional	Mini	500
Alexandra Neighbourhood House	South Surrey/White Rock	Fraser South	Mini	500
Alexandra Neighbourhood House	South Surrey/White Rock	Fraser South	Mini	500
Options and UFV	Surrey	Fraser South	Mini	500
Pacific Community Resource Society and Surrey CYC	Surrey	Fraser South	Mini	500
SHARE Family & Community Services	Tri-Cities	Fraser North	Mini	500
SHARE Family & Community Services	Tri-Cities	Fraser North	YAP	10000
Agassiz-Harrison Community Services	Agassiz / Harrison	Fraser East	YAP	7500

Organization	City/Cities	Area	Type	Award \$
Bakerview Centre for Learning	Abbotsford	Fraser Central	YAP	2500
Chilliwack Community Services	Chilliwack	Fraser East	YAP	5344.3
The Lowermainland Purpose Society	Burnaby	Fraser North	Mini	500
Alexandra Neighbourhood House	South Surrey/White Rock	Fraser South	YAP	10000
Pacific Community Resource Society and Surrey CYC	Surrey	Fraser South	YAP	10000
Hope & Area Transition Society / BC Responsible & Problem Gambling	Regional	Regional	YAP	9840
Hope & Area Transition Society / BC Responsible & Problem Gambling	Regional	Regional	YAP	9700
Langley Community Services / Creekside Withdrawal Management	Regional	Regional	Mini	500
Encompass Support Services Society	Langley	Fraser South	Mini	500
Maple Ridge Pitt Meadows Parks and Leisure Services, City of Maple Ridge	Maple Ridge	Fraser North	Mini	450
Maple Ridge Pitt Meadows Parks and Leisure Services, City of Maple Ridge	Maple Ridge	Fraser North	YAP	6600
Pacific Community Resource Society - Creekside Withdrawal Management	Regional	Regional	YAP	5000
Deltassist Family and Community Services	Delta	Fraser South	Mini	500
Encompass Support Services Society	Langley	Fraser South	YAP	10000
Mission Community Services Society	Regional	Regional	YAP	10000
Spirit of the Children Society	Regional	Regional	YAP	10000
The Help Project Society	Agassiz / Harrison	Fraser East	YAP	10000
Chilliwack Senior Peer Counsellors: Bridging the Years	Chilliwack	Fraser East	YAP	850
Pacific Community Resources Society - Moving Ahead Program	Surrey	Fraser South	Mini	500

Youth-Adult Partnership Grant Descriptions

Queer the Way

Vision: The Ministry of Children and Family Development providing social work, counselling, and probation services that are inclusive and welcoming to queer children and youth. **Mission:** Through the sharing of personal stories, youth presenters will demonstrate some of the unique needs and how to better serve queer children and youth.

Community for Hepatitis-C Empowerment and Prevention (CHEP)

Vision: A Fraser Valley peer-to-peer education team that has knowledge, skills and opportunities to share information around reducing harms and Hepatitis-C risk in school, clinics, and other community settings. **Mission:** Youth and young adult peer facilitators creating opportunities for open informed dialogues on reducing harms and Hepatitis-C risk in their Fraser Valley communities.

Hope Homework Club

Vision: Every high school student in Hope has a place that they feel comfortable to go to for help with homework, after school. **Mission:** To provide an environment that is friendly and comfortable for students to come and receive homework help without judgement, bullying or being made feel stupid.

Inspiring, Guiding and Connecting Impact

Vision: Youth Substance Use Services where youth and young adults can voice how to help other youth connect in their communities. **Mission:** Creating opportunities for youth to feel welcome and comfortable in a safe space where they can collaborate and voice opinions on how youth substance use services can help youth connect in their community.

Abbotsford Youth Committee

Vision: An Abbotsford where local youth have strong relationships with each other and with local youth organizations – and are working together toward better health for Abbotsford's youth. **Mission:** Bringing together youth and youth agencies to identify what is needed to support the development and sustainability of a local group of youth who can guide, inspire and connect service providers, the community and the next generation of Abbotsford youth.

Tri-Cities Youth for Youth

Vision: A Tri-Cities where youth support other youth to feel empowered to make healthy and informed choices through the sharing of knowledge about mental health and substance misuse, while simultaneously de-stigmatizing and breaking down stereotypes about substance use and mental health problems. **Mission:** Developing workshops and sharing resources to support youth and young adults in the Tri-Cities in making healthy and informed decisions. Training youth facilitators to create safe spaces for open dialogue primarily around substance use/misuse and mental health.

Youth Rekindling Boston Bar

Vision: A team of inspired and energized youth that confidently tackle the challenges of today's ever-changing world and build a sense of community and belonging in Boston Bar – rekindling the pioneering spirit of the adventurers who built our town. **Mission:** Balancing our respect for traditions with curiosity and desire for a bright future by gaining experience and knowledge out of town and bringing it back to create an energy and vitality to help our community survive.

Mission Youth Committee

Vision: A podium for youth all over to speak and be heard on issues regarding youth. Youth involvement in projects related to youth in Mission. A utopian society with no discrimination of any sort. **Mission:** To bring youth involvement to Mission through working with our partners to engage youth in community Projects.

Agassiz Community Services.

Vision: A community that is inclusive, safe, supportive and fun for youth in the District of Kent (Agassiz) and Harrison Hot Springs. **Mission:** Creating opportunities for youth voices to be heard, guide services and engage in development and implementation of youth programming.

Alexandra Neighbourhood House.

Vision: An accepting, safe, and sober space for youth to have fun, escape their worries, and express themselves in a positive way. **Mission:** Increasing organization, building skills, maximizing talent, and generating more consistency in the South Surrey/White Rock Youth Collective in order to make change in our community.

Bakerview Centre for Learning

Vision: To create and provide programs, resources, facilities and services to our student community to help improve their quality of life. **Mission:** All things created through the collective effort of the committee and its partners to meet the wants and needs of our student community.

BC Responsible & Problem Gambling

Vision: A Fraser Valley where youth and young adults are becoming more aware of healthy lifestyle choices and how to integrate those choices into a balanced and happy life. **Mission:** To engage youth in peer to peer presentations in schools and community groups from Surrey to Hope on how to maintain balance in our lives.

Chilliwack VOYCE

Vision: To create a society where youth and young adults are given opportunities to reach their full potential and be valued as meaningful contributors. **Mission:** To create a dialogue in the community of Chilliwack around youth strengths, abilities, needs, and wants, in hopes of guiding adults and society toward enlightenment about youth situations and toward equalizing youth voice.

Surrey Youth Voice

Vision: A Surrey where adults support youth voices to inspire and empower a safer, healthier community for all. **Mission:** Creating opportunities and networks to connect youth with each other, adults, and resources to foster respect and belonging in their community.

Pacific Community Resources Society:

Vision: A Withdrawal Management Program (Creekside) where the voice and expertise of youth in recovery help youth who are struggling (with substance use issues) by informing practice, sharing experiences, and facilitating healthy connections to services and supports in their community. **Mission:** Youth supporting youth to move from actively struggling with substance use to having healthy connections with supports and services in their community.

Maple Ridge/Pitt Meadows Parks and Leisure Services, City of Maple Ridge:

Vision: A community where there is a common understanding of the rights and responsibilities of youth and where youth development and growth is seen as dynamic and youth are engaged to provide meaningful input to inform decisions affecting them. **Mission:** To create a Youth

Strategy which will provide recommendations and tools to influence practice, enhance support and improve working partnerships between youth and emerging adults and service providers and create pathways to ensure youth themselves are seen as partners in their own future.

Encompass Support Services Society

Vision: We envision a version of Langley where LGBTQ+ youth are not afraid to express themselves, and are able to share the struggles they face without backlash or ridicule. **Mission:** To share resources and create a safer space for LGBTQ+ youth where there otherwise is none.

Mission Community Services Society

Vision: A Fraser East community that acknowledges that wellness relies on quality relationships. **Mission:** Diverse youth and adults co-facilitating awareness about, access to, and exploration of Indigenous wisdom to support growth, sharing, self-evaluation, and connection among individuals and in the community.

Spirit of the Children Society

Vision: A Fraser North and South community that acknowledges that wellness relies on quality relationships. **Mission:** Diverse youth and adults co-facilitating awareness about, access to, and exploration of Indigenous wisdom to support growth, sharing, self-evaluation, and connection among individuals and in the community.

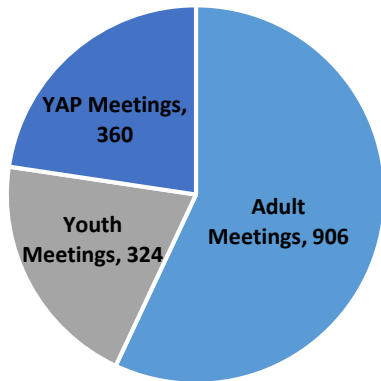
Chilliwack Senior Peer Counsellors

Vision: A community where there are intergenerational connections that bridge the years to foster bonds between seniors and youth so they may learn from one another. **Mission:** Creating valuable relationships between youth and seniors through interactive activities and events.

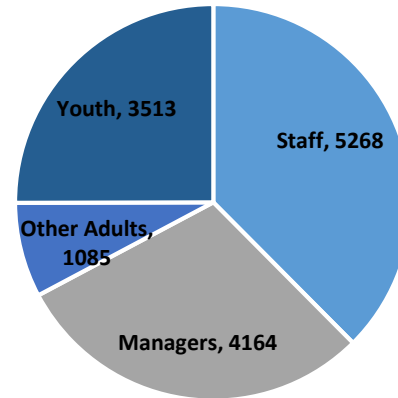
APPENDIX B: VYPER OUTPUT & OUTCOME GRAPHICS

Summary Data (March 2014 to September 2016)

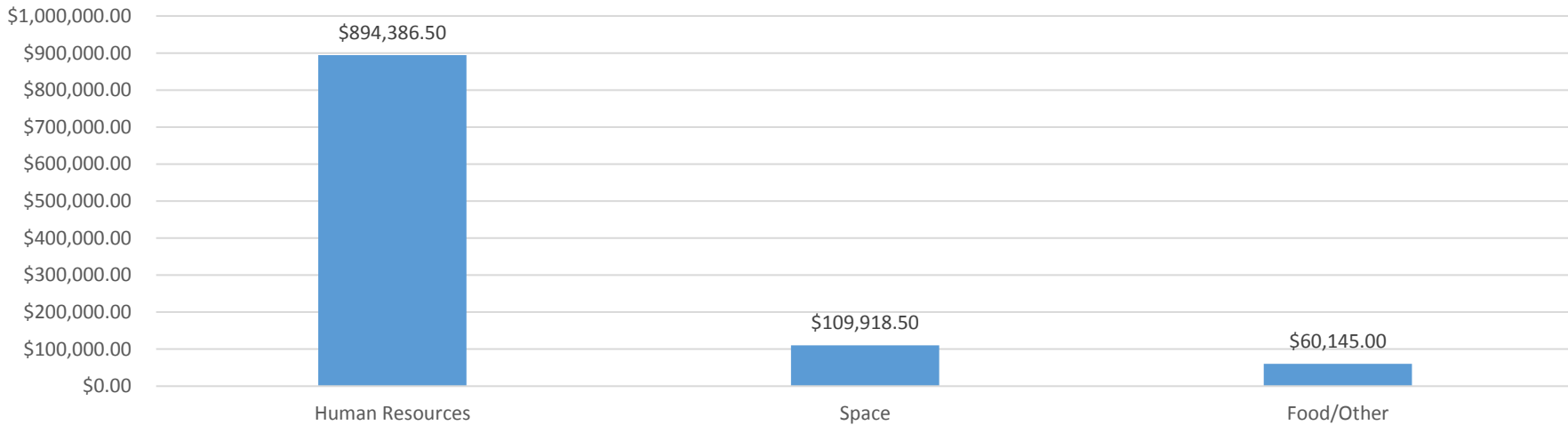
Meeting/Event Types (Adult/Youth/Youth-Adult Partnership) Total=1,590



Meeting/Event Participants by Type (Staff/Managers/Other Adults/Youth) Total=14,030

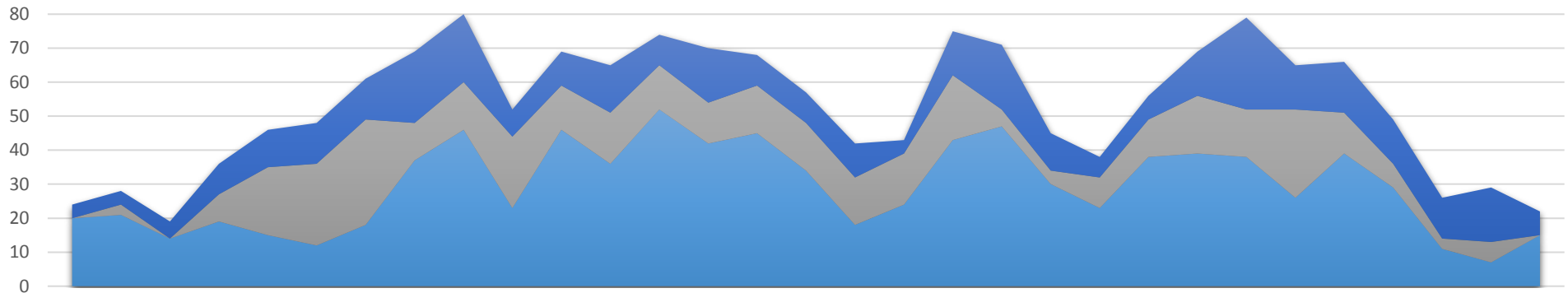


Estimated In-Kind Contributions to VYPER-Related Meetings/Events by Type (Total=\$1,064,450)



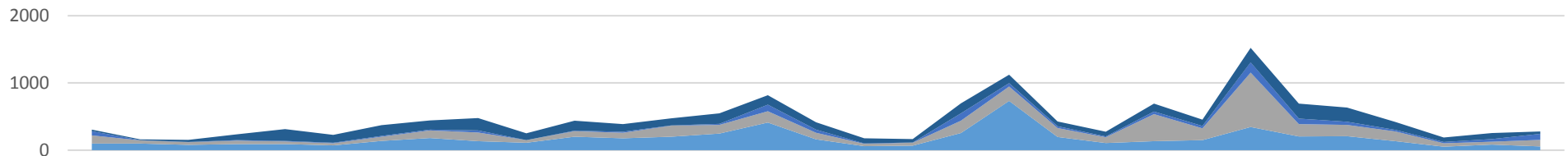
Monthly Data (March 2014 to September 2016)

VYPER-Related Meetings by Type (Adult/Youth/Youth-Adult Partnership) and Month



	Mar-14	Apr-14	May-14	Jun-14	Jul-14	Aug-14	Sep-14	Oct-14	Nov-14	Dec-14	Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Jul-16	Aug-16	Sep-16
YAP Meetings	4	4	5	9	11	12	12	21	20	8	10	14	9	16	9	9	10	4	13	19	11	6	7	13	27	13	15	13	12	16	7
Youth Meetings	0	3	0	8	20	24	31	11	14	21	13	15	13	12	14	14	14	15	19	5	4	9	11	17	14	26	12	7	3	6	0
Adult Meetings	20	21	14	19	15	12	18	37	46	23	46	36	52	42	45	34	18	24	43	47	30	23	38	39	38	26	39	29	11	7	15

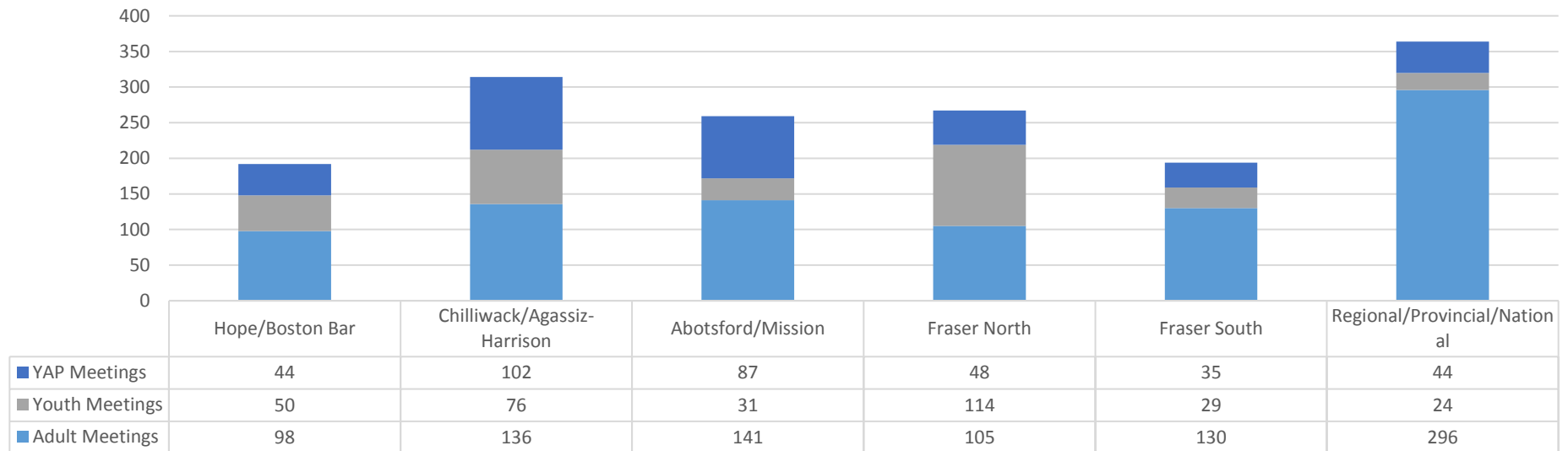
VYPER-Related Meeting Participants by Participant Type (Staff/Manager/Other Adult/Youth) and Month



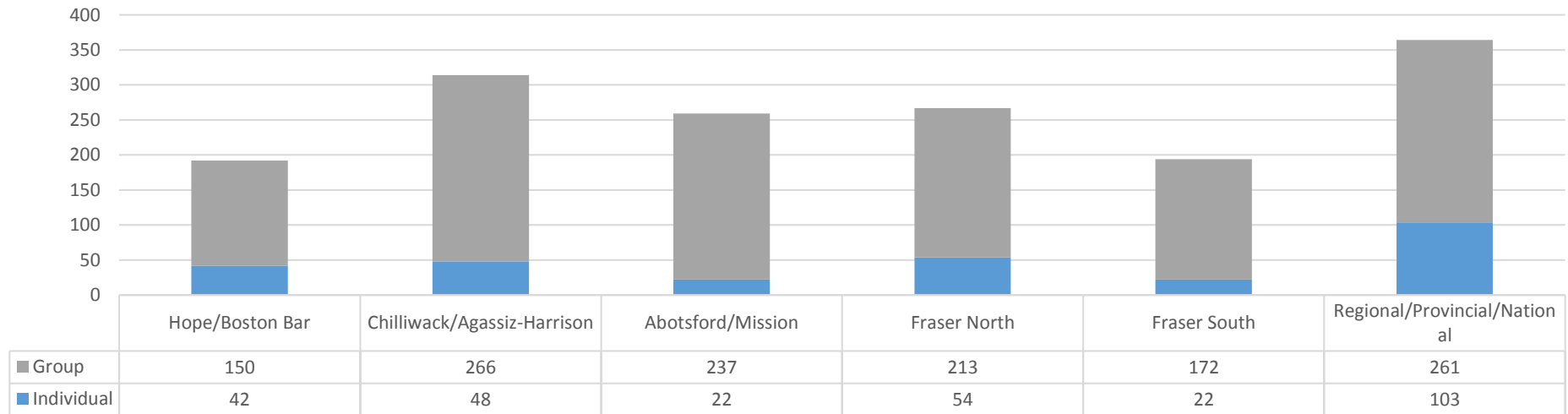
	Mar-14	Apr-14	May-14	Jun-14	Jul-14	Aug-14	Sep-14	Oct-14	Nov-14	Dec-14	Jan-15	Feb-15	Mar-15	Apr-15	May-15	Jun-15	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	Jul-16	Aug-16	Sep-16
Youth	22	13	32	86	177	116	158	135	184	100	148	114	105	157	138	111	77	53	149	123	70	70	116	94	214	224	212	119	68	91	37
Other Adults	62	3	2	8	7	9	13	14	32	3	10	15	4	16	97	48	6	5	109	52	28	13	38	37	153	83	47	24	17	39	91
Managers	124	46	39	51	38	31	62	114	128	39	80	83	165	129	168	97	34	41	184	213	135	86	406	175	812	183	167	144	52	41	97
Staff	97	100	80	92	91	70	139	179	134	109	201	175	201	248	413	161	61	68	254	733	195	106	132	149	343	204	208	134	52	84	55

Area-Level Data (March 2014 to September 2016)

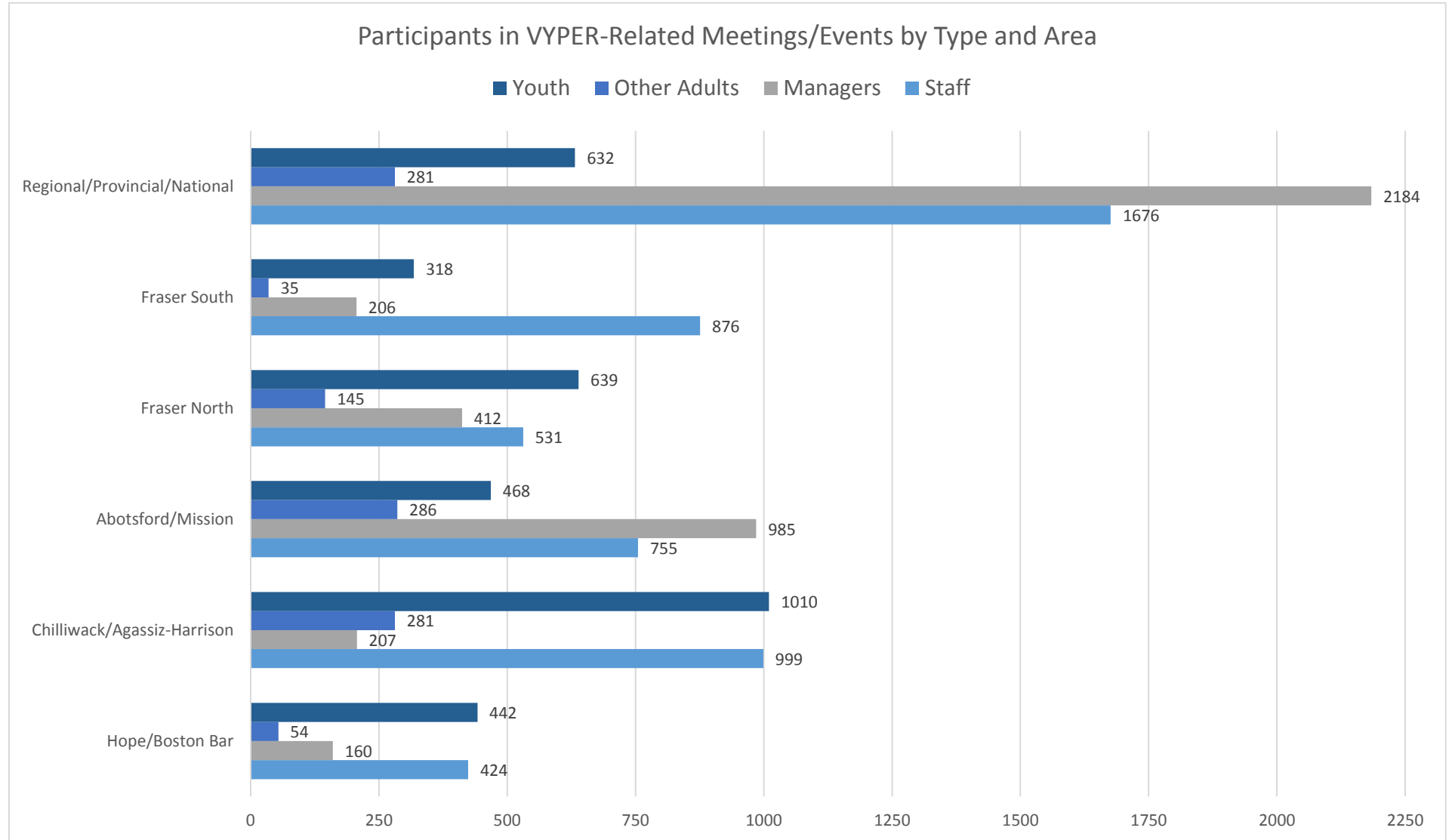
Meetings/Events by Type (Adult=906/Youth=324/YAP=360) and Area



Individual (Total=291) vs. Group (Total=1299) Meetings/Events by Area

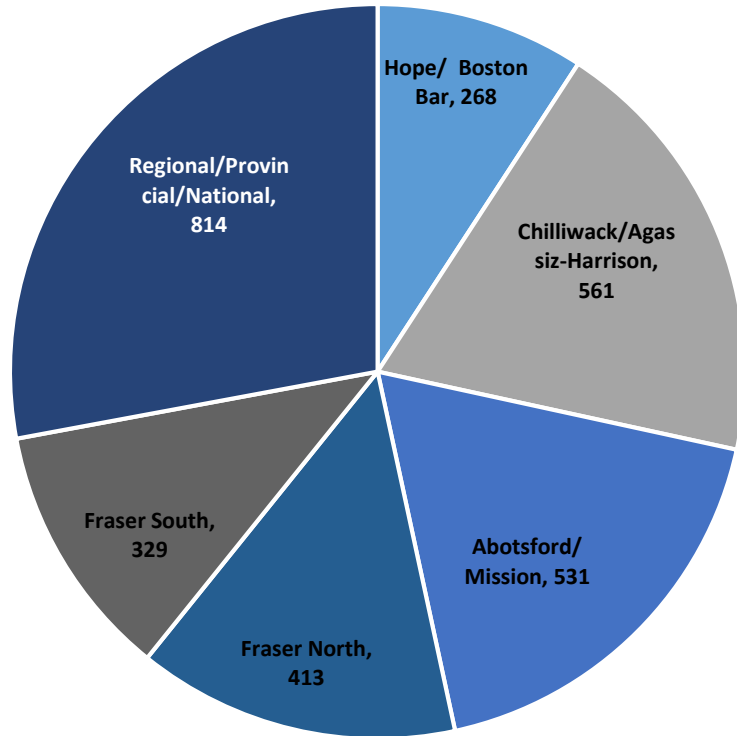


Area-Level Data (March 2014 to September 2016)

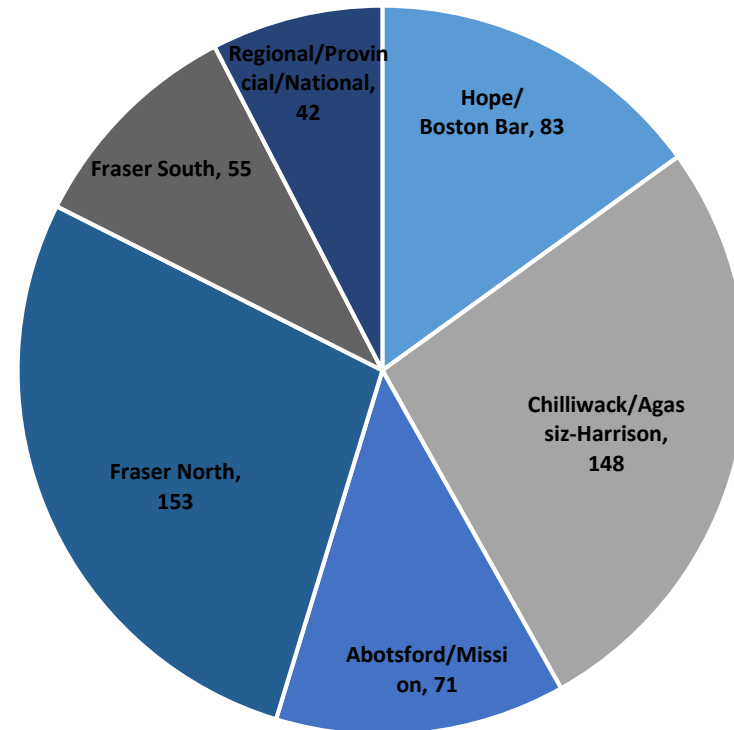


Area-Level Data (March 2014 to September 2016)

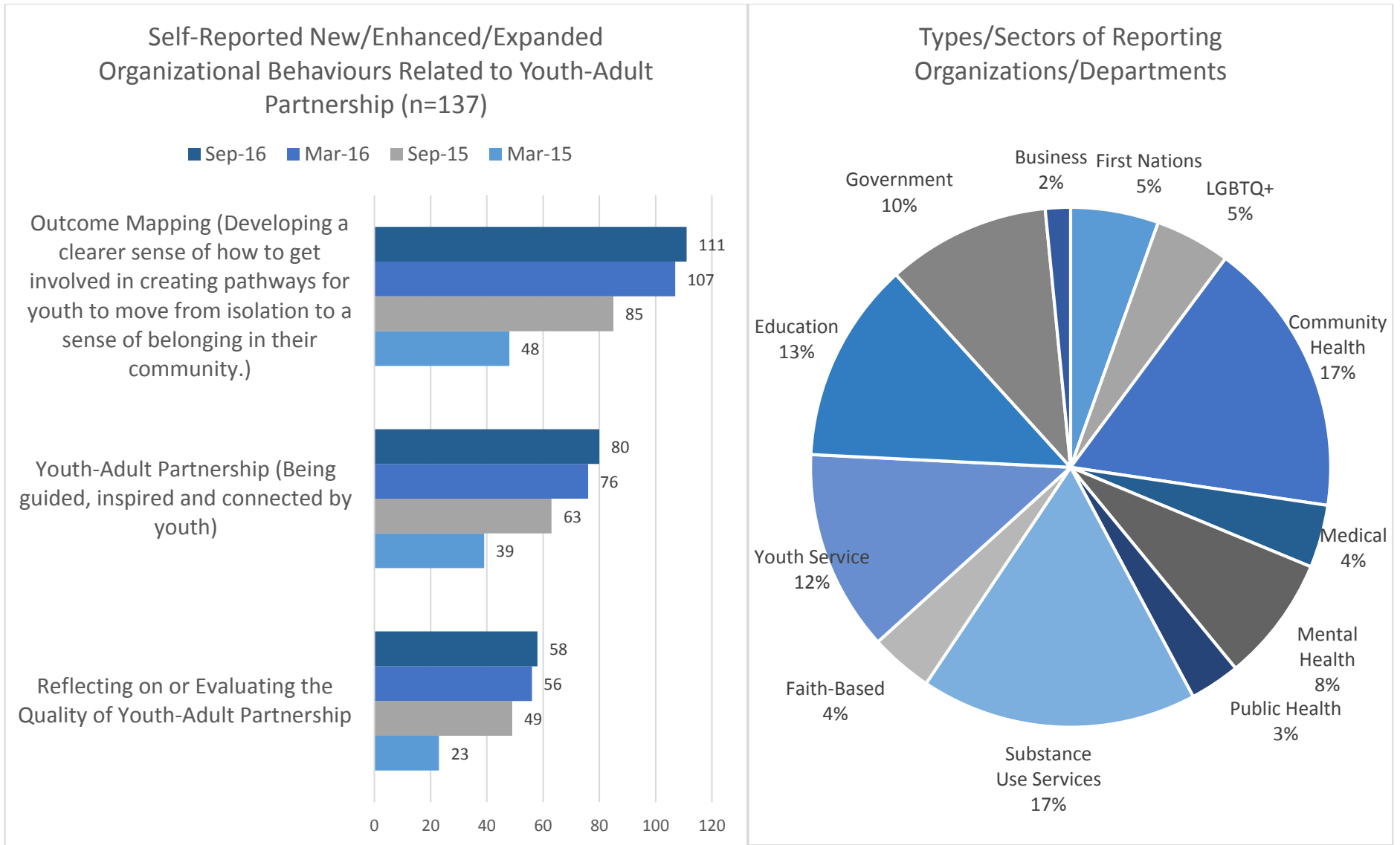
Meeting Hours by Area (Total=2,917)



Meetings where Youth Outnumbered Adults by Area (Total=552)



Self-Reported Outcomes (October 2014 to September 2016)



NOTES:

Includes all meetings/events where at least one VYPER staff was present and where that staff supported Youth-Adult Partnership by raising, in some manner, the question “What might young people be capable of being and doing in this environment?” and/or by supporting young people to design, develop, demonstrate and evaluate activities that educated about and/or demonstrated Youth-Adult Partnership.

VYPER staff kept statistics on all meetings/events they attended that met the above qualifying criteria for VYPER-Related Meetings/Events. These statistics included: Date, Start and End time (calculated to obtain meeting durations); Number of Staff, Managers, Other Adults, and Youth in attendance; whether or not youth received Honorariums and the amount of honorarium per youth; whether Space was donated for the meeting/event by a third-party; whether a third-party provided any Food/Supplies or Other cash/in-kind resources to support the meeting/event.

VYPER-Related Meeting/Event Totals:

Meeting/event definitions: Adult=only adults; Youth=at least one youth and VYPER staff person; Youth-Adult Partnership (YAP)=at least one Youth, VYPER staff person, and at least one Staff, Manager or Other Adult.

Does not account for meetings/events occurring with community-hired youth-adult partnership coordinators, nor meetings occurring related to projects that were funded by VYPER grants or otherwise inspired/influenced by VYPER – unless a VYPER staff person was present.

Participant numbers do not necessarily reflect unique individuals. These numbers indicate the aggregate number of participants in all meetings/events. Totals do not include VYPER staff.

In-Kind Contributions:

Human Resource in-kind contributions to meetings/events were determined by assigning an hourly rate to different types of participants (Staff=\$25, Managers=\$35, Other Adults=\$20, Youth=\$15) and multiplying that rate accordingly by the number of participants of each type and then by the duration of the meeting/event, and then subtracting the total amount of Honorariums (if any) provided to youth participants. For example: A one-hour meeting with 1 staff member, 1 manager, 1 other adult, and 10 youth who received a \$5 honorarium each would be calculated as $25+35+20+(10*15)-(10*5)=180$.

Meeting/Event Space in-kind contributions were determined by assigning a \$30 hourly rate for donated space and multiplying that by the duration of the meeting/event. In addition, various organizations provided in-kind use of space for our staff to utilize for office work. We estimated this total based on percentage of time the space was utilized and by estimating local rental rates that would be applicable. We estimated total office space donated as \$41,950. VYPER funds were used to compensate some organizations for use of space and to compensate staff who used home offices a percentage of the time – these totals are not included in in-kind contributions.

Food/Supplies and Other in-kind contributions to VYPER-related meetings/events were estimated by VYPER staff on a case-by-case basis. VYPER provided food/supplies and other contributions to some VYPER-related meetings/events – these totals are not included in in-kind contributions.

Self-Reported Data:

VYPER kept a growing list of contacts, which were added to a mailing list. Requests for organizations to respond to the self-report questionnaire were sent out via mass email. Staff also followed up directly with organizations they were aware had been significantly involved, either directing them to the on-line survey or completing the survey for them through an interview process (rarely). Not all known engaged organizations responded to the survey.

139 individuals from 130 organizations or departments responded to our self-report survey. 112 individuals responded once, 21 responded twice, and 6 responded all 3 times we conducted the survey. There were 73 responses to our October 2014-March 2015 survey, 47 responses to our April 2015-September 2015 survey, and 51 responses to our most-recent October 2015-March 2016 survey. This graphic indicates how the number of unique organizations (or distinct departments within organizations) reporting new, enhanced or expanded behaviours has grown from the start of the VYPER project (March 2014, though our first survey was not until March 2015) to the most recent reporting period (March 2016). VYPER staff categorized types/sectors of organizations.

APPENDIX C: INFORMATION ON PROJECT PARTNERS

Partner	Type	Nature
Abbotsford Child and Youth Committee	cooperative	linkages/networks
Abbotsford Community Services	collaborative	delivery
Abbotsford Local Action Team	collaborative	delivery
Abbotsford Youth Health Centre	consultative	knowledge/expertise
ACCESS Youth Outreach Services	collaborative	strategic planning
Agassiz & Harrison Community Services	collaborative	delivery
Agassiz Centre for Education	consultative	knowledge/expertise
Alexandra Neighbourhood House	collaborative	delivery
Bakerview Learning Centre	collaborative	delivery
BC Healthy Communities Society	collaborative	delivery
Big Brothers Big Sisters	consultative	strategic planning
Boys & Girls Clubs of South Coast BC: Odyssey I	collaborative	delivery
British Columbia Centre for Disease Control	collaborative	delivery
British Columbia Integrated Youth Services Initiative	collaborative	delivery
British Columbia Ministry of Health	consultative	knowledge/expertise
British Columbia Responsible and Problem Gambling	collaborative	delivery
C.A.L.L. Out!	collaborative	delivery
Canadian Centre on Substance Abuse	consultative	knowledge/expertise
Cariboo Chilcotin Child Development Centre	coordinated	linkages/networks
Centre of Addictions Research of British Columbia	coordinated	knowledge/expertise
Chawathil First Nation	collaborative	delivery
Chilliwack Child and Youth Committee	collaborative	linkages/networks
Chilliwack Community Services – The Village	consultative	knowledge/expertise
Chilliwack Local Action Team	collaborative	delivery
Chilliwack Senior Peer Counsellors	collaborative	delivery
Chilliwack Society for Community Living	collaborative	delivery
Chilliwack Youth Health Centre	consultative	knowledge/expertise
Chilliwack Youth Matters Committee	collaborative	delivery
City Life Church	cooperative	knowledge/expertise
City of Burnaby Youth Recreation Services	consultative	knowledge/expertise
City of Chilliwack	collaborative	delivery
City of Delta - Social Planning	cooperative	knowledge/expertise
City of Maple Ridge	collaborative	delivery
City of Surrey	consultative	knowledge/expertise
Cyrus Centre	coordinated	delivery
Dalhousie University: Resilience Research Centre	consultative	knowledge/expertise
District of Mission Parks & Recreation	collaborative	delivery
Divisions of Family Practice: Abbotsford	consultative	knowledge/expertise
Divisions of Family Practice: Chilliwack	consultative	knowledge/expertise

Partner	Type	Nature
Divisions of Family Practice: Fraser Cascade	collaborative	delivery
Divisions of Family Practice: Maple Ridge	consultative	knowledge/expertise
Egale Canada Human Rights Trust	consultative	strategic planning
Encompass Society	collaborative	delivery
First Nations Health Authority	collaborative	delivery
Fraser Basin Council Youth Committee	collaborative	delivery
Fraser Cascade Local Action Team	collaborative	delivery
Fraser East Regional Child and Youth Committee	collaborative	strategic planning
Fraser Health Authority: Aboriginal Health	collaborative	delivery
Fraser Health Authority: Adolescent Day Treatment Program	consultative	knowledge/expertise
Fraser Health Authority: Burnaby Substance Use Services	consultative	knowledge/expertise
Fraser Health Authority: Creekside Withdrawal Management Centre	collaborative	delivery
Fraser Health Authority: Drug Treatment Funding Program	consultative	knowledge/expertise
Fraser Health Authority: Healthy Living/Healthier Communities	consultative	knowledge/expertise
Fraser Health Authority: Mental Health and Substance Use Services	collaborative	knowledge/expertise
Fraser Health Authority: Public Health	collaborative	delivery
Fraser Health Authority: STOP HIV Program	collaborative	knowledge/expertise
Fraser Health Authority: Trauma-Informed Practice Working Group	collaborative	strategic planning
Fraser House Society	collaborative	delivery
Fraser South Child and Youth Committees	coordinated	linkages/networks
Fraser Valley Employment and Support Services Co-op	consultative	knowledge/expertise
Fraser Valley Regional Library	consultative	knowledge/expertise
Fraser Valley Youth Society	collaborative	delivery
Hope & District Recreation Centre	cooperative	knowledge/expertise
Hope and Area Transition Society	collaborative	delivery
Impact Youth and Family Substance Use Services	collaborative	delivery
Inner City Youth - Granville Youth Health Centre	collaborative	strategic planning
Inspirations School of Dance and Fine Arts	consultative	knowledge/expertise
Institute of Families for Child & Youth Mental Health	collaborative	delivery
Katzie First Nation	cooperative	knowledge/expertise
Kwantlen Polytechnic University's Network to Eliminate Violence in Relationships	cooperative	knowledge/expertise
Langley Community Services	collaborative	delivery
Langley Safe Schools	consultative	knowledge/expertise
Laq'a:mel First Nation Social Development	consultative	knowledge/expertise
Last Door Youth Program	consultative	knowledge/expertise

Partner	Type	Nature
Lookout Emergency Aid Society	consultative	knowledge/expertise
Lower Mainland Purpose Society	collaborative	delivery
Maple Ridge & Pitt Meadows Parks & Leisure Services	collaborative	delivery
McCreary Centre Society	consultative	knowledge/expertise
Mennonite Benevolent Society	consultative	knowledge/expertise
Ministry of Child and Family Development: Abbotsford	consultative	knowledge/expertise
Ministry of Child and Family Development: Aboriginal Child & Youth Mental Health	collaborative	delivery
Ministry of Child and Family Development: Agassiz	collaborative	delivery
Ministry of Child and Family Development: Chilliwack	collaborative	delivery
Ministry of Child and Family Development: Hope	collaborative	delivery
Ministry of Child and Family Development: Langley	collaborative	delivery
Ministry of Child and Family Development: Mission	collaborative	delivery
Ministry of Child and Family Development: Surrey	consultative	knowledge/expertise
Mission Community Services Society	collaborative	delivery
Mission Friendship Centre Society	collaborative	delivery
Mission Youth House (MY House)	collaborative	delivery
Options BC	consultative	knowledge/expertise
Pacific Community Resources Society: ASTRA Program	consultative	knowledge/expertise
Pacific Community Resources Society: Chilliwack Addictions Program	consultative	knowledge/expertise
Pacific Community Resources Society: Kwayatsut Youth Housing Program	consultative	knowledge/expertise
Pacific Community Resources Society: Moving Ahead Program for Youth	collaborative	delivery
PeakHouse	consultative	knowledge/expertise
PeerNetBC	collaborative	delivery
Phoenix Society	consultative	knowledge/expertise
PLEA Community Services	consultative	knowledge/expertise
Port Coquitlam Youth Services Parks and Recreation	consultative	knowledge/expertise
Provincial Health Services Authority: Drug Treatment Funding Program	collaborative	delivery
Provincial Health Services Authority: Indigenous Health	consultative	knowledge/expertise
Provincial Health Services Authority: TransCareBC	consultative	knowledge/expertise
RCMP "E" Division	collaborative	delivery
Read Right Society	collaborative	delivery
Roberts Creek Community School	collaborative	knowledge/expertise
School Age Children and Youth - Substance Use Prevention Initiative (SACY)	collaborative	delivery
School District 33- Chilliwack	consultative	knowledge/expertise
School District 34 – Abbotsford	collaborative	delivery
School District 41- Burnaby	consultative	knowledge/expertise
School District 43 – Coquitlam	consultative	knowledge/expertise

Partner	Type	Nature
School District 75 – Mission	consultative	knowledge/expertise
School District 78 – Fraser Cascade	collaborative	delivery
SHARE Family and Community Services	collaborative	delivery
Sources BC	coordinated	linkages/networks
Sto:lo First Nation	collaborative	delivery
Suicide Awareness Fraser East Committee	collaborative	delivery
Sumas First Nation Community Development	collaborative	delivery
Surrey Mental Health	consultative	knowledge/expertise
Surrey Safe Schools	consultative	knowledge/expertise
The FORCE Society for Kids' Mental Health	collaborative	delivery
The Help Project Society	collaborative	delivery
The Purpose Society	collaborative	delivery
Tri-Cities Local Action Team	consultative	knowledge/expertise
University of British Columbia: CAMP Out	consultative	knowledge/expertise
University of British Columbia: Centre for Excellence in Indigenous Health	collaborative	delivery
University of the Fraser Valley: Child and Youth Care Program	collaborative	delivery
University of the Fraser Valley: Criminology Program	consultative	knowledge/expertise
University of the Fraser Valley: Social Work Program	collaborative	delivery
Urban Health Research Initiative: At Risk Youth Study	consultative	knowledge/expertise
Vancouver Coastal Health Authority: Drug Treatment Funding Program	collaborative	delivery
Vancouver Coastal Health Authority: Mental Health and Substance Use Services	consultative	knowledge/expertise
Vancouver Foundation: Fostering Change	collaborative	delivery
Vancouver School District	collaborative	delivery
Vibrant Abbotsford	consultative	knowledge/expertise
Village Surrey Transition Initiative	consultative	knowledge/expertise
Women's Resource Society of the Fraser Valley	collaborative	delivery
Work BC	consultative	knowledge/expertise
YMCA - Surrey Youth Project	collaborative	delivery
Youth Addiction Knowledge Exchange	collaborative	linkages/networks
Youth Unlimited: Langley	collaborative	delivery
Youth Unlimited: Mission	collaborative	delivery
YouthCO HIV & Hep C Society	collaborative	delivery

APPENDIX D: MCCREARY FOCUS GROUP & INTERVIEW QUESTIONS

Youth Focus Group Questions

Interview Questions for Grantees

Staff Interview Questions

Youth Focus Group Questions

Overall experience with VYPER

1. What does your involvement in VYPER look like? (activities, projects, etc.)
 - a) What is your specific role(s) in these activities? (e.g. planner, participant, etc.)
2. Have you been involved in anything like this before? [*Getting at*: Has your experience in VYPER been different from other projects you've been involved in? If so, how?]
3. What were the reasons you got involved?

Youth engagement

4. How much do youth have a voice in these VYPER activities?
 - Do youth plan these activities/projects on their own? Do they get help from adults? Or do adults plan them?
 - How much are youth's ideas listened to?
5. What's it like working with adult support staff (through VYPER)?
 - Any challenges working with adults?
 - Any suggestions for how VYPER support staff or other adults could work with youth, moving forward?
6. How engaged are young people in VYPER activities/projects?
7. Were the participants already involved or connected with community organizations?
8. What are some challenges to engaging youth in VYPER (getting them involved and keeping them involved)?
 - How have these challenges been addressed?
9. What's been working well for engaging youth?
10. What (if anything) could be done differently to engage young people and keep them involved?

Outcomes

11. What have youth gotten out of your involvement in VYPER so far?
12. Has anything changed for young people because of their involvement in VYPER?

Prompts:

 - Feel more connected to the community? To school?
 - Made friends? Bigger support network?
 - Improvement in skills? Better knowledge of youth health?
 - Participation in healthy activities?
 - Sense of well-being? (explain...)
13. Do you feel that young people's knowledge of community services has improved because of their involvement in VYPER? (i.e., what's out there in the community for young people to access)
 - If yes, what do you think has contributed to this improvement?
 - If no, how could VYPER help to improve youth's knowledge of community services?
14. Have you or other young people actually accessed community services because of VYPER?
 - If yes, what types of services does VYPER help youth access?
 - What (else) could VYPER do to support youth in accessing needed services?
15. What have you learned by taking part in VYPER activities?
16. Do you think anything has changed for adults because of VYPER?
17. Has anything changed in the larger community because of VYPER?
18. Have there been any other changes because of VYPER?

Satisfaction & feedback

19. What have you liked most about your experience with VYPER?
20. What have you liked the least?
21. Do you have any suggestions for improving young people's meaningful involvement in VYPER activities?
22. Do you have any other suggestions to improve VYPER?

Interview Questions for Grantees

1. What was your project about? (the topic/focus)
 - What were the activities?
 - What was your role?
2. What was the role of adults on this project?
3. What was the role of (other) youth?
4. How well did youth and adults work together (collaboratively) on this project?
 - Did one group (youth or adults) take the lead?
5. To what extent did youth have a voice in project decisions?
6. How was the quality of the youth-adult partnership monitored?

Project goals

7. What were the project's short-term goals (mission)?
8. What were the project's long-term goals (vision)?
9. To what extent were youth involved in developing the goals of the project?
10. Did the goals change at any point?
 - If so, how did they change and why?
 - Were youth involved in these changes?
11. Did the activities change at any point, or were they carried out as planned?
 - If they changed, how did they change and why?
 - Were youth involved in these changes?

Successes & challenges

12. What were some successes that young people experienced through this project?
 - Did the project lead to any changes in youth's attitudes, behaviours or relationships? (explain...)
 - What (else), if anything, did youth gain by taking part in this project?
13. Were there any challenges that youth experienced through this project?
 - If yes, how were they addressed or overcome?
14. What were some successes that adults experienced through this project?
 - To what extent did this project lead to any changes in adults' attitudes, behaviours or relationships?
 - What (else), if anything, did adults gain by taking part in this project?
15. Were there any challenges that adults experienced through this project?
 - If yes, how were they addressed or overcome?

Community partners

16. Who were your community partners on this project?

17. What were some successes or advantages of working with community partners?
18. Were there any challenges with working with community partners?
 - If yes, how were they addressed or overcome?
 - What, if anything, did community partners gain by taking part in this project?

Other outcomes:

19. Did this project contribute to the development or enhancement of youth-adult partnerships in your community?
20. Were there any unexpected results of your project?
21. Did this project lead to any other changes?
22. **[If asking an adult]** What did youth learn through their involvement in this project?
 - How do you think this will impact their future experiences?
23. **[If asking a youth]** What did you learn through your involvement in this project?
 - How might this impact your future experiences?
24. **[If asking an adult]** What did you or your organization learn through involvement in this project?
 - How will these learnings impact future work?
 - How will you share these learnings?
25. **[If asking a youth]** What do you think adults learned by being involved in this project?
 - How might these learnings impact their future work?

Moving forward

26. Do you intend to continue using the youth-adult partnership that was created as part of this project? If so, in what way?
27. Are there any plans to develop more youth-adult partnerships, as far as you know?
28. If you were to do this project again, would you do anything differently?
29. Would you want to be involved in a youth-adult partnership again in the future?
 - If no, why not? What would stop you?
 - If yes, why would you be involved again?
30. What would be your suggestions for someone starting a youth-adult project like this?
31. Is there anything else you would like to share?

STAFF Interview Questions

Overall experience with VYPER

- How long have you been involved with VYPER?
- What is your role in VYPER activities/projects?
- Have the activities/projects been carried out as planned?
 - a) If no, what has changed and why?
- How meaningful has your involvement in VYPER been to you?
 - a) Do you have any suggestions to make it more meaningful for adult supports like you?

Youth engagement

- How much do youth have a voice in VYPER activities?

- Do youth plan these activities/projects on their own? Do they get help from adults? Or do adults plan them?
- How much are youth's ideas listened to?
- In your opinion, how important is it to give youth a voice in the work you do?
 - a) To what degree has your view on this changed because of your involvement in VYPER?
 - b) Have your practices around giving youth a voice changed since becoming involved with VYPER?
- How engaged are young people in VYPER activities/projects?
- How many youth have gotten involved? How many (or what percentage) have stayed involved?
- Were the participants already involved or connected with community organizations?
- What are some challenges to engaging youth in VYPER?
 - a) How have these challenges been addressed?
- What's been working well for engaging youth?
- What (if anything) could be done differently to engage youth and keep them involved?
- How much has your involvement in VYPER increased your understanding of effective youth engagement strategies?
 - a. How has your understanding increased?
 - b. Would you apply these strategies in other projects?
 - Have you already done so? Why/why not?
- How much have your skills in youth engagement improved because of your involvement in VYPER?
 - a) How comfortable would you feel implementing any youth engagement strategies you learned through VYPER in future work?
- Has your implementation of youth engagement strategies changed because of your involvement in VYPER? i.e., Are you doing it more, less, or differently than before?
- Have you been involved in a youth-adult partnership through VYPER? (please explain...)
 - If yes:
 - a. How well has this partnership been working?
 - b. What are some challenges (if any) you have experienced with the youth-adult partnership?
 - c. How have these challenges been addressed?
 - d. Is there anything about the VYPER youth-adult partnerships that can be improved?
- Were you involved in any youth-adult partnerships before VYPER?
 - a) If yes, how were they different/the same to the VYPER one?
- Would you be involved in a youth-adult partnership in the future?
 - a) If not, why not?
 - b) If yes, ideally what would it look like?
- How much of an opportunity has there been through VYPER to share and learn about promising practices for meaningful youth engagement and youth-adult partnerships?
 - a) Has there been any sharing across communities?

(Other) outcomes

- What do you think youth get out of their involvement in VYPER?
- Has anything changed for young people because of their involvement in VYPER?
 - Prompts: Feel more connected to the community? To school?; Made friends? Bigger support network?; Improvement in skills? Better knowledge of youth health?; Participation in healthy activities?; Sense of well-being? (please explain...)*

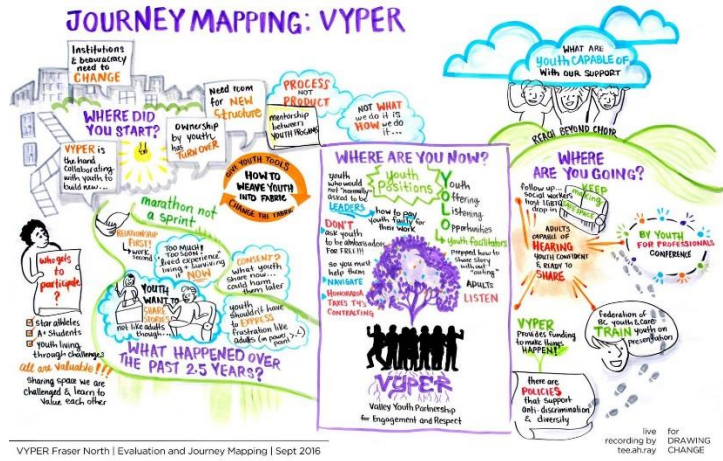
- Do you feel that young people's knowledge of community services has improved because of their involvement in VYPER? (i.e., what's out there in the community for young people to access)
 - a) If yes, what do you think has contributed to this improvement?
 - b) If no, how could VYPER help to improve youth's knowledge of community services?
- Have more young people actually accessed community services because of VYPER?
 - a) If so, what types of services?
 - b) If not, what could VYPER do to support youth in accessing needed services?
- Has anything else changed for youth?
- Has anything (else) changed for adults because of VYPER's youth-engagement activities?
- Has anything changed in the larger community because of VYPER?
- Have there been any other changes because of VYPER?

Satisfaction & feedback

- How satisfied have you been with your involvement in VYPER overall?
- What do you like best? What do you like least?
- Do you have any suggestions for improving young people's meaningful involvement in VYPER activities?
- Do you have any other suggestions to improve VYPER?

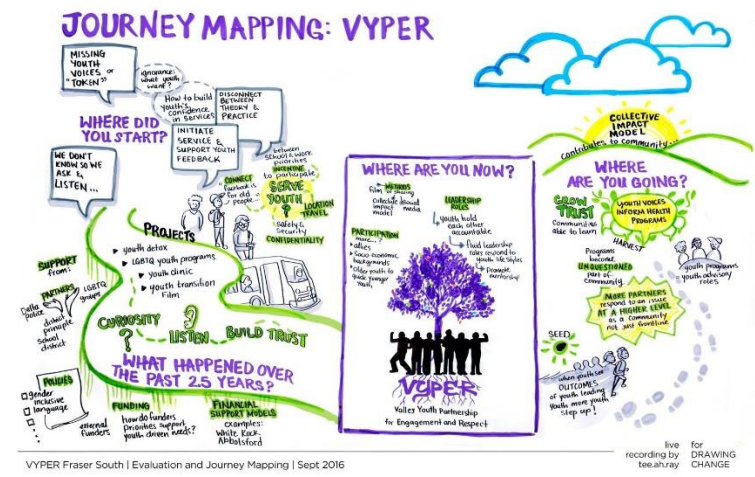
APPENDIX E: VYPER JOURNEY MAPS

Fraser North:



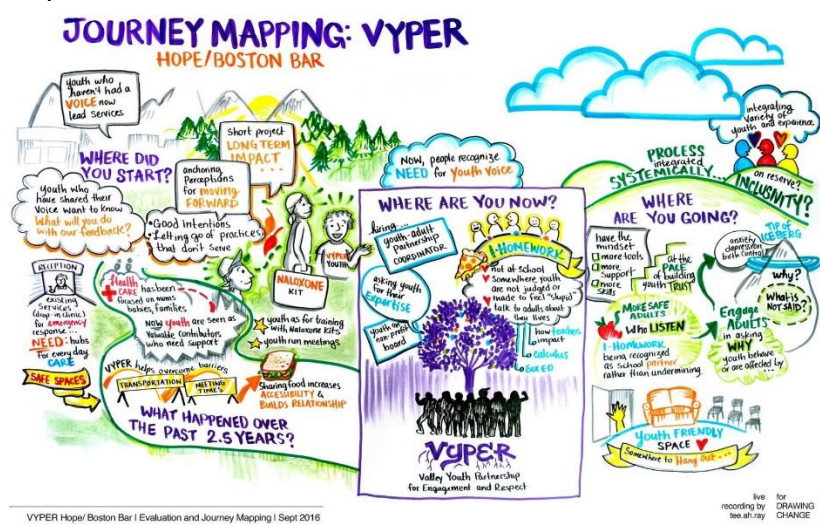
VYPER Fraser North | Evaluation and Journey Mapping | Sept 2016

Fraser South:



VYPER Fraser South | Evaluation and Journey Mapping | Sept 2016


Hope & Boston Bar:




VYPER Hope/Boston Bar | Evaluation and Journey Mapping | Sept 2016

APPENDIX F: HEALTH CANADA KEOT SUMMARY REPORT


1. Are you aware of the Making Resilience Happen through Youth Adult Partnership document?

Response	Chart	Percentage	Count
Yes		66%	21
No		34%	11
Total Responses			32


2. Would you like to learn more about this Making Resilience Happen through Youth Adult Partnership document?

Response	Chart	Percentage	Count
Yes		100%	11
No		0%	0
Total Responses			11




3. Have you received a copy of or accessed the Making Resilience Happen through Youth Adult Partnership document?

Response	Chart	Percentage	Count
Yes		71%	15
No		29%	6
Total Responses			21




4. Did you retrieve a copy of or access the Making Resilience Happen through Youth Adult Partnership document on your own?

Response	Chart	Percentage	Count
Yes		17%	1
No		83%	5
Total Responses			6




5. Do you plan to access the Making Resilience Happen through Youth Adult Partnership document some time in the future?

Response	Chart	Percentage	Count
Yes		60%	3
Maybe		20%	1
No		0%	0
Don't know		20%	1
Total Responses			5



6. Even before reading/reviewing it, did you think the Making Resilience Happen through Youth Adult Partnership document might be useful?

Response	Chart	Percentage	Count
Yes		57%	12
Maybe		38%	8
No		5%	1
Don't know		0%	0
Total Responses			21

7. Have you read/reviewed the Making Resilience Happen through Youth Adult Partnership document?

Response	Chart	Percentage	Count
Fully		19%	4
Partially		52%	11
Not at all		29%	6
Total Responses			21


8. Do you plan to read/review the Making Resilience Happen through Youth Adult Partnership document?

Response	Chart	Percentage	Count
Yes		83%	5
Maybe		17%	1
No		0%	0
Total Responses			6


9. Do you have the intention of reading/reviewing the Making Resilience Happen through Youth Adult Partnership document in the future?

Response	Chart	Percentage	Count
Yes		0%	0
No		0%	0
Total Responses			0





10. Was the material in the Making Resilience Happen through Youth Adult Partnership document presented in a way you could understand?

Response	Chart	Percentage	Count
Yes		100%	15
No		0%	0
Total Responses			15

11. Did you understand the material presented in the Making Resilience Happen through Youth Adult Partnership document?

Response	Chart	Percentage	Count
Yes		100%	15
No		0%	0
Don't know		0%	0
Total Responses			15

12. Have you thought about the contents of the Making Resilience Happen through Youth Adult Partnership document since you read it?

Response	Chart	Percentage	Count
Never		7%	1
Rarely		29%	4
Sometimes		36%	5
Often		29%	4
Total Responses			14

13. Have you made other colleague(s) aware of this Making Resilience Happen through Youth Adult Partnership document?

Response	Chart	Percentage	Count
Yes		71%	15
No		24%	5
Don't know		5%	1
Total Responses			21

14. Have you discussed the Making Resilience Happen through Youth Adult Partnership document with colleagues within your organization?

Response	Chart	Percentage	Count
Yes		67%	14
No		33%	7
Total Responses			21

15. Do you plan to discuss the Making Resilience Happen through Youth Adult Partnership document with colleagues within your organization?

Response	Chart	Percentage	Count
Yes		29%	2
Maybe		71%	5
No		0%	0
Total Responses			7

16. Have you discussed the Making Resilience Happen through Youth Adult Partnership document with colleague(s) outside of your organization?

Response	Chart	Percentage	Count
Yes		57%	12
No		43%	9
Total Responses			21

17. Do you plan to discuss the Making Resilience Happen through Youth Adult Partnership document with colleague(s) outside of your organization?

Response	Chart	Percentage	Count
Yes		11%	1
Maybe		78%	7
No		11%	1
Total Responses			9

18. Have you sought the opinion(s) of other(s) who have used this Making Resilience Happen through Youth Adult Partnership document (e.g., through discussions, visits, or workshops)?

Response	Chart	Percentage	Count
Yes		33%	7
No		67%	14
Total Responses			21

19. Have you cited this Making Resilience Happen through Youth Adult Partnership document in your own reports or documents?

Response	Chart	Percentage	Count
Yes		14%	3
No		86%	18
Total Responses			21

20. Do you plan to cite this Making Resilience Happen through Youth Adult Partnership document in your own reports?

Response	Chart	Percentage	Count
Yes		17%	3
Maybe		50%	9
No		11%	2
Don't know		22%	4
Total Responses			18

21. Has this Making Resilience Happen through Youth Adult Partnership document introduced you to a new idea/way of thinking for a currently used practice (i.e., not a practice adopted from the document)?

Response	Chart	Percentage	Count
Yes		62%	13
No		38%	8
Total Responses			21

22. Has this Making Resilience Happen through Youth Adult Partnership document changed your beliefs about a particular approach to practice?

Response	Chart	Percentage	Count
Yes		48%	10
No		52%	11
Total Responses			21

23. Have you favoured the results in this Making Resilience Happen through Youth Adult Partnership document over other document(s)/sources of information?

Response	Chart	Percentage	Count
Yes		43%	9
No		57%	12
Total Responses			21

24. Have you favoured using this Making Resilience Happen through Youth Adult Partnership document over other document(s)/sources of information?



Response	Chart	Percentage	Count
Yes		33%	7
No		67%	14
Total Responses			21

25. Have you adopted a practice outlined in the Making Resilience Happen through Youth Adult Partnership document?

Response	Chart	Percentage	Count
Fully		10%	2
Partially		67%	14
Not at all		24%	5

Total Responses	21
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26. Do you plan to adopt a practice outlined in the Making Resilience Happen through Youth Adult Partnership document?

Response	Chart	Percentage	Count
Fully		0%	0
Partially		0%	0
Not at all		20%	1
Not sure		80%	4
Total Responses			5


27. Do you know when you will begin to use the practice you plan to adopt?

Response	Chart	Percentage	Count
Yes		0%	0
No		0%	0
Total Responses			0



28. Was the practice you adopted a Good Practice or Best Practice (as defined/recommended by the Making Resilience Happen through Youth Adult Partnership document)?

Response	Chart	Percentage	Count
Yes		94%	15
No		6%	1
Total Responses			16




29. Have you stopped a non-recommended practice?

Response	Chart	Percentage	Count
Yes		0%	0
No		0%	0
Not applicable		100%	1
Total Responses			1



30. Have you combined together the components of more than one practice?

Response	Chart	Percentage	Count
Yes		81%	13
No		19%	3
Total Responses			16



31. Overall, in the past 1-18 month(s), how fully have you used a practice recommended in the Making Resilience Happen through Youth Adult Partnership document?

Response	Chart	Percentage	Count
Not at all		0%	0
A little		56%	9
A lot		31%	5
A lot but adapted from the original		12%	2
Total Responses			16



32. Have you employed short-term strategies for using this practice?

Response	Chart	Percentage	Count
Yes		75%	12
No		25%	4
Total Responses			16


33. Do you know the short-term effects (outcomes) from using this practice?

Response	Chart	Percentage	Count
Yes		60%	9
No		40%	6
Total Responses			15


34. Do you spend your time managing the activities of the practice?

Response	Chart	Percentage	Count
Yes		33%	5
No		67%	10
Total Responses			15


35. Do you know the long-term requirements to using this practice?

Response	Chart	Percentage	Count
Yes		60%	9
No		40%	6
Total Responses			15


36. Has using this practice become routine (i.e., practice runs smoothly with minimal management problems)?

Response	Chart	Percentage	Count
Yes		67%	10
No		33%	5
Total Responses			15

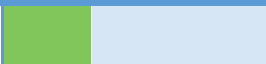
37. Have you varied your use (i.e., made modifications) of the practice to increase its impact on your target population?

Response	Chart	Percentage	Count
Yes		80%	12
No		20%	3
Total Responses			15

38. Have you collaborated with colleagues and/or other organizations targeting the same population to implement this practice?



Response	Chart	Percentage	Count
Yes		73%	11
No		27%	4
Total Responses			15

39. Do you plan to collaborate with colleagues and/or other organizations targeting the same population to implement this practice?




Response	Chart	Percentage	Count
Yes		25%	1
Maybe		75%	3
No		0%	0

Total Responses	4
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40. Have you explored other practices that could be used in combination with, or in place of, the current practice to improve effectiveness?

Response	Chart	Percentage	Count
Yes		73%	11
No		27%	4
Total Responses			15



41. Has this practice made an impact on your target population?

Response	Chart	Percentage	Count
Yes		60%	9
Maybe		27%	4
No		0%	0
Don't know		13%	2
Total Responses			15



42. Has your use of this Making Resilience Happen through Youth Adult Partnership document changed a current practice or routine in your work?

Response	Chart	Percentage	Count
Yes		44%	7
Maybe		25%	4
No		12%	2
Don't know		19%	3
Total Responses			16













43. Have you encouraged a colleague(s) to adopt this practice?

Response	Chart	Percentage	Count
Yes		87%	13
No		13%	2
Total Responses			15

44. Have you persuaded a colleague(s) to adopt this practice?

Response	Chart	Percentage	Count
Yes		53%	8
No		47%	7
Total Responses			15

Please indicate ALL of the following reasons why you chose not to adopt this new document.

Response	Chart	Percentage	Count
I have an equivalent document already in place		17%	1
The document was not perceived to be better than the current document		33%	2
The document did not show any economic advantage from adopting it		17%	1
The document did not meet the needs of my program or organization		17%	1
I have not heard of any other organization(s) related to mine that have adopted this document		17%	1
My organization does not have enough personnel resources (staff) to adopt this document		33%	2
My organization does not have enough financial resources to adopt this document		33%	2
I do not have enough decision-making authority in my position to decide to adopt this document		17%	1
There was not enough research evidence that this document would be effective or successful		17%	1
It is not an appropriate time to be adopting this document		33%	2
I have insufficient time to adopt and implement a new document		17%	1
Other reasons not mentioned above. These other reasons are:		50%	3
Total Responses			6

Please indicate ALL of the following reasons why you chose not to adopt this new document. (Other reasons not mentioned above. These other reasons are:)

#	Response
1.	dont got a copy of document yet
2.	The strategies provided in this document are already implemented in my agency and program. The youth-adult-partnerships have already been implemented in a variety of projects in our agency and will continue to. These took place before the start of the Valley Youth Partnership for Engagement and Respect project; some of which tried to align within the VYPER project and were neither endorsed nor provided grants, even after additional input from VYPER youth and facilitators.
3.	Haven't seen it!!

Are there any additional comments you would like to make about this document? (Your comments do not need to be related to an adopted or implemented practice.)

#	Response
1.	not at this time thank you
2.	send me a copy of the document please
3.	Many of the points in this document are traditional first nation practices that had been in place prior to this document. However, we very much appreciate the attention paid by Vyper and their use of first nation workers to spread these teachings and formalize the benefits of intergenerational relationships.
4.	This document is very comprehensive. One thing to note is that many organizations which interacted with the VYPER project were already using the youth-adult-partnership model and other models described in this document, prior to their association with VYPER. Yet, these organizations/projects are included in the number of meetings that took place and those "entities considering/applying new/enhanced use of outcome mapping in their change management processes." It is difficult to respond to this evaluation accurately when methods described in the document are already practiced, prior to the document being presented and prior to the VYPER project being implemented.
5.	VYPER has had an incredible impact in our community and I've seen how youth involved in this group have become engaged, enthusiastic and have been major contributors to our organization (CYMHSU)

APPENDIX G: VYPER BUDGET (PLANNED & ACTUAL COSTS)

Project number - Numéro du projet			Project Title -Titre de Projet				Organization Name - Nom de l'organisme Abbotsford Community Services				Program Name - Nom de la programme Drug Strategy Community Initiatives Fund				
6558-10-2013/11360241			Valley Youth Partnership for Engagment and Respect												
Budget Items Détails du budget	FY 1 02/01/2014-03/31/2014			ORIGINAL BUDGET RECLASSÉ FY 2 04/01/2014-03/31/2015			ORIGINAL BUDGET RECLASSÉ FY 3 04/01/2015-03/31/2016			FY 4 04/01/2016-09/30/2016			FULL CONTRACT TOTALS 02/12/2014-09/30/2016		
	Budget Prévu	Actual Dépense	Difference Différence	Budget Prévu	Actual Dépense	Difference Différence	Budget Prévu	Actual Dépense	Difference Différence	Budget Prévu	Actual Dépense	Difference Différence	Total Budget full contract	Total Expenses full contract	Variance
Personnel / Personnel	22,660	23,348	-688	294,043	279,916	14,127	308,947	294,259	14,688	112,503	88,873	23,630	738,153	686,396	51,757
Travel / Déplacements	3,791	2,010	1,781	38,175	37,192	983	43,686	38,669	5,017	27,587	20,937	6,650	113,239	98,808	14,431
Materials & Supplies	993	1,289	-296	5,555	5,192	363	9,714	9,878	-164	3,225	37,580	-34,355	19,487	53,939	-34,452
Equipment / Equipment	5,000	4,568	432	2,211	2,211	0			0			0	7,211	6,779	432
Rent & Utilities	1,238	934	304	8,175	5,400	2,775	18,019	7,015	11,004	7,219	3,515	3,704	34,651	16,864	17,787
Evaluation	1,156	1,156	0	30,923	39,038	-8,115	20,673	21,732	-1,059	20,057	6,425	13,632	72,809	68,351	4,458
Other Costs - Phone Data	385	289	96	5,040	4,363	677	5,040	4,622	418	1,680	2,726	-1,046	12,145	12,000	145
Other Costs Mini Grants & Convening	900	314	586	129,493	129,601	-108	99,788	124,373	-24,585	10,400	5,014	5,386	240,581	259,302	-18,721
Other Costs - Admin	3,612	3,612	0	43,761	43,761	0	42,987	42,987	0	17,468	17,467	1	107,828	107,827	1
Total Contribution from Health Canada	39,735	37,520	2,215	557,376	546,674	10,702	548,854	543,535	5,319	200,139	182,537	17,602	1,346,104	1,310,266	35,838
Cash Contribution from Other Sources															
In-Kind Contribution from Other Sources	196,180	196,180	0	198,627	198,627	0	201,327	201,327	0			0	596,134	596,134	
Total Contribution from Other Sources	196,180	196,180	0	198,627	198,627	0	201,327	201,327	0	0	0	0	596,134	596,134	0
Total Budget	235,915	233,700	2,215	756,003	745,301	10,702	750,181	744,862	5,319	200,139	182,537	17,602	1,942,238	1,906,400	35,838

Grants awarded through VYPER:

TOTAL AWARDED BY AREA	VYPER \$ Awarded
Abbotsford	23500
Agassiz/Harrison	18500
Boston Bar	10500
Burnaby	1000
Chilliwack	7194.3
FN & FS	10500
FN	10000
Hope	11000
Mission	10800
Regional	46040
South Surrey/White Rock	11000
Surrey	11500
Tri-Cities	10500
Maple Ridge	7050
Langley	10500
Delta	500
TOTAL:	200,084.30