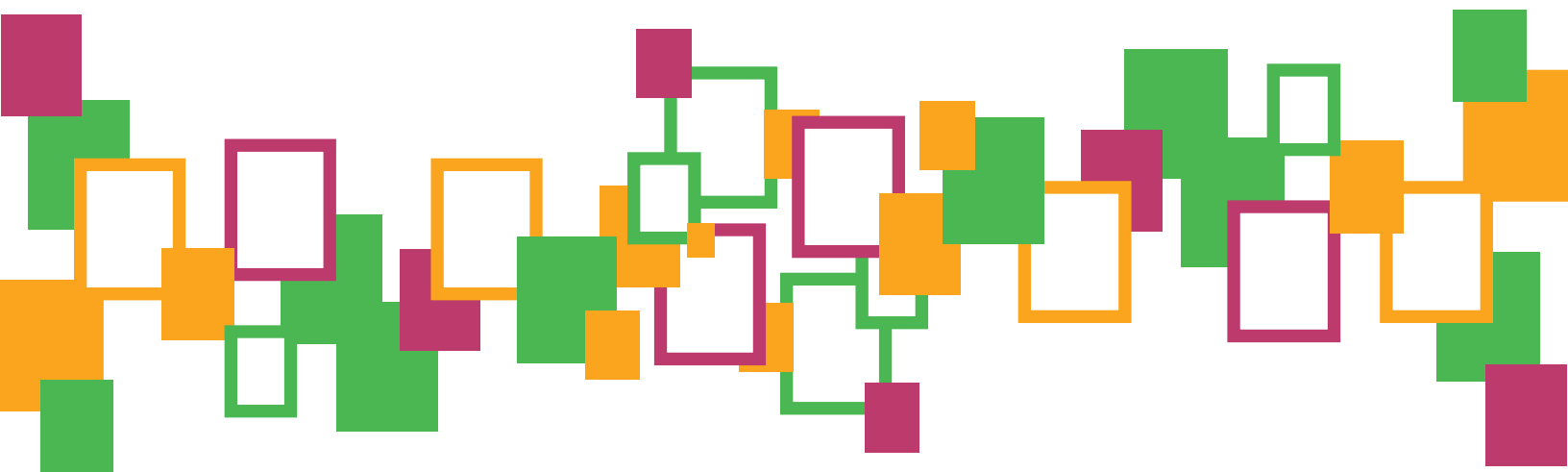


# MIYOMAHCHIHOWIN IN GOOD HEALTH EVALUATION REPORT



Prepared for Ever Active Schools  
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### *About CRC Consulting*

CRC Consulting provides solutions to businesses, organizations and communities who are looking to address the challenges and opportunities that diversity, inclusion, and equity present. Our experienced consultants assist in creating inclusive work environments and contributing to healthier communities. All proceeds generated through CRC Consulting services benefit community programming of the non-profit Centre for Race and Culture.

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# EXECUTIVE SUMMARY

## **Introduction**

The Miyomahchihowin project, which means “in good health” in Cree was funded through the Urban Partnerships (UP) Program. The Urban Partnerships program is made possible by funding from the new Urban Aboriginal Strategy through Indigenous and Northern Affairs Canada. The Miyomahchihowin project’s aim was to provide pathways for Edmonton Indigenous youth to access and build personal skills and gain employment or volunteer opportunities in the areas of sport, recreation, health and physical fitness.

The Miyomahchihowin project was funded from August 2016 - March 31st, 2017 and involved 30 Indigenous youth in two main project activities: a Leadership Training Weekend and a Spring Break Camp.

The Miyomahchihowin project was supported through partnerships with: the Provincial Fitness Unit, the Aboriginal Youth Mentorship (AYMP) Program, led by Dr. Jon McGavock at the Manitoba Institute of Child Health, the Edmonton Public School Board (EPSB), and the City of Edmonton.

## **Purpose**

The evaluation report focused on answering three main questions: 1) How has the Miyomahchihowin project demonstrated an increase in participation of Urban Aboriginal youth in the economy? 2) How has the Miyomahchihowin project developed new or strengthened existing partnerships? 3) What are some of the pathways and strategies that have been successful in increasing Urban Aboriginal youth participation in the economy?

Data for the evaluation was collected from a variety of sources including: participant surveys, questions on camp intake packages, a graffiti wall, one focus group with the youth who attended the Spring Break camp, and video diaries. One-on-one interviews were completed with four program coordinators.

## **Findings**

The evaluation showed that the Miyomahchihowin project had a positive impact towards increasing urban Indigenous youths' participation in the economy through providing youth with opportunities to gain high school credits, skills, training and qualifications in the sport and recreation sector. Although this evaluation was unable to capture if the Miyomahchihowin program directly translated into employment for the youth, the evaluation indicated that there was a strong interest from many of the youth to pursue employment in the fields of sport and recreation directly related to their coaching and refereeing certifications received.

The evaluation identified four pathways that have been successful in increasing Indigenous youth participation in the economy, including two pathways that emerged specifically from this project.

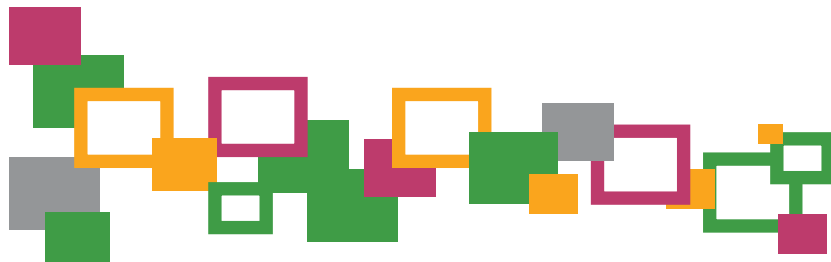
## **Implications**

The following implications emerged from the evaluation:

1. The evaluation identified four pathways that emerged as promising paths for increasing urban Indigenous youths' participation in the economy.
2. It appears that programs that are more closely connected to a direct employer have a higher likelihood of leading to direct employment of youth following the completion of the program.
3. Youth who attended the Spring Break Camp were interested in the camp for different reasons. Some youth signed up because of the high school credits, while others signed up because of the certifications the program offered.
4. There is strength and value in offering programs focused just towards FNMI youth. Many of the youth spoke to the friendships and relationships they built among one another.
5. Overall, the Miyomahchihowin project was successful in building skills, knowledge and training for 30 Indigenous youth. Between the two programs,

youth received a selection of high school credits, early childhood development training, leadership training, coaching training, refereeing certification, concussion training, WHMIS, First Aid and CPR, and self-defence.

6. It would be beneficial to do a follow-up survey with the youth who participated in the Leadership Training Weekend and Spring Break Camp in 6 months to identify how many applied for jobs, how many were successful in obtaining a job and how many volunteered in the sport and recreation sector.



## INTRODUCTION

As part of the Government of Canada's Urban Aboriginal Strategy, the Urban Partnerships (UP) funding program was created to provide dedicated project funding focused on increasing participation of Aboriginal peoples in the economy.<sup>1</sup> Participation in the economy is defined by Indigenous and Northern Affairs Canada as, "meaning that Aboriginal Peoples have the skills, knowledge and training to secure, maintain and excel in a strong and vibrant Canadian economy. It is generally accepted that increased participation in the economy is achieved by individuals having a suitable education, a skill set, life skills, self-advocacy skills and can access and utilize services/supports that reduce small challenges that create barriers, such as transportation and childcare."<sup>2</sup>

The Miyomahchihowin project, which means "in good health" in Cree, was successful in receiving funding through the UP program. The overall aim of Miyomahchihowin was to provide pathways for Edmonton Indigenous youth to access and build personal skills and gain employment or volunteer opportunities in the areas of sport, recreation, health and physical fitness.

Kaitlin Lauridsen, from the Centre for Race and Culture, was contracted as the project evaluator to examine how the Miyomahchihowin project contributed to the goal of increasing participation of urban Indigenous youth in the economy. This report presents the evaluation results, implications, and considerations for future work.

A note on language: Please note the terms Aboriginal, Indigenous and FNMI (First Nations, Métis, and Inuit) are used interchangeably throughout this report.

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1 Indigenous and Northern Affairs Canada. (2015). Urban Partnerships. Retrieved from <https://www.aadnc-aandc.gc.ca/eng/1391025637846/1391025764259>

2 *ibid*

## PROGRAM OVERVIEW

The Miyomahchihowin project was funded from August 2016 - March 31st, 2017.

As mentioned above, the purpose of Miyomahchihowin was to provide pathways for Edmonton Indigenous youth to access and build personal skills to gain employment or volunteer opportunities in the areas of sport and recreation. To achieve the aim of the project, Miyomahchihowin had three focuses:

1. Listen to and engage youth in their economic and health aspirations and career paths.
2. Build organizational partnerships to develop or strengthen skill development and job creation for Indigenous youth in sport, recreation, health and physical fitness.
3. Develop skills among both employers and youth and stimulate job, leadership, and volunteer opportunities for Indigenous youth in their communities.

The Miyomahchihowin project worked on the project aim and three focuses above via four main activities:

1. Social Action Lab Day
2. Spring Break Camp
3. Leadership Training Weekend
4. Listening to and Engaging Youth Voices

The Miyomahchihowin project was supported through partnerships with: the Provincial Fitness Unit, the Aboriginal Youth Mentorship (AYMP) Program, led by Dr. Jon McGavock at the Manitoba Institute of Child Health, the Edmonton Public School Board (EPSB), and the City of Edmonton.

## EVALUATION APPROACH

The evaluation questions were:

- How has the Miyomahchihowin project demonstrated an increase in participation of Urban Aboriginal youth in the economy?
- How has the Miyomahchihowin project developed new, or strengthened existing, partnerships?
- What are some of the pathways and strategies that have been successful in increasing Urban Aboriginal youth participation in the economy?

A mixed-method approach incorporating both quantitative and qualitative was used for this evaluation. Quantitative approaches were used to collect survey data from youth participants, and qualitative approaches were used to gain understanding of the experiences of the youth and project coordinators. Data for the evaluation was collected using a variety of formats including: participant surveys, questions on camp intake packages, a graffiti wall, two focus group with the youth who attended the Spring Break camp, and video diaries. One-on-one interviews were completed with the Ever Active Schools project coordinator, two coordinators of the Nikaniw Program (interviewed together), and the Flying Eagle Program coordinator.

The participant surveys were administered by the Ever Active Schools project coordinator. The Ever Active Schools coordinator also facilitated the two focus groups with the youth, one on day three and the other on day eight of the Spring Break camp. Youth were invited on their own time to add comments to the graffiti wall and record a video in the diary room. Unfortunately there was a low response rate with the graffiti wall and video diaries, probably because it was left as an option activity the youth could engage in.

Interviews with all the program coordinators were completed by the evaluator. Detailed notes were taken at the interview and later typed and analyzed for emergent themes.

Quantitative data that was collected was input into excel and counted and tabulated. The qualitative data that captured youth voices was compiled and

reviewed for key themes that emerged in relation to the evaluation questions.

Direct quotations from youth or interviewees have been used to illustrate and support key themes that emerged from the data. Any direct quotations have been presented in italics, or as a statement in quotation marks.

## EVALUATION FINDINGS

The evaluation findings have been divided into five main sections:

Section 1: Listening and Engaging Youth in their Economic and Health Aspirations summarizes the findings related to the youths' own voices in terms of their economic and health dreams and aspirations.

Section 2: Activity Description and Engagement – Youth Components provides a brief description of the two main youth-focused activities from the project – the Leadership Training Weekend and Spring Break camp. This section also includes the youths' reflections on the activities and descriptions of the training, skills, credits and certifications obtained from each activity.

Section 3: Impacts towards Increased Participation in the Economy illustrates the ways in which the project supported increased participation of Indigenous youth in the economy.

Section 4: Partnerships outlines the partnerships that were strengthened and developed over the course of the project.

Section 5: Successful Pathways to Employment details four pathways that emerged as potential strategies for increasing Indigenous participation in the economy. Barriers to participation in the economy are also described.

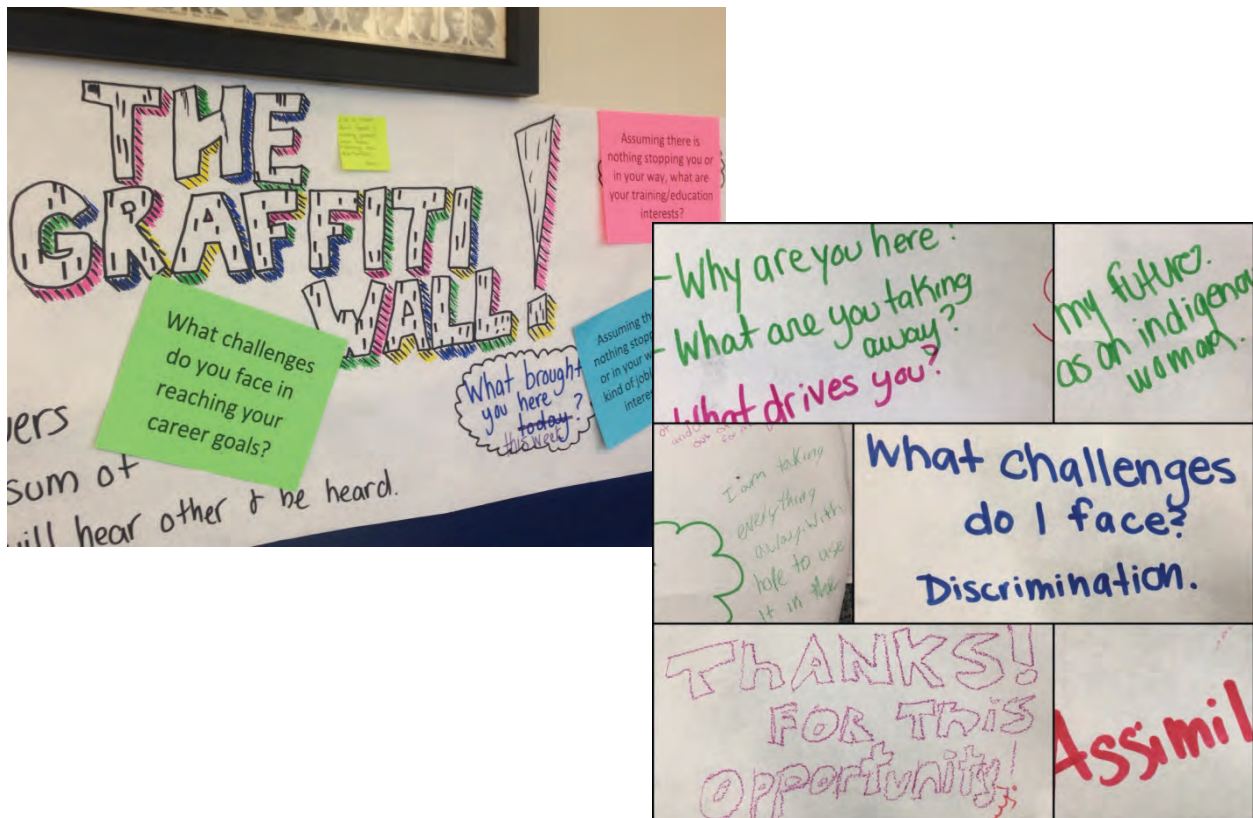
### ***Section 1: Listening and Engaging Youth in their Economic and Health Aspirations***

The submitted proposal had identified that listening to and engaging youth voices would occur through a Photovoice piece. Photovoice is a research methodology that uses photography, videography or other imagery to capture aspects of the participants' environment and experiences related to the research question(s). The pictures are then shared and discussed to identify themes and patterns. Following

analysis, the pictures are usually displayed along with captions to bring forth the realities of the participants' experiences to a target audience such as policy or other decision-makers.

Unfortunately the Photovoice component of the project was not completed, largely in part due to timing and access to the youth. According to the Ever Active Schools coordinator, the EPSB, who played a large role in bringing in youth for the project, expressed their concerns that it would be difficult to have youth work on a project, like the Photovoice project, outside of school or course work. Therefore, the Photovoice component was not pursued further.

Alternatively, youth voices were captured at the Spring Break Camp via a graffiti wall: a paper along the wall with questions for the youth to respond to (see image below) any time throughout the camp, table discussions with all 23 youth at the end of day three and day eight hosted by the Ever Active Schools Coordinator, and video diaries. Five youth recorded a video diary, which was set-up in a room with a video camera that the youth could go in and share their responses to posted questions about their career aspirations, career challenges, and what they've learned about themselves during the week at camp.



The data from the youth voices was collected and analyzed into four overarching themes: Future career aspirations, Supports for aspirations, Challenges to career aspirations, and Learnings about myself.

### **Future Careers Aspirations**

Only a few youth shared their thoughts about their career or future work aspirations. Some of the careers youth mentioned they were interested in included: physical education teacher, nurse practitioner, social worker, lawyer, make-up artistic, culinary chef or Aboriginal teacher.

### **Supports for Aspirations**

Of the youth who spoke about career aspirations, all of them mentioned a supportive adult, whether it was a family member, teacher or counsellor who really encouraged and supported their journey and future dreams.

*My family is what drives me.*

*When I lived in Prince Albert I lived in a really toxic environment, I didn't really go to school, and I just did a bunch of bad things. So, I moved out here with my uncle, and he is a really positive role model. Ever since I'm here I go to school every day and put myself out there in positive ways, and, yeah, I think he's going to help me a lot... If I don't get something, he will explain it to me. It's a really educational home. I am always learning something every day from him and my auntie.*

*I have an Aboriginal liaison at Centre High, so he's going to help me with stuff.*

*My dad is the only person that I really have, he is really supportive. He is the one who pushes me. But I am the one who chose this thing, and he said "I am so proud of you."*

### **Challenges to Career Aspirations**

While the youth who spoke about their career aspirations did so with passion and excitement, they all reflected upon some of the challenges that lay ahead for themselves. Two of the youth spoke of the challenges of people not believing in

them:

*Maybe people not believing in someone like me, like Indigenous youth, as a young woman...It's just going out there into life, and having to deal with those kinds of people...*

Two of the youth who recorded a video diary together expressed their interest in becoming nurse practitioners. When they were asked if they knew the educational path to becoming a nurse practitioner they responded,

*Last year I looked up a bunch of stuff...a lot of sciences. I have some of the lower ones[sciences], so when I go to upgrade I will have to go back to science ten and go from there. It will be a lot of work. I wish I thought about this when I was younger. Because I had no idea what I was doing. I was not so into school, I didn't even care.*

All of the youth who talked about their career futures, mentioned some concerns about finishing high school and being prepared for post-secondary education.

*I feel like I'm never going to be ready for university. Even high school sometimes is too much.*

*I want to go to University and take Social Work, but I do see challenges in school like because I have an educational gap...like I dropped out and that, now I am back. It has been tough but it's gotten easier. My biggest challenge is procrastination.*

Some of the youth talked about how they sometimes hold themselves back and expressed how the Spring Break Camp reminded them to not hold themselves back:

*Life is short, don't spend it holding yourself back from exploring new opportunities*

## Learnings about Themselves

During the focus group on day 8, the youth were asked to share what they had learned about themselves at the end of their week at camp. A lot of the youth shared that they learned they could push themselves out of their own comfort zones:

- *I learned I'm open to doing things that make me step out of my comfort zone*
- *I'm learning that I'm still growing and it's okay to not be perfect and try and excel in everything*
- *I learned that I'm not as shy as I thought I was*
- *I'm stronger than I thought, I believe in myself*

Many of the youth also talked about how they learned more about relationships and friendships:

- *I learned that I have more things in common with other people than I thought*
- *I learned that I have a lot of supportive people/friends/adults*
- *I've moved out of my box and met some people that I never thought I would talk to and make me laugh. I enjoy all the personalities I came to know and I'm glad I've done this*
- *I learned that if I try I can make new friends*
- *I learned that I make friends easily. I have a lot in common with people that I didn't think.*

*I learned that I am stronger than I thought. I can push to get where I want to be. And that it's a lot easier when you put your mind to something. Like when we did the first day, and I put my mind to that, you know, and even throughout the self-defence and everything, it made me feel like I can actually do something.*

*-Youth participant*

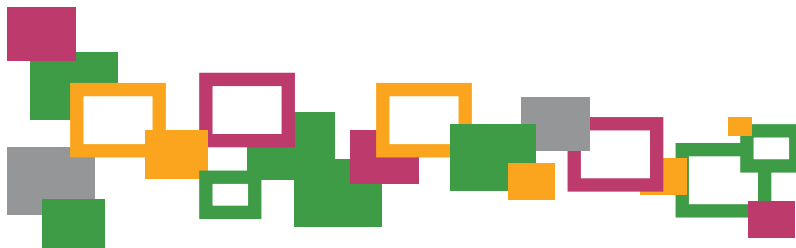
In terms of health, fitness, and nutrition many of the youth expressed that they learned they need to be more active, get better sleep, and eat a healthier diet:

- *I'm out of shape, I need to run*
- *I need to get the right amount of sleep*
- *Eating healthier, waking up at a good time, being more motivated, pay more attention to detail, be more open and upfront, get into a good, everyday routine*
- *Start going to bed early. Be active, going to the gym more*
- *Start taking more evening strolls and less sitting on the couch*
- *I need to get into better shape*

Finally, some of the youth shared they learned more about commitment:

- *I learned I can stay committed to something.*
- *I learned that it's actually not that hard waking up and committing to responsibilities*

While this evaluation was not able to capture a large sample of the youths' career and health aspirations, the few youth who shared their thoughts through the video diaries did provide some insights into some of their aspirations and challenges.



## ***Section 2: Activity Descriptions and Engagement – Youth Components***

There were two main project activities that focused on increasing Indigenous youths' skills, knowledge and training to increase their participation in the economy – the Leadership Training weekend, and the Spring Break camp. Both activities targeted Edmonton high-school aged youth, and provided free opportunities to obtain certifications, training and/or high school credits in the field of sport and recreation.

In total 30 high-school aged Indigenous youth participated in Miyomahchihowin (seven in the leadership weekend and 23 in the Spring Break camp). This section provides a brief overview of each of the two main youth-focused activities and the youths' reflections on their experiences with each.

### **Leadership Training Weekend**

A Leadership Training weekend was hosted on March 18th and 19th, 2017 for Edmonton area high school FNMI students and AYMP mentors (from Paul Band and Alexis First Nation) who work with, or are interested in the future working with children and youth in recreation settings (see Appendix A for promotional poster). Seven youth participated in the weekend training, four from AYMP. There was lower attendance to the training than expected primarily due to a short advertising period.

Participants received training in HIGH FIVE: Principles of Healthy Childhood Development on the Saturday, and training from the City of Edmonton in Group Management and Back Pocket Games on the Sunday. On Sunday the youth also received information about the City of Edmonton's Leader in Training program as well as the Flying Eagle Program.

At the end of the training weekend, the youth were asked to complete a short survey about their thoughts of the weekend. The results of the survey are presented below.

**Table 1: Post Leadership Training Weekend Participant Survey**

*"Please identify how much you enjoyed or disliked the different training opportunities made available this week."*

	Really enjoyed	Somewhat enjoyed	Neutral	Somewhat disliked	Disliked
HIGH FIVE: Principles of Healthy Childhood Development	5	2	0	0	0
Sitting with the Elder	5	1	1	0	0
Group Management	4	2	1	0	0
Back Pocket Games	6	1	0	0	0

(number of responses = 7)

As the survey results illustrate, the activities overall were enjoyed by the youth, with the exception of a couple of neutral responses in regards to sitting with the Elder and the group management session.

Participants were also asked to identify in an open-ended question what they really enjoyed or valued about the training. The top item the youth identified was back pocket games, followed by learning new management techniques such as, calming a child down, reasons why a child might misbehave, and crisis management. When asked if there was something they did not like about the weekend, one participant mentioned the Saturday was a bit long, but others said "nothing" that they "liked everything and learned a lot."

### **Spring Break Camp**

The Spring Break camp was held from March 24th – April 1st, 2017 at Eastglen High School in Edmonton, and was open to FNMI high school students within the Edmonton Public School system (see Appendix B for promotional poster). The Spring Break camp was advertised as an opportunity for FNMI youth to participate in: cultural experiences, physical activities; develop: community values, leadership in community, sport and recreation, and personal wellness; and earn: up to five high school credits, coaching certifications, officiating certifications, First Aid/CPR certifications, training in self-defence and WHMIS certification. Transportation and meals were provided to the youth. In total, 23 youth attend the Spring Break camp.

### **Reasons for Signing-up for Camp**

Youth were asked on their Spring Break camp application form to record what attracted them to the program and what they hoped to get out of it. There was a diversity of responses. The most common response (9 respondents) from the youth for their interest in the program was for the certifications they would receive. Seven youth specifically identified the high school course credits as the reason they were interested in the program. Three students said they were specifically interested in refereeing or coaching in the future, and three other students said they wanted to come to meet other youth. A couple of the youth mentioned the cultural aspect of the program as something that interested them.

*I am a proud First Nations person and having the opportunity to work with other First Nations students will be fun and exciting. I also am excited about all the training especially the self-defence, which will allow me to become a stronger First Nation female. Having this opportunity in my life will assist me in moving forward and reaching my goals of a higher education and a positive community member. I am also a really shy person and this program will give me an opportunity to step out of my comfort zone and meet new people.*

*With these certificates that I obtain from these courses I want to help people in need, and give back to my community. I want to be a role model and inspire the young Indigenous girls and boys around me.*

*All these certificates so I can put them on my resume, because I want to start working and stuff while I am going to school. And plus the credits, because I need more credits to graduate.*

Youth were asked on their Spring Break application form if they had training opportunities like this one made available to them in the past. Out of 20 responses, four (20%) said yes, and 16 (80%) said no.

### **Youths' Experiences of the Camp**

Twenty-three youth attended the nine-day camp with near perfect attendance records. The nine days were packed with a mix of classroom and gym time, in addition to daily cultural activities such as morning prayer and smudge. A complete

schedule of the camp can be found in Appendix C. Youth who attended the entirety of the camp received the below certifications and credits:

Certifications	Credits
Red Cross Standard First Aid and CPR-C with AED	REC 1040 – Foundations for Training
Alberta Soccer Association Mini Soccer Referee Certificate*	REC 3130 – Officiating
FUNDamental Soccer Coaching Workshop (Canadian Soccer Association/NCCP)**	HCS 2020 – First Aid with AED
Concussion in Sport – What you Need to Know	REC 2120 – Coaching 1
Workplace Hazardous Materials Information System (WHMIS)	

\*certificate allows the youth to referee up to U10 soccer

\*\*first step needed towards full soccer coaching qualifications

The youth also received training in the following areas:

- Basic understanding of the game of volleyball (skills and how to teach them)
- Basic volleyball officiating rules
- Self-defence certificate from Hard Target
- Importance of daily physical activity and healthy eating
- Cultural values and ties

Of the 23 youth enrolled for the camp, 19 received all of the above mentioned certifications, credits and training. Four youth missed one certification and one credit because of a day of absence. One youth completed additional work to receive a fifth high school credit.

At the end of the week of camp, the youth were asked to complete a short survey about their thoughts of the camp. The results of the survey are presented below.

**Table 2: Post-camp Participant Survey**

*"Please identify how much you enjoyed or disliked the different training opportunities made available this week."*

	Really enjoyed	Somewhat enjoyed	Neutral	Somewhat disliked	Disliked
Game Situations	14	4	2	0	0
Value of Community	15	3	1	1	0
Culture Ties	15	5	0	0	0
Officiating Clinics	14	3	3	0	0
Respecting You: Physical Wellbeing and Culture	14	5	1	0	0
Workout Programming	16	2	2	0	0
Self Defence	20	0	0	0	0
Concussion	15	4	1	0	0
WHIMIS	11	6	2	1	0
Volleyball Coaching	14	4	2	0	0
Standard First Aid	17	2	1	0	0

(number of responses = 20)

As the survey results show, overall there was a high desirability for all of the activities, in particular with the self-defence course. The survey results indicate that the activities overall were meaningful and enjoyable for the youth.



The youth were also asked to list one to three things they enjoyed and valued about the camp. The table below describes the top responses from the youth.

Activity or Thing Enjoyed about Camp	Number of Responses
Friendships Made	7
Receiving the Certifications	5
First Aid	4
Self Defence	4
The opportunities the camp provided, learning new things and personal development	4
Playing Volleyball	3
Staff, Coaches, and Teachers	3
High School Credits	2
Smudging	2

Other items that were mentioned just once by some of the participants included: the food, volleyball coaching, playing soccer, circuit training, game situations, being around people who are passionate about the same things I am, and the importance of being involved in the community.

*I really enjoyed this training week. Very good experience for me. Met a lot of new friends, and also liked the activities.*

Overall the youth expressed overwhelming satisfaction with the week long program. When participants were asked in the post-camp survey what they did not like about the week, the most common response was, "I liked everything" or "there wasn't anything I didn't like." However, a few of the youth did say they did not enjoy "waking up early every day." Three of the participants identified they did not like the soccer component of the camp. Two participants said there was too much sitting and one participant said she did not like the tight time frame.

***Everything that I was taught in the program I never learned before and I'm thankful for this opportunity.***

***-Spring Break Camp participant***

### Section 3: Impacts towards Increased Participation in the Economy

The key focus of the UP grant funding stream is to support projects that increase participation of Aboriginal peoples in the economy. The evaluation of Miyomahchiowin highlights significant success in terms of youth developing skills, training, and education which work towards young peoples' current and future participation in the economy.

Section 2 above outlined how the Leadership Training weekend and Spring Break camp both were designed to develop skills, provide certifications and training, and provided access to high-school credits. While a longer-term evaluation is needed to know if the training and certification opportunities provided at the two activities lead directly to employment or volunteer opportunities, the evaluation was able to capture the potential of the youth to seek employment in the future, update their resume, and seek additional training opportunities.

Table 3 and 4 below show the youths' responses from the Spring Break Camp and Leadership Weekend respectively, to how likely they were to apply for jobs in the future, volunteer, revise their resumes, and seek similar training opportunities.

**Table 3: Post-camp Participant Survey**

*"Please read the following statements and identify how like you are to:"*

	Very likely	Somewhat likely	Unlikely
Apply for a job in the next month	14	6	0
Apply for a job in the next 3-6 months	14	6	0
Try and Volunteer at a sporting event	16	3	1
Revise your resume to include your new certifications	20	0	0
Seek further similar training opportunities	17	3	0
Recommend similar training to your friends	19	1	0

(number of responses = 20)

As part of the post-camp survey, the youth were asked how they thought the week of training has helped prepare them for employment. Many of the youth commented that their newly earned certificates open up job possibilities that

they did not have previously; that their new certifications offer pathways into employment.

*I think it has helped me a lot, and has given me a lot more job opportunities because of these certificates.*

*It opened up many opportunities in the field I want to go into.*

*It expands the amount of options within the employment qualifications.*

*It built my resume, especially since I have no certificates, work experience or volunteering.*

*I feel like I can get a job now.*

Some of the youth also spoke about how this week helped to develop their confidence and motivation.

*I feel a lot more confident with my skills.*

*More motivation to build my resume and my own skills.*

**Table 4: Post Leadership Training Weekend Participant Survey**

*"Please read the following statements and identify how like you are to:"*

	Very likely	Somewhat likely	Unlikely
Apply for a job in the next month	2	4	1
Apply for a job in the next 3-6 months	3	3	1
Try and volunteer with children and youth	5	2	0
Revise your resume to include your new certifications	6	1	0
Seek further similar training opportunities	4	3	0
Recommend similar training to your friends	6	1	0

(number of responses = 7)

Both of the tables above illustrate that there is a high number of youth following both training opportunities that were interested in pursuing employment or volunteer opportunities, as well as update their resumes to include their new

certifications. There was slightly more likeliness from the youth who attended the Spring Break camp to apply for jobs in the near future, this could possibly be due to the fact that the Spring Break Camp focused on certifications and trainings that could directly lead to employment, rather than leadership and group management skills. Additionally, all of the youth said they were either 'very likely' or 'somewhat likely' to recommend similar trainings to their friends which suggests high satisfaction with the trainings.

#### **Section 4: Partnerships**

Another expectation of the UP funding is that projects will develop new or strengthen partnerships among urban Indigenous community groups and organizations, or other groups and organizations the work to improve the socio-economic conditions for urban Indigenous individuals, families and communities.

To facilitate the development of partnerships and knowledge sharing among folks in the sport and recreation sector, a group from 16 different organizations was brought together for an Action Lab day on November 25th, 2016. The focus of this day was to bring together organizations and policy makers working in the sport and recreation field to explore current and new pathways available in Edmonton for Indigenous youth to access skills, trainings, and employment opportunities.

While the day was successful in documenting current initiatives and programs in the city, as well as brainstorming new pathways towards employment through a prototyping activity, it is difficult to determine if the day built sustained relationships between any of the organizations beyond the one day.

#### **Relationships Strengthened with Ever Active Schools**

In speaking with the Ever Active Schools project coordinator, there were a few relationships in particular that she felt were strengthened over the course of the project. The first relationship was with First Nations, Métis and Inuit Education (FNMI) with EPSB.

*As a result of working on the Spring Break Camp together, they [FNMI] have invited Ever Active Schools staff to attend trainings they offer to their liaison staff who work in the schools (trainings such as student mental health,*

*leadership day). (Ever Active Schools Project Coordinator)*

The second relationship that the project coordinator felt was strengthened through this project was with the City of Edmonton, Recreation Services. Staff from the City of Edmonton provided some of the training during the Leadership Training weekend.

*I see us [Ever Active Schools] and the City connecting more for trainings in the future. The trainings we each offer overlap and reinforce one another. (Ever Active Schools Project Coordinator)*

A final relationship the Ever Active Schools coordinator spoke of being developed over the course of the Spring Break camp was with the Traditional Knowledge Keeper who attended many of the days.

### **Section 5: Successful Pathways to Employment**

One of the main evaluation questions was to identify some of the pathways that have been successful in increasing urban Indigenous youths' participation in the economy. Through an Action Lab day<sup>1</sup> held on November 25th 2016 that was focused on: bringing together organizations working in the areas of sport and recreation; identifying existing programs and initiatives that support Aboriginal youth; and to explore new pathways for Indigenous youth to access skills and gain volunteer and employment opportunities in sport, recreation, active living and wellness, and through the Miyomahchiowin project, four pathways emerged.

Each of the four pathways are illustrated and described in the following figure.

Pathway 1 illustrates a more traditional model of employment, by creating jobs or positions and then encouraging youth to apply. Pathway 1 follows programs like the City of Edmonton Flying Eagle program. For youth to be successful in Pathway 1, they must already have the skills and knowledge on how and where to apply for the position, and must already meet any specific job requirements.

Pathway 2 models the Leadership Training weekend that was held. Pathway 2 illustrates programs that are designed with a leadership focus rather than employment focus. While Pathway 2 develops skills and provides training that can

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<sup>1</sup> Please note that the details of the Action Lab day have not been included here as they are written in a separate report.

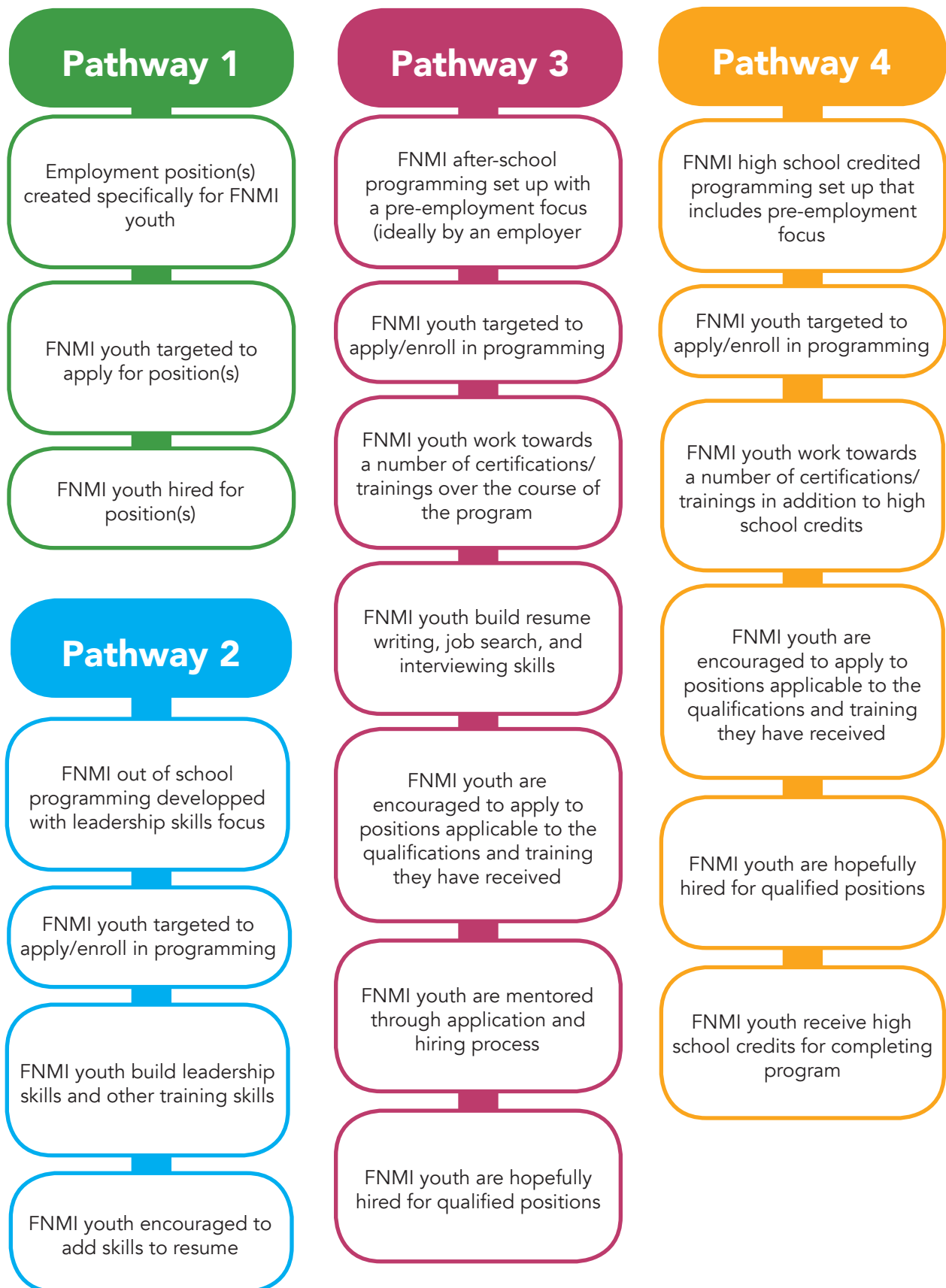


Figure 1: Successful pathways to employment

be added to one's resume, it is not as strongly focused on employment as the other three pathways.

Pathway 3 illustrates a targeted pre-employment program set up for youth that is run outside of school. Pathway 3 focuses on recruiting youth and having them work towards a number of trainings and qualifications that get them employment ready. Pathway 3 as seen here is modelled after the City of Edmonton's Nikaniw program. Nikaniw is an aquatics and recreation youth pre-employment program that incorporates aquatics training and First Aid within a culturally-relevant learning environment. A number of items make this pathway particularly successful in terms of increasing Indigenous youth employment:

1. The program is run by an employer directly (the City of Edmonton)
2. The program incorporates job preparedness skills such as resume and cover letter writing, job search, and interviewing skills.
3. Youth are mentored in the program by coordinators who work for the City of Edmonton with inside knowledge into upcoming job postings, interviewing techniques, and knowledge of what qualifications and certifications are needed for various City of Edmonton positions.

Pathway 4 illustrates a model that emerged from this project. This pathway models the format followed for the Spring Break camp. One of the key differences between Pathway 3 and 4, is Pathway 4 includes high-school credits, which was a huge drawing point for youth wanting to enroll in the program. While Pathway 4 provided youth with both pre-employment training/certifications and high school credits, it did not incorporate job readiness skills such as resume writing, or interviewing skills, and did not as directly connect the youth to an employer.

### **Barriers to Participation in the Economy**

When examining the Nikaniw and Miyomahchihowin programs, coordinators were asked, what barriers to employment/participation in the economy does a program like this break down for Indigenous youth. Besides breaking down the immense financial barrier these programs cover for receiving training and certifications, both of the coordinators discussed how their programs helped to develop self-

confidence in the youth to pursue opportunities and employment.

*Miyomahchihowin helped to build up own self-esteem, self-worth in the youth in being able to do something like this. It increased the kids' confidence in themselves. There were kids who attended over Spring break who said they struggled to wake up everyone on time for school, but woke up every day for this program. (Ever Active Schools Project Coordinator)*

The Nikaniw program coordinators, because they are employed by the City of Edmonton, spoke to how their knowledge of City jobs, the application process, and the interview process, allows them to provide additional guidance and support to the youth in their program that they would not receive otherwise in supporting them to get a job with the City.

Nikaniw is sort of an in to the City for the youth who attend. We hold seminars during the program on resume writing, interviewing, how to go through the City's online application process. We have tips we can pass on to the youth because we work for the City and have knowledge of the process. (Nikaniw program coordinators)

Both Miyomahchihowin and Nikaniw also recognized that other social and economic barriers need to be considered in program planning to increase success of participant attendance. These barriers include items like transportation, child care, and could extend to housing.

## IMPLICATIONS

This section outlines a list of overall implications that emerged from the evaluation.

1. The evaluation identified four pathways that emerged as promising paths for increasing urban Indigenous youths' participation in the economy. While each of the pathways is slightly different, it is important to note some key factors that were identified by the youth and/or program coordinators that are believed to strengthen the outcome of a pathway leading to employment:
  - a. Remove financial costs to trainings and certifications for youth, and reduce barriers to participation such as transportation

- b. Provide opportunities for mentorship and/or other supportive relationships with an adult for building confidence and self-esteem to further career and life goals
  - c. Provide pre-employment skills (e.g. resume writing, interviewing techniques) in addition to training and certification
- 2. It appears that programs that are more closely connected to a direct employer have a higher likelihood of leading to employment of youth following the completion of the program.
- 3. Youth who attended the Spring Break camp were interested in the camp for different reasons. Some youth signed up because of the high school credits, while others signed up because of the certifications the program offered. While the youth who signed up because of the high-school credits were not necessarily originally interested in employment possibilities, the readiness for employment following the program enticed many to now consider employment in the sport and recreation field for the first time.
- 4. There is strength and value in offering programs focused just towards FNMI youth. Many of the youth spoke to the friendships and relationships they built with one another.
- 5. Overall, the Miyomahchihowin project was successful in building skills, knowledge and training for 30 Indigenous youth. Between the two programs, youth received a selection of high school credits, early childhood development training, leadership training, coaching training, refereeing certification, concussion training, WHMIS, First Aid and CPR, and self-defence.
- 6. It would be beneficial to do a follow-up survey with the youth who participated in the Leadership Training Weekend and Spring Break camp in 6 months to identify how many applied for jobs, how many were successful in obtaining a job and how many volunteered in the sport and recreation sector.

### ***Considerations for Similar Future Programs***

The evaluation focused mostly on how the Miyomahchihowin program demonstrated an increase in participation in the economy, and illustrating pathways

that emerged as successful for increasing Indigenous youth participation in the economy; however through the data analysis, there has emerged some key points for future considerations should a similar program be run again. These key points for consideration are summarized below.

1. Consider various youth engagement models for involving the youth in planning and possible leadership roles in future programs.
  - a. Involve students in future planning sessions of a Spring Break camp or Leadership Training Weekend.
2. Continue to build on the programs strengths.
  - a. Most of the activities, trainings, and certifications offered were enjoyed by the youth, demonstrating that a good choice of activities was selected. In particular the self-defence training and first-aid were very popular and should continue to be part of programming.
  - b. Continue to have cultural teachings, cultural activities and Elders and/or Knowledge Keepers as part of the program. It may be beneficial to have an Elder or Knowledge Keeper available throughout the entirety of the program as a resource for the youth, rather than for short segments of the day.
  - c. Continue to provide options that remove social and economic barriers to participation (no-cost programming, transportation, meals and snacks provided).
  - d. Continue to offer high school credits in addition to training and certifications.
3. Build in longer breaks throughout the day, as it is a lot of material for the youth to digest. Down time also allows for relationships and friendships to be built between the youth, and between youth and the coordinators/coaches/teachers.
4. Continue to strengthen connections between programming and EPSB FNMI liaison workers to encourage follow-up with the youth after programming to

encourage applying for jobs, updating resumes, and ensuring all certificates are received.

5. Work towards having Indigenous coaches, trainers, teachers in the sport and recreation sector involved and part of the programming. Having role models that reflect the identities of the students is important as one student said:

*Throughout the duration of this course or program, I really see some things that can help us even further. Which is having more Aboriginal teachers/ instructors things like that. Because it is directed solely at First Nations, Metis and Inuit youth. And I think that's a very important aspect that we need to integrate into... our just, our everyday lives... because we need it. Definitely First Nations, Metis and Inuit teachers. Those people who understand where we are coming from and where youth are troubled. Those are the people that we need to teach us. And yeah like, this course, this program, this camp, that's one of that challenges I had during the duration of this program. You know sure, smudge is really helpful in the morning, to kind of release all the negative energy from before to overcome our hardships and just continue on with the day. That's really important and I do appreciate it. And I appreciated having an Elder here as well. I think that's really important, and something that will give us an advantage in life. But I feel like because this is directed to Aboriginal and First Nations and Metis youth, that we need to see more, that we need to be able to experience, what you're trying to teach us. What Ever Active Schools and the facilitators and instructors, all of them come here to do, but you need to do it. So, if you're going to direct it solely to FNMI youth, then bring in FNMI teachers? Teach us our ways, and not only integrate our culture, get them, the instructors, whoever teaching the course, get them to integrate to us.*

## CONCLUDING REMARKS

The Miyomahchihowin project demonstrated that it was successful in achieving its aim of proving pathways for Edmonton Indigenous youth to access and build personal skills to gain employment or volunteer opportunities in the areas of sport and recreation. The two main youth-focused activities – the Leadership Training weekend and Spring Break Camp – offered youth opportunities to receive high

quality training, certifications and high-school credits in a stimulating and culturally safe environment.

The Miyomahchihowin program is a model that should be shared, particularly with employers in the sport and recreation sector, such as the City of Edmonton, Boys and girls Club, YMCA, and refereeing associations, and should be replicated again in the future.

*My experience here has been one of the best experiences I've had in my 17 years. No, it's been one of the better experiences. It's more involved and actually helps me get somewhere, like with the first aid, refereeing soccer, the volleyball...It makes me feel more welcomed into society, like "I have these things, I can do that too!" (Spring Break Camp participant)*

## LIST OF APPENDICES

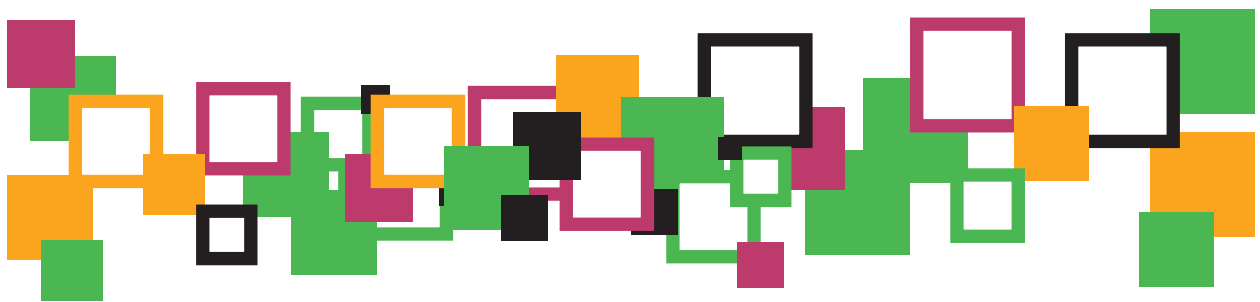
Appendix A: Leadership Training Weekend Promotional Poster

Appendix B: Spring Break Camp Promotional Poster

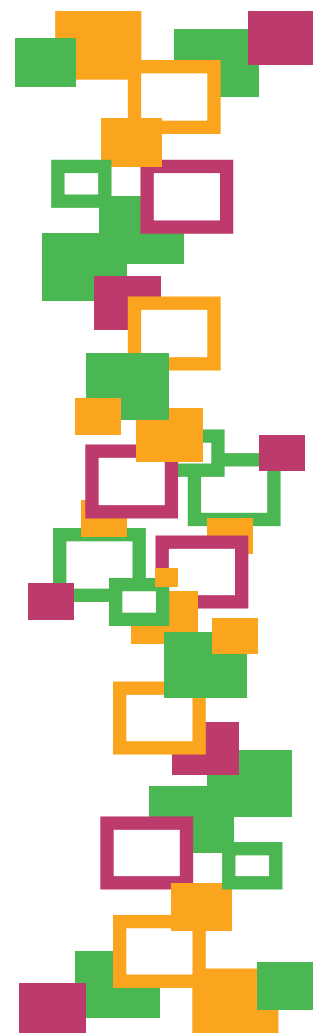
Appendix C: Spring Break Camp Schedule

Appendix D: Logic Model

Appendix E: Participant surveys



## APPENDIX A: LEADERSHIP TRAINING WEEKEND PROMOTIONAL POSTER



# Leadership Training

Join us for some Fun and Learning!



## Back Pocket Games

This session is designed to help you fill that space when you need to kill some time and have no equipment. Maybe it's between two activities or maybe you are waiting for a bus. The more exposure you have to these short games the more comfortable you will be to fill time. Maybe you have a large or a small group of people. Maybe the games need to be active, or calm games- we'll cover your bases.

Presented by the City Of Edmonton



## HIGH FIVE: Principles of Healthy Childhood Development

This course provides what you need to do to ensure each child's social, emotional and cognitive needs are met.

Learn activities and gain knowledge, tips and resources to enhance your programs as well as your relationships with children and other staff members. Topics also include bullying, conflict resolution, physical literacy, children's mental health and moderate to vigorous physical activity.

Presented by Tim Fox



## Behaviour Management

Group management and individual management can be a challenge when you are new to working with groups of people. Sometimes you are the only leader on the site, and sometimes you have help. This information session will take you through what to do when dealing with challenging behaviours. You'll learn a few different techniques to handle a variety of situations, and also we'll run through some scenarios to gain practice and learn hands on.

Presented by the City Of Edmonton

### Where:

Pollard Meadows School  
1751 48 St NW, Edm

### When:

March 18th 8:30am-4:30pm;  
March 19th 9:00am-1:00pm

### Who:

First Nations, Métis  
and Inuit Students  
in Jr/Sr High  
School in the  
Edmonton Area

Youth working as,  
or who would like  
to work as leaders,  
mentoring  
children & youth

Youth looking to  
increase their skills,  
and build their  
resume to work in  
children and youth  
programming

Training  
coordinated by  
Ever Active  
Schools, with  
support from the  
City of Edmonton  
and Alberta  
Recreation and  
Parks Association



**SPACE IS LIMITED, REGISTER NOW BY VISITING**  
<https://www.surveymonkey.com/r/LeaderTrainingUP>

**Cost is FREE!**  
Breakfast, lunch and snacks provided  
Transportation Supports available!

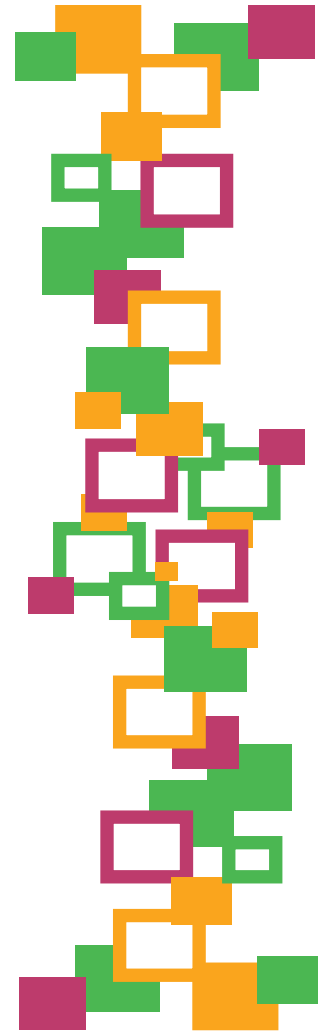
Funding provided by:



Indigenous and  
Northern Affairs Canada

Questions, contact Katelynn or Mac at 780-454-4745  
[katelynn@everactive.org](mailto:katelynn@everactive.org); [mac@everactive.org](mailto:mac@everactive.org)

## APPENDIX B: SPRING BREAK CAMP PROMOTIONAL POSTER



# miyomahchihowin Spring Break Fun

Join us over Spring Break at Eastglen High School for an exclusive week of training, skill building and fun!



## What?

### Develop:

Community Values

Leadership in  
community, sport &  
recreation

Personal wellness

### Participate in:

Cultural experiences

Physical activities

Body, Mind, Spirit

### Earn:

Five High School Credits

Coaching Certifications

Officiating Certifications

First Aid/CPR Certifications

Training in Self Defence

WHMIS Certification

## Who?

First Nations, Métis, Inuit Edmonton Public  
High School Students

## Where/When?

Eastglen High School, March 24th-April 1st

## How to get Involved

Register by visiting the link: <https://goo.gl/gyNmc6>

Save the date: February 15th-Family dinner &  
Information night to learn more details.



## Training provided in partnership by:



EDMONTON PUBLIC SCHOOLS

**First Nations,  
Métis, & Inuit  
EDUCATION**

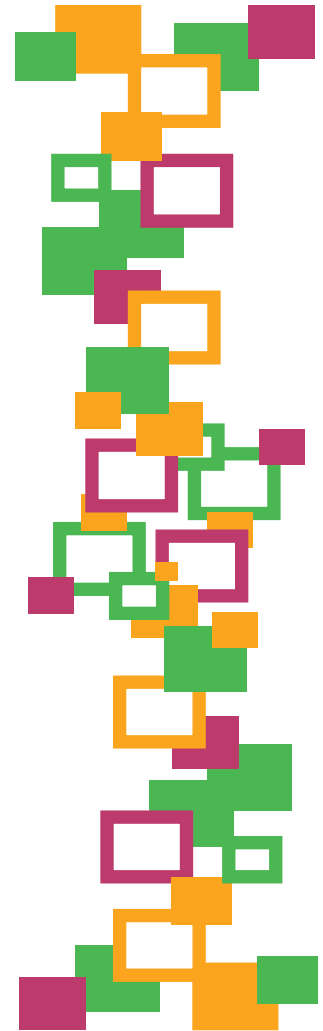
## Funding Provided by:



Indigenous and  
Northern Affairs Canada

Affaires autochtones  
et du Nord Canada

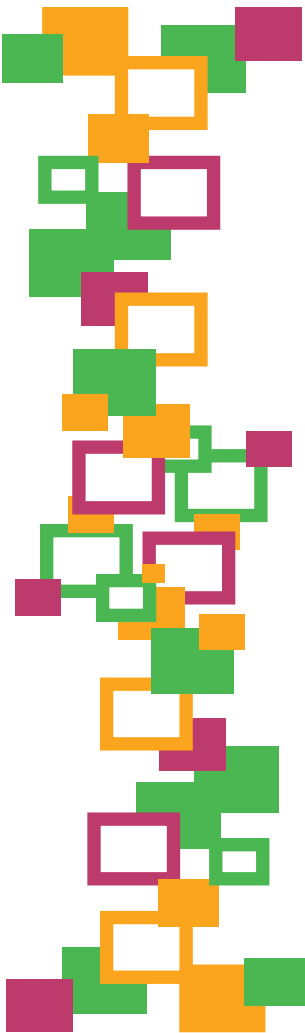
## APPENDIX C: SPRING BREAK CAMP SCHEDULE



	Daily Schedule				
	Lyle (all day)			Lyle (all day)	
	OMEROVIC	OMEROVIC	OMEROVIC	OMEROVIC	OMEROVIC
Time	Fri 24	Sat 25	Sun 26	Mon 27	Tue 28
8:00 AM	Welcoming	Welcoming	Welcoming	Welcoming	Welcoming
8:30 AM	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9:00 AM	Orientation/Ex pectations (Lyle)	Vball Officiating	Self Defense Clinic	Respecting You- intro physical wellbeing, culture	Soccer Officiating
9:30 AM	Vball Game Rules				
10:00 AM	Vball Skills				
10:30 AM	ENERGY BREAK (15 mins)	ENERGY BREAK (15 mins)	ENERGY BREAK (15 mins)	ENERGY BREAK (15 mins)	ENERGY BREAK (15 mins)
10:45 AM	Vball Game Situtations	Vball Officiating	Self Defense Clinic	Workout Program Design	Soccer Officiating
11:00 AM					
11:30 AM					
12:00 PM	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:30 PM	Value of Community - Lyle	Vball Officiating	Self Defense Clinic	Workout Program Design	Soccer Officiating
1:00 PM	Culture Ties				
1:30 PM					
2:00 PM	ENERGY BREAK (15 mins)	ENERGY BREAK (15 mins)	ENERGY BREAK (15 mins)	ENERGY BREAK (15 mins)	ENERGY BREAK (15 mins)
2:30 PM	Mini Tournament	Vball Officiating	Self Defense Clinic	Workout Program Design	Soccer Officiating
2:45 PM					
3:00 PM	Review Arrangemtns for Weekend				
3:30 PM	Wrap-up	Wrap-up	Wrap-up	Wrap-up	Wrap-up

	Daily Schedule			
				Lyle (10:30-4pm)
	WIEBE	WIEBE	WIEBE	WIEBE
Time	Wed 29	Thu 30	Fri 31	Sat April 1
8:00 AM	Welcoming	Welcoming	Welcoming	Welcoming
8:30 AM	Breakfast	Breakfast	Breakfast	Breakfast
9:00 AM	STANDARD FIRST AID TRAINING	STANDARD FIRST AID TRAINING	Soccer Coaching "Fun"damentals Course	Soccer Coaching "Fun"damentals Course
9:30 AM				
10:00 AM				
10:30 AM	ENERGY BREAK (15 mins)	ENERGY BREAK (15 mins)	ENERGY BREAK (15 mins)	ENERGY BREAK (15 mins)
10:45 AM	STANDARD FIRST AID TRAINING	STANDARD FIRST AID TRAINING	Soccer Coaching "Fun"damentals Course	Soccer Coaching "Fun"damentals Course
11:00 AM				
11:30 AM				
12:00 PM	LUNCH	LUNCH	LUNCH	LUNCH
12:30 PM	STANDARD FIRST AID TRAINING	STANDARD FIRST AID TRAINING	Soccer Coaching "Fun"damentals Course	Soccer Coaching "Fun"damentals Course
1:00 PM				
1:30 PM				
2:00 PM	ENERGY BREAK (15 mins)	ENERGY BREAK (15 mins)	ENERGY BREAK (15 mins)	ENERGY BREAK (15 mins)
2:30 PM	STANDARD FIRST AID TRAINING	STANDARD FIRST AID TRAINING	Soccer Coaching "Fun"damentals Course	CULTURAL APPRECIATION
2:45 PM			Review Arrangements for Weekend	
3:00 PM				
3:30 PM	Wrap-up	Wrap-up	Wrap-up	Wrap-up

APPENDIX D: LOGIC MODEL



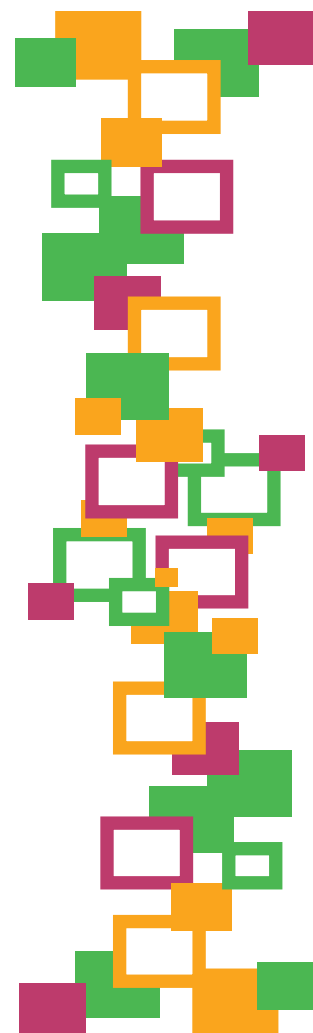
Project Logic Model

<b>SITUATION</b> (e.g. problem/need/opportunity/mandate/goal) To provide pathways for Edmonton Aboriginal Youth to skills and employment in good health (in the areas of sport, recreation, health and physical fitness)			<b>Organization:</b> Ever Active School		
			<b>PROJECT NAME:</b> Miyomahchihowin; In Good Health		<b>PROJECT TIMEFRAME:</b> July 2016-March 31 <sup>st</sup> , 2017
TIMELINE	ACTIVITIES	OUTPUTS	SHORT-TERM OUTCOMES	MEDIUM-TERM OUTCOMES	LONG TERM OUTCOMES OR IMPACTS
July-Sept.	Ever Active Schools develops partnership with organizations in Edmonton.	Ever Active Schools develops 10 number of new partnerships with organizations in Edmonton	Ever Active Schools has developed new partnerships and relationships with organizations in Edmonton.	A proportion of the Ingenious youth who participate in the program find volunteer opportunities in the sport and recreation sector within 6 months of completing the program	Edmonton-based organizations hire urban, Indigenous youth in the areas of sport, recreation, health and physical fitness on an on-going basis.
July-Sept.	In partnership with researchers at the University of Alberta, conduct a Photovoice research project with Aboriginal youth in Edmonton around having a sense of belonging, skill development and careers in the sport and recreation sector.	# of photos taken by youth  Photo exhibit  Report from Photovoice research	There is increased knowledge and understanding about the youth’s needs, aspirations and desires in regards to participation in the economy.  Youth have a chance to feel heard		
July-March	Key stakeholders in the sport and recreation sector are brought together to build new pathways for Aboriginal youth participation in the economy <sup>1</sup> .	# of stakeholders brought together  # of sectors represented  #of employment pathways identified	A new group of stakeholders is brought together around Aboriginal youth employment.  New pathways are created for increasing youth participation in the economy.		

<sup>1</sup> Indigenous and Northern Affairs Canada (INAC) defines the objective of “*participation in the economy*” as meaning that Aboriginal Peoples have the skills, knowledge and training to secure, maintain and excel in a strong and vibrant Canadian economy. It is generally accepted that increased participation in the economy is achieved by individuals having a suitable education, a skill set, life skills, self-advocacy skills and can access and utilize services/supports that reduce small challenges that create barriers, such as transportation and childcare.

Nov 2016	Stakeholders participate in a Social Action Lab design process.	# of employers/stakeholders in attendance at lab # of sectors represented # of prototypes created	New ideas (prototypes) are explored and created for increasing participation of youth in the economy.	A proportion of the youth who participate in the program find employment in the sport and recreation sector within 6 months of completing the program	Sustainable new programs and pathways are developed that focus on Indigenous youth gaining employment in the sport and recreation sector in Edmonton.
	Aboriginal youth participate in career and skill development opportunities and activities	# of career and skill opportunities available to youth # of youth who participate in career /skill development opportunities #of youth who receive certificates and qualifications	Youth have increased employment potential through obtaining new credentials, certificates and training in the sport and recreation sector.		
	Mentors in the Youth in the Aboriginal Youth Mentorship Program (AYMP) participate in (are provided additional) skill development opportunities.	#of Mentors who participate in career/skill development opportunities #of career/skill development opportunities provided	50% of Mentors from the AYMP program participate in additional skill development opportunities.		

## APPENDIX E: PARTICIPANT SURVEYS



## Spring Break Camp Wrap UP

\* 1. Please identify how much you enjoyed, or disliked the different training opportunities made available this week

	Really enjoyed	Somewhat enjoyed	Neutral	Somewhat disliked	Disliked	N/A
Game Situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Value of Community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culture Ties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Officiating Clinics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respecting You: Physical Wellbeing and Culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Workout Programming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self Defence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WHMIS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard First Aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 2. Please read the following statements and identify how likely you are to:

	Very likely	Somewhat Likely	Unlikely
Apply for a job in the next month	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply for a job in the next 3-6 months	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Try and volunteer at a sporting event	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revise your resume to include your new certifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek further similar training opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommend similar training to your friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 3. Name 1-3 things you enjoyed and valued about this training week

\* 4. Tell us about something you did not like about this training week

5. How do you think this week of training has helped prepare you for employment?

6. Any other comments or suggestions to help us continue to improve training opportunities like this, made available to students like yourself?

## Leadership Training Wrap Up

\* 1. Please identify how much you enjoyed, or disliked the different training opportunities made available this week

	Really enjoyed	Somewhat enjoyed	Neutral	Somewhat disliked	Disliked	N/A
HIGH FIVE: Principles of Healthy Childhood Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sitting with the Elder	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Back Pocket Games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Group Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 2. Please read the following statements and identify how likely you are to:

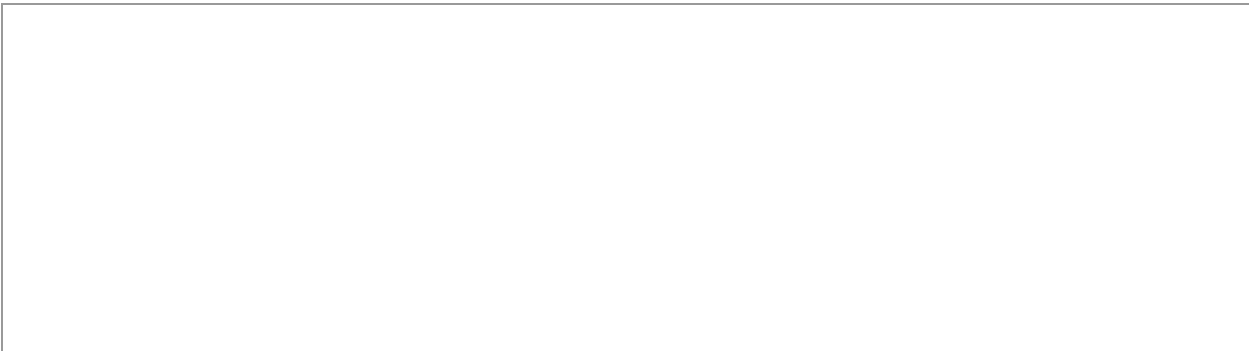
	Very likely	Somewhat Likely	Somewhat unlikely	Unlikely
Apply for a job in the next month	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply for a job in the next 3-6 months	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Try and volunteer with children and youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revise your resume to include your new certifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek further similar training opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommend similar training to your friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* 3. Name 1-3 things you enjoyed and valued about this weekend?

\* 4. Tell us about something you did not like about this weekend

A large, empty rectangular box with a thin black border, intended for the user to write their response to question 4.

5. Any other comments or suggestions to help us continue to improve training opportunities like this, made available to students like yourself?

A large, empty rectangular box with a thin black border, intended for the user to write their response to question 5.