



# **Revelstoke Community Youth Assessment & YOUTH ACTION PLAN**

**June 2011**



**YAPlan**

Prepared by:  
Michael Brown & Megan Shandro  
**Continuing Studies Department**  
**Okanagan College, Revelstoke, BC**

*The Government of Canada has contributed to this initiative*

**Canada** 



## TABLE OF CONTENTS



### **INTRODUCTION**

---

<b>ACKNOWLEDGEMENTS</b>	<b>3</b>
<b>THE REVELSTOKE YOUTH INITIATIVE COMMITTEE</b>	<b>3</b>
<b>EXECUTIVE SUMMARY</b>	<b>4</b>
<b>ABOUT REVELSTOKE</b>	<b>5</b>
<b>PROJECT OVERVIEW</b>	<b>6</b>
<b>METHODOLOGY</b>	<b>8</b>

### **BEST PRACTICES FOR ENGAGING AND SUPPORTING YOUTH**

---

<b>OUR HOPE FOR THE FUTURE</b>	<b>12</b>
<b>THE CIRCLE OF COURAGE</b>	<b>13</b>
<b>EXAMPLES OF YOUTH PROGRAMING</b>	<b>17</b>

### **FITTING THE PIECES TOGETHER**

---

<b>COMMUNITY VISION STATEMENT</b>	<b>25</b>
<b>YOUTH ACTION PLAN VISION STATEMENT</b>	<b>26</b>
<b>YOUTH ENGAGEMENT PRINCIPLES</b>	<b>26</b>

### **ASSESSMENT - KEY FINDINGS**

---

<b>EMPLOYMENT, EDUCATION &amp; TRAINING</b>	<b>27</b>
<b>ENTERTAINMENT, RECREATION &amp; CULTURE</b>	<b>29</b>
<b>HOUSING, HEALTH &amp; COMMUNITY SAFETY</b>	<b>30</b>
<b>CITIZENSHIP, CONNECTIVITY &amp; ENGAGEMENT</b>	<b>32</b>

### **READY FOR ACTION**

---

<b>GOALS &amp; RECOMMENDATIONS</b>	<b>33</b>
------------------------------------	-----------

<b>WORKS CITED</b>	<b>60</b>
--------------------	-----------

<b>APPENDIX</b>	<b>62</b>
-----------------	-----------

- **YAPLAN SURVEY**
- **YAPLAN POSTER**

# Introduction



## ACKNOWLEDGEMENTS

The community youth assessment and Youth Action Plan would not have been possible without the generous time and effort of the project steering body, the Youth Initiative Committee. Thank you to all of the committee members for your input and support both at the committee table and on your own time. Your contributions have been invaluable. Thank you also to all of the businesses and individuals who took time out of their busy schedules to speak with us, answer our questions, and allowed us to advertise in their businesses. Most of all, thank you to the young people who demonstrated their desire to make meaningful contributions to their community by participating in focus groups, completing the survey, and helping spread the word. It has been an inspiration to share this process with you!

## THE REVELSTOKE YOUTH INITIATIVE COMMITTEE

- **Alice Weber** – Outreach Education Officer, Parks Canada
- **Alan Chell** – Chair, Revelstoke Board of Education
- **Ann-Marie Gill** – Interior Health
- **Anne Cooper** – Superintendent, School District 19
- **Antoinette Halberstadt** – Councilor, City of Revelstoke
- **Bertha Stone** – Mental Health & Addictions Counsellor, Interior Health
- **Cathie Thacker** – Program Coordinator, Revelstoke Employment Services Centre
- **Doug Egan** – Clinical Services Supervisor, Community Connections
- **Erin Williams** – Counsellor, Revelstoke Secondary School
- **Inamarie Oppermann** – Child & Youth Mental Health Clinician, Ministry of Children & Family Development
- **Jaquie Olsen** – Detachment Commander, Revelstoke RCMP
- **Jessica Stewart** – Planning Department, City of Revelstoke
- **Jill Zacharias** – Social Development Coordinator, City of Revelstoke
- **Karilyn Kempton** – Program Liaison, Okanagan College
- **Karlene Loudon** – Program Assistant, Okanagan College
- **Kerry Dawson** – Director of Parks, Recreation & Culture, City of Revelstoke
- **Kristal Bradshaw** – Program Manager, Community Living Services for Children, Community Connections
- **Linda Chell** – Executive Director, Revelstoke Child Care Society
- **Mary Kline** – Continuing Studies Coordinator, Okanagan College
- **Megan Shandro** – Adult Literacy Coordinator, Okanagan College
- **Mike Brown** – Youth Skills Liaison, Okanagan College
- **Mike Hooker** – Principal, Revelstoke Secondary School
- **Sheena Bell** – Clinical Services Team, Community Connections
- **Sherri Eyolfsson** – Behavior Support Teacher, Revelstoke Secondary School
- **Susan Knight** – Okanagan Regional Library
- **Tracy Spannier** – Community Literacy Coordinator, Columbia Basin Alliance for Literacy
- **Trish Smillie** – District Vice Principal - Support Services, School District 19
- **Vivian Mitchell** – SAFER Clinic



## EXECUTIVE SUMMARY

In January 2011, with the support of Service Canada, the Continuing Studies department at Okanagan College, Revelstoke, began work on a youth assessment project and Youth Action Plan for the community. The project grant provided funding for two frontline staff, one administration/coordination position and an administrative budget for promotion and communication. The assessment staff were tasked with developing a strategy for the project, breaking the project down into phases with appropriate objectives and deadlines, identifying best practices for gathering necessary information, communicating and developing support for the project within the community, and developing respectful and trusting relationships with all relevant stakeholders. The desired outcome of the community assessment was a “Youth Action Plan”, providing a series of integrated recommendations for a progressive and positive vision for youth in the Revelstoke community. The Youth Action Plan would serve as an important reference tool for planners, service providers and other organizations working with youth for the purpose of identifying assets and gaps in programming, facilities, and youth engagement. Allowing them to move forward with grant and funding proposals. The plan will also serve as a valuable community self-assessment tool, mapping the landmarks necessary for situating the success of the community in fulfilling the YAPlan vision.

## ABOUT REVELSTOKE

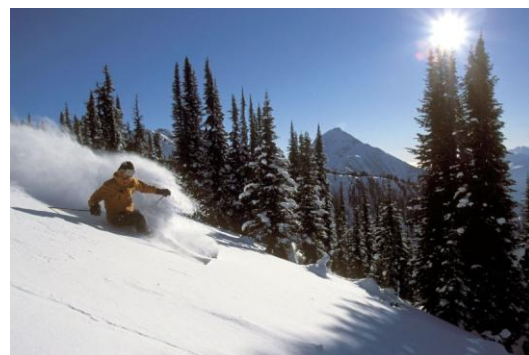
Revelstoke is a small community of about 8,000 people, nestled in the heart of the Columbia Mountains about half way between Vancouver and Calgary. The community is geographically defined, bordered by steep mountains, the Columbia River, and Mount Revelstoke and Glacier National Parks.

Since the community's inception in the late 1800's, Revelstoke has experienced population fluctuations and in-migration of workers as a result of mega-projects, such as the construction of the Canadian Pacific Railway, mines, the Trans-Canada Highway, and the damming of the Columbia River at Mica and Revelstoke. Many residents have lived in Revelstoke all their lives, and some families have lived in the community for generations.

The downtown core is a central hub, with most amenities within walking distance. Revelstoke has a strong historical component and a diverse economic base. Forestry, public service, transportation, and both summer and winter tourism are primary contributors to the local economy.

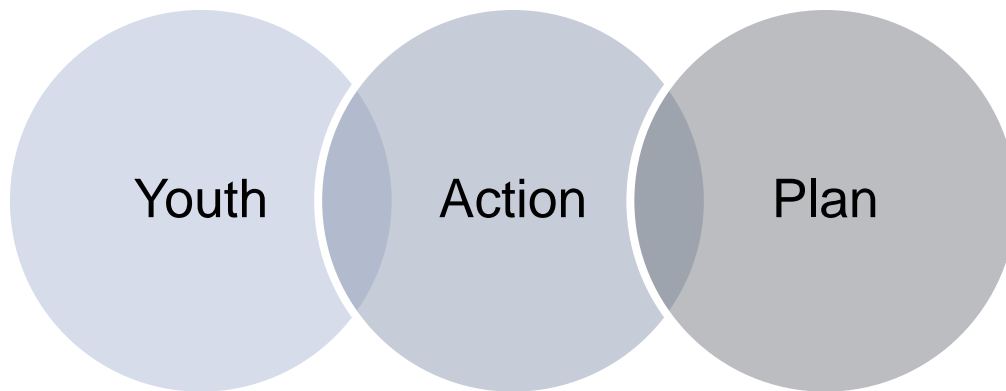
Revelstoke has been consistently identified as one of the top 10 places to live in BC, using a wide range of socio-economic indicators. Revelstoke is a great place to raise a family with strong early childhood support and a dynamic school district. The community is home to BC's first 2 'Neighbourhoods of Learning' centres, which include a new performing arts theatre, gymnastics studio, early learning hub, and community services space attached to a newly constructed high school and elementary school.

Summer recreational activities abound in Revelstoke's beautiful natural setting: hiking, rock climbing, camping, fishing, mountain & road cycling, bird watching, and boating are all easily accessible. In winter, heavy annual snowfall creates a playground for all winter activities from snowmobiling to skiing. Revelstoke Mountain Resort boasts the longest vertical lift-accessed skiing in North America. A plethora of cat- and heli-ski companies operate in the region, while Mount Macpherson cross-country ski area is home to a new lodge and extensive groomed trails.<sup>1</sup> For these reasons and more, many young people are excited to call Revelstoke home.



---

<sup>1</sup> Jill Zacharias, "Welcome to Revelstoke Guide". May 2011.



## PROJECT OVERVIEW

The decision to pursue funding for a Revelstoke youth assessment and action plan was the result of a desire on the part of Community Social Development and literacy organizers to build on the local successes of early childhood development planning as well as fill gaps in youth programming, facilities and policy noted in various community and official city development documents<sup>2</sup>. The Revelstoke Literacy Action Committee (RLAC), which regularly convenes an early childhood sub-committee decided to strike a youth committee following the recommendations of the District and Community Literacy Plan for 2009, prepared by RLAC in conjunction with the Revelstoke Board of Education.<sup>3</sup> Initial discussions amongst RLAC youth sub-committee members resulted in a decision to pursue funding to review local youth resources and programming needs. As the considerable scope of the project became more apparent, a desire was expressed for the development of a body that would be more representative of youth service providers in the community, and could be chaired and convened by an individual whose funding and job description were better suited to the substantial responsibility that long-term stable planning would require. In response to this reality, the Youth Initiative Committee (YIC) was convened by the Social Development Coordinator for the City of Revelstoke, Jill Zacharias. After initial deliberations, the YIC concluded that further information regarding youth resources and assets already existent in the community would be required to effectively plan future action. Okanagan College, Revelstoke Centre, a member of both YIC and RLAC agreed to take the lead on the project, and submitted a project proposal to Service Canada under the Youth Skills fund seeking financial backing for the initiative. The project was approved by both Service Canada and Okanagan College management in early January, and project staff commenced work January 17<sup>th</sup>, 2011.

Long-term community planning requires reliable, up-to-date information concerning the target demographic. In Revelstoke's case, the absence of such information has been an obvious obstacle in putting forth a clear and progressive youth vision for the community. A 'Youth Employment Needs Assessment' was conducted in 1998, but as a result of events both local and global in the intervening

---

<sup>2</sup> See for example, HB Lanarc Consultants Ltd with GDH Solutions, *Recreation and Culture Master Plan, Pre Final Draft*. Report prepared for City of Revelstoke, December 2010. Pg. 35

<sup>3</sup> Revelstoke Literacy Action Committee and School District #19, *A Community/District Literacy Plan for Revelstoke*, July 2010. Pg 30

years the findings of the last assessment are not adequate for future planning initiatives. While some of the themes that were prevalent in the '98 assessment such as inadequate local training and work experience options have been reiterated in this study, the circumstances and causal factors driving their continued existence have not necessarily remained static. Furthermore, while offering valuable insight into one determinant which can act as a critical barrier to youth engagement in the community, namely employment, the '98 assessment lacks the comprehensive 'snapshot' of youth life in Revelstoke necessary for effective planning beyond employment related needs.

Revelstoke has undergone significant economic and demographic changes over the past half decade, which has affected the conditions necessary for ensuring youth remain vital, contributing members of the community. With the ongoing development of Revelstoke Mountain Resort and the growth of the service industries which accompany resort municipalities, the nature of the local labour market has changed considerably. An influx of young people from across Canada and abroad has created competition for occupations that may have historically gone to students and less skilled workers, shutting out many younger youth from part time work. Traditionally these jobs have served to put money in young people's pockets, but perhaps more importantly, have allowed them to develop the essential workplace skills which contribute to a successful transition into the workplace following secondary school. For students hoping to save money to prepare for the cost of post-secondary education, this phenomenon could potentially pose a significant barrier to higher educational attainment.

The influx of young people and seasonal visitors looking to take advantage of the myriad outdoor activities Revelstoke has to offer has also created a considerable seasonal housing shortage. Home prices in the community have risen dramatically since Revelstoke Mountain Resort development details were released in 2004.<sup>4</sup> A corresponding increase in the price of rental units has also been observed, with prices being sustained by an increased supply of would be renters and tourists willing to pay a higher premium for flexible short-term leases.

Conversely, the influx of young people to Revelstoke has added dynamic energy and experience to the community. Newcomers often bring an advanced level of education, and their presence has been felt through a multitude of new initiatives including the retail, entertainment, culture and environmental sectors.<sup>5</sup> Many young newcomers, looking to connect with the community and meet new people are volunteering their time, growing the local volunteer community and adding needed manpower to a group prone to burnout.<sup>6</sup>

Faced with the substantial social, economic and cultural transformations the community has undergone, it may be time for service providers to take a step back and recalibrate the lenses through which we view our clients and community. It is our hope that the Youth assessment and Youth Action Plan will serve this purpose, allowing youth practitioners to perceive the community with a breath of fresh air and refocus their energies with greater collective purpose and vigor. While Revelstoke has developed excellence in the collaborative cross-sector approaches required to effectively meet the complexities of problem solving in the contemporary social sector, there is

---

<sup>4</sup> City of Revelstoke, *Official Community Plan*. 2009. Pg 16

<sup>5</sup> Alison Gill, "Issues and problems of community development in Whistler, British Columbia" in *Proceedings of the Vail Conference on Mountain Resort Development*. Burnaby: The Centre for Tourism Policy and Research (SFU), 1992. P 27

<sup>6</sup> Commonwealth Historic Resource Management LTD, *A Cultural Strategy for the City of Revelstoke: Interim Report*. Submitted to the City of Revelstoke, June 2006. Pg 5

certainly more to be done. The development of mechanisms to encourage and sustain greater client input into decision-making at the social level can only serve to render services more relevant, practical and effective to their target audience. As experts in their own lives, youth are well positioned to advise service providers on necessary components of an effective continuum of programming, and ideally, should be given an opportunity to partner in their delivery.

The Youth Action Plan puts forth a vision of young people making important contributions to the community through employment, volunteer work, advocacy and program planning and facilitation. We envision a community where all young people are able to meet the basic needs associated with a successful transition to adulthood. The nature of the society in which we live is such that considerable socio-economic disparities often exist between families and individuals, creating inequality in the opportunities young people have to develop the assets required to become resilient in the face of societal risk factors. With a collective commitment to prioritizing youth in our community, Revelstoke has the potential to tap the incredible energy and perspectives young people bring to challenges, and improve life in our community for all citizens regardless of their age.

## METHODOLOGY

With little precedent on which to model the project, the Revelstoke community youth assessment and Youth Action Plan initially presented as a rather daunting task. A huge age range (15-30), differing organizational working definitions of the target population (youth), outdated national census information (2006), a transient population, and the socio-economic distortions produced by the global recession were immediately apparent to the assessment team as considerable barriers to project accuracy and efficacy. As the project progressed however, a comforting realism emerged that helped to allay such fears, namely that regardless of economic climate or prevailing social conditions, community youth engagement is always good public policy. Much like community health or early childhood development, youth engagement at the local level is a low cost, high reward policy initiative that benefits the community in the short term while creating ideal positioning for future planning.

In terms of project management, it was obvious to the assessment team that the project would have to be broken down into phases with individual strategies, objectives and desired outcomes. Under the umbrella of the general funding proposal, it made sense to approach the project as two pronged. The first phase would be the assessment piece, primarily characterized by data collection and interpretation, while the second would involve the development of the Youth Action Plan in response to the assessment findings.

The first task of the data collection phase was to create approachable sections, beginning with the development of a communications strategy to bring local attention to the project. The strategy invoked the use of local print and radio media, contacting local service providers and organizations serving youth, and working with Okanagan College's graphic design team to produce visually stimulating, youth themed posters. Press releases were sent to local newspapers, and stories appeared in both publications throughout the assessment process. The local media was helpful in promoting focus groups, with Astral Media EZ Rock donating on-air time for an interview with the assessment coordinator. The assessment team also created an interactive portable project display for various community events. Local events attended by the team included the Carousel of Nations,

the Revelstoke Farmer's Market, the Fashion Without Borders Benefit for Haiti, and Revelstoke Fair Trade Day.

The communications strategy also included the development of a website to allow residents to stay updated with project progress. In an attempt to attract youth and also in response to a recognized void, the website attempted to fulfill the role of a 'youth portal'. While publicizing project content such as the survey and focus groups was the priority of the site, the assessment team also attempted to post relevant information concerning youth activities and community events, as well as stories in the national media with a youth focus. Journalism on young entrepreneurs, national youth employment figures, and youth leaders attempting to get out the vote in the recent national election were examples of content that aligned with the themes of the Youth Action Plan that was posted to the site. The website was linked to the Youth Action Plan Facebook page, and updated site content was publicized via Facebook as well as by email list-serve to individuals who had signed up for site updates. Following publication of new material, the site attracted upwards of forty views daily.

A key component of directing traffic to the site involved utilizing partnerships with key stakeholders. The Revelstoke Employment Services Centre and the Revelstoke Current were extremely helpful in this regard, posting highly visible links on their respective high volume websites. The assistance provided by individuals and member organizations of the Youth Initiative Committee in publicizing the site to their organizations and clients must also be recognized. The assessment team feels strongly that the success of the site (relative high volume of traffic) indicates validation of the sentiment that a gap exists in terms of youth capacity to access relevant information on news and events that affect them in our community.

Focus groups were an important component of the data collection strategy. While it can be challenging to attract both the numbers and a wide enough range of people to hold a successful, cross sectional focus group, the format is often able to extract the nuances of ideas or situations better than surveys or interviews. In an attempt to engender grassroots youth input into the assessment process, the data collection phase was kicked off with a focus group tasked with the purpose of better defining the scope of the project. The group was asked questions about occupations, levels of education, experience integrating into the community (if they were newer residents), or the perspectives of residents who had lived out of town. The group was broken down into smaller working teams and was provided with packages of 'issues' that youth might face on a day to day basis in Revelstoke. The groups were asked to rate the issues in terms of the relevance and importance. From this exercise, very clear themes emerged which helped the assessment team design the survey and identify key topics for future focus group discussion. Common themes included employment, personal finance, housing and substance abuse. Some groups also identified discrimination as an emerging issue that required increased scrutiny. The focus group was well attended with a diverse cross section of youth who had been in Revelstoke for five or more years and those who were recent arrivals. Importantly, the focus group was quite representative of the entire youth demographic, encompassing high school students, youth with disabilities, transient youth and young parents.

The information gathered from the initial focus group in conjunction with the most up to date research on community youth engagement allowed the assessment team to identify four essential 'pillars' of youth life. These pillars would each be addressed as an independent focus group, the theory being that four topic neutral groups would engender considerable redundancy in discussion. The themes were: 1) Recreation, Entertainment and Culture, 2) Employment, Training and Education, 3) Housing

and Community Safety, 4) Connectivity, Citizenship and Engagement. Each focus group was held in a location that corresponded to some degree with the topic and was centrally located and accessible to most youth. Attempts were made to hold the focus groups at times when people were least likely to have other engagements and food was provided at each event as a hook. The focus groups were publicized through a variety of mediums including local newspapers (print and online), local radio, posters, YAPlan blog, use of partnering organizations contact networks and word of mouth.

Interviews with individual youth, business, local politicians and service providers were also an integral component of the data collection process. 40 one-on-one interviews were conducted, including 20 with youth and 20 with service providers and businesses. The interviews provided a detailed account of the challenges faced by youth from a service provider perspective, as well as insight into the challenges faced by businesses in hiring young people. Interviews with young people allowed a more nuanced look into the challenges and successes they encounter on a daily basis. Interviewees were contacted primarily based on referral, or if they were thought to have a unique perspective based on involvement in a youth project or group. All organizations who work with youth in Revelstoke were approached for an interview. Key businesses that hire or serve youth were also asked for input.

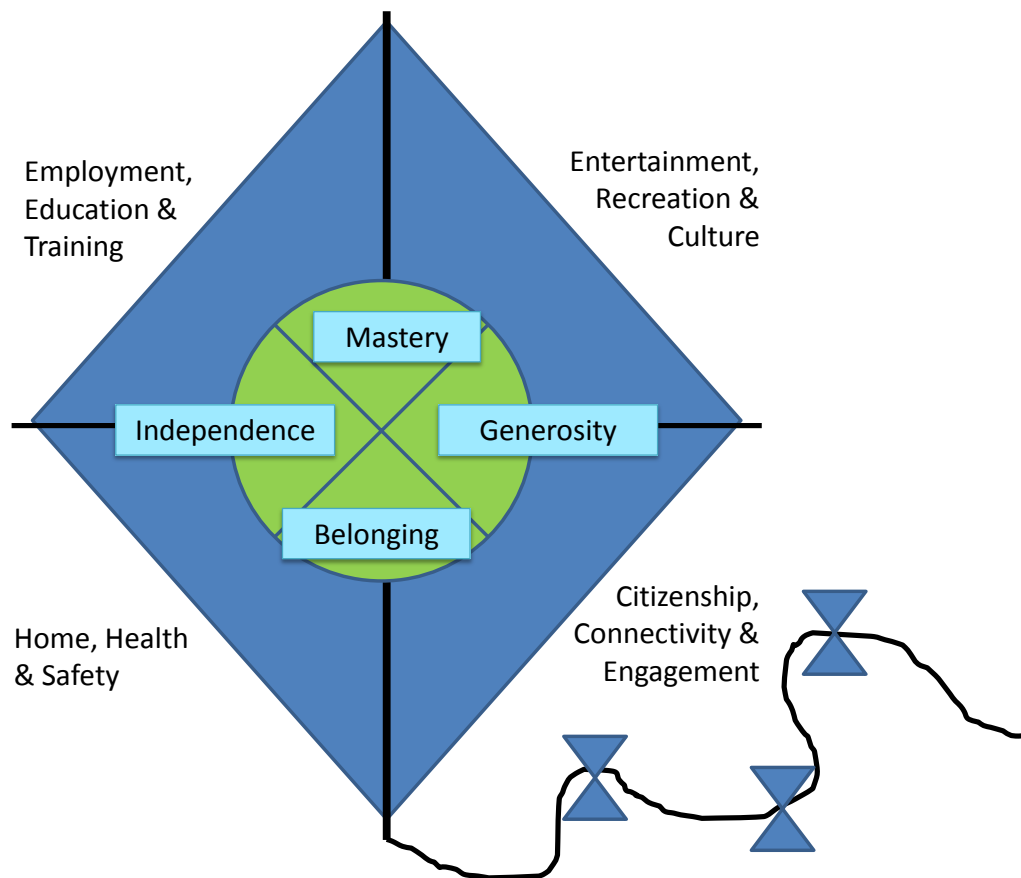
The development of the assessment survey was a process that incorporated information gleaned from the initial focus group and preliminary info presented to the Youth Initiative Council by individual service providers. Survey questions were categorized into the four identified pillars and worded in such a manner as to allow for optimal levels of cross tabulation. A draft survey was put forth to the Youth Initiative Committee twice for revision, and the final copy was linked electronically to the YAPlan blog. Paper copies were made available in high traffic public spaces such as the Community Centre and the entrance to Revelstoke Community Learning Centre, the high school, at community events and in busy cafes. The response rate was high, although a higher proportion of women completed the survey than men. All paper surveys were inputted by the assessment team into the online survey program contracted for the project (FluidSurveys) so that the paper survey results could be used for cross tabulation along with the surveys that had been completed online.



# Best Practices for Engaging & Supporting Youth



The Revelstoke Youth Action Plan addresses four pillars considered integral to meaningful and sustained community engagement of youth. In this section, the plan will consider positive and progressive steps that other communities have taken to address youth engagement in each of these areas, as well as examining the latest research on youth engagement from both scholars and youth practitioners. It is our hope that this section will provide both a theoretical and practical framework for what youth engagement could look like in our community.



## OUR HOPE FOR THE FUTURE

Building a community that sees youth as powerful assets and masters of their own experience requires more than just ideas for programs and the identification of possible funders or revenue sources. It requires a cohesive vision that provides strong guiding principles for the design and delivery of all programs, policies and facilities that serve youth. However, for the principles to be effective and relevant they must also be flexible. Perhaps the most common theme that has emerged throughout our research into youth programming and policy has been that the quality of the personal relationships established between young people and service providers will always dictate the outcome of the initiative. While providers must maintain professional standards in their conduct towards youth, we must acknowledge the power of human relationships to be a catalyst for change. Therefore, the vision and principles that we endorse do not provide an exhaustive list of which practices or programs will or will not work, or which facilities will or will not be successful. Rather, they detail the elements which are necessary to build resilient youth who are ready to face the challenges and complexities of modern society, and who sense the value they hold to their community and their responsibility to act as citizens of that community.

In searching for a philosophy that would bind together all that we have learned about building a community that meaningfully values the skills and expertise of youth and places young people in positions of responsibility and influence, we have been drawn to the work of Dr. Martin Brokenleg and Dr. Larry Brendtro. Throughout their lengthy careers as both practitioners and researchers of youth at risk, Brokenleg and Brendtro have developed a powerful set of theoretical tools for both building resilient youth with strong self-esteem and sense of responsibility, and ‘reclaiming’ young people who have been exposed to myriad risk factors throughout their childhood. Espousing a community model towards child rearing practiced for centuries by the Aboriginal peoples of North America, the “Circle of Courage” philosophy integrates Aboriginal philosophies of child rearing, the heritage of the early pioneers in education and youth work, as well as contemporary research in resilience theory.<sup>7</sup>

The nuclear family is the dominant form of social, cultural and economic organization in modern North America and there is little evidence to suggest that this historical anomaly will be reversed in the near future. However it is clear that this arrangement has substantially altered the landscape of familial relations, and the dynamic between children, their parents and other adults in the community.<sup>8</sup> Parents, often isolated from their own family support networks have few resources at their disposal when the stresses of work, family and personal problems intersect. Noted child psychologist Urie Bronfenbrenner posits that the gulf between young people and adults has reached “alarming proportions” and points to the family under pressure as the primary culprit. The result is that “stressed parents, impersonal schools and disorganized communities are resulting in destructive relationships, climates of futility, learned irresponsibility and a loss of purpose for our young people”.<sup>9</sup> As communities, failed youth are a telling indication of where our misguided priorities lie. As a society, the cost of rehabilitating and supporting the low skilled, unemployable or mentally ill is staggering, especially so in light of the demographic aging of the population and relative shrinking of

---

<sup>7</sup> Reclaiming Youth Network. “The Circle of Courage Philosophy.” 2007.

[www.reclaiming.com/about/index.php?page=philosophy](http://www.reclaiming.com/about/index.php?page=philosophy) (April 5, 2011)

<sup>8</sup> Larry Brendtro, Martin Brokenleg and Steve Van Bockern, *Reclaiming Youth At Risk: Our Hope for the Future*. Revised Edition. Bloomington, IN: Solution Tree Press, 2002. pg 7

<sup>9</sup> Ibid pg 8

the working tax base.<sup>10</sup> There is indeed great incentive to intervene early and ensure our youth have the tools they need to navigate a complex and individualistic world.

As a community, Revelstoke is well positioned to develop a youth culture that protects against these risk factors. Community planning at the grassroots level is solidly entrenched and excellent collaboration and information sharing between service providers, community organizations and municipal government is the operational norm. It is certainly not our role or intention to question the nuclear family model in our community, but we do believe that there is social space for a greater community role in celebrating and supporting our youth. Writing for the Carnegie Council on Adolescent Development, Hambourg, Comer, and Tisch comment,

*“Fundamental changes in family life and the well-documented shortcomings of American public education have undermined two central sources of healthy growth for young adolescents. American society is now focusing considerable discussion – on families and schools. This developmental triangle has a third side: It consists of community supports, especially the organizations and programs that serve young adolescents. These youth serving organizations can be critical to young adolescents learning the skills and developing the confidence they need to enter the adult world”<sup>11</sup>*

As University of Chicago Theologian Martin Marty suggests, “as crucial as family is to preserving civilization, it has always been the tribe that ultimately ensures cultural survival”.<sup>12</sup> As a community, our ability to collectively contribute to the growth and development of resilient youth should not be underestimated.

## THE CIRCLE OF COURAGE



In describing the societal conditions that must be present for youth to develop strong resilience skills, Brendtro and Brokenleg isolate four necessary components. While traditional Native American child rearing practices have contributed the vocabulary of the components, the very same principles can be found in the most contemporary Western research in youth psychology and education. The Community Youth Action Plan for Revelstoke advocates that in the design of any program, policy or facility expected to serve or affect youth, these four components be taken into consideration.

---

<sup>10</sup> Ibid 4

<sup>11</sup> Carnegie Council on Adolescent Development, *A Matter of Time: Risk and Opportunity in the Nonschool Hours: Executive Summary*. Report of the Task Force on Youth Development and Community Programs. New York, NY: Carnegie Corporation of New York, 1992. pg 10

<sup>12</sup> Larry Brendtro, Martin Brokenleg and Steve Van Bockern, *Reclaiming Youth At Risk: Our Hope for the Future*. Revised Edition. Bloomington, IN: Solution Tree Press, 2002. Pg 12

## BELONGING

Brokenleg and Brendtro note that in traditional Native society the duty of teaching young people was not designated to specialized individuals and biological parents, but was the responsibility of all adults in the community. In this way, children experienced a network of caring adults, and learned a variety of parenting and relationship strategies that they could later call upon to navigate their own complex relationships. Belonging in Aboriginal communities was expressed by “vibrant cross-generational relationships, in which community leaders and elders regularly visited residents to listen to their worries and provide council”.<sup>13</sup> Young people were taught to respect the wisdom and life experiences of older generations, and a strong sense of community belonging made them receptive to guidance.

The need to belong to positive communities for young people is also highlighted in various Canadian studies on youth mental and physical health. “A Picture of Health: Highlights from the 2008 BC Adolescent Health Survey” notes that “building protective factors such as family, school and cultural connectedness can assist even the most vulnerable youth to overcome negative experiences”.<sup>14</sup> In terms of the influence of peer groups, where the need to belong is perhaps the most highly visible in youth, the report notes that “having friends with healthy attitudes about risky behaviours was the strongest protective factor”.<sup>15</sup> The Chief Public Health Officer of Canada, in his 2009 report “Growing up Well – Priorities for a Healthy Future” comments that community-based programs that work to develop positive protective factors such as a sense of belonging, attachment, self-esteem and strong external family support have experienced “notable success”.<sup>16</sup>

## MASTERY

Young people must experience mastery in their lives in order to develop healthy self-esteem and self-confidence. Humans have an innate desire to become competent and solve problems, however if defeats become the primary outcome of early attempts at mastery, the will to competence can be overcome.<sup>17</sup> It is necessary to nurture the desire to mastery, for successes in surmounting challenges serve to strengthen the desire to succeed.<sup>18</sup> In young people who have been incapable of experiencing mastery in their social environment, notions of success must be expanded. Education (formal, experiential or otherwise) may be shaped to the student to allow them to achieve mastery in their own way. Mastery can also be created in environments that are not completely positive. For youth at risk, getting through a difficult situation can be cast as mastery, and a building block for future competencies. Perhaps the most harmful obstacle to mastery is the competition that is

---

<sup>13</sup> Ibid 46

<sup>14</sup> A. Smith, D. Stewart, C. Poon, E. Saewyc and the McCreary Centre Society, *A Picture of Health: Highlights from the 2008 BC Adolescent Health Survey*. Vancouver, BC: McCreary Centre Society, 2009. Pg7

<sup>15</sup> Ibid pg53

<sup>16</sup> Chief Public Health Officer of Canada. “Report on the State of Public Health in Canada 2009: Growing up Well – Priorities for a Healthy Future”. Pg 57

<sup>17</sup> Reclaiming Youth Network. “The Circle of Courage Philosophy.” 2007.

<sup>18</sup> Larry Brendtro, Martin Brokenleg and Steve Van Bockern, *Reclaiming Youth At Risk: Our Hope for the Future*. Revised Edition. Bloomington, IN: Solution Tree Press, 2002. Pg 49

encouraged amongst young people both consciously and unconsciously by our social and economic institutions. Mastery is best cast as personal attainment, not being superior to one's opponent.<sup>19</sup>

The need for mastery of one's environment as an essential developmental asset is well recognized in contemporary psychological and neurological research. Doug Sage, Executive Director of the Canadian Mental Health Association in Kamloops, BC, notes that the instinctual needs of the human brain can be categorized into two groups, the old brain and the new brain. The old brain is concerned with our most primitive needs, such as survival, reproduction, hunger etc. However, the new brain also has basic needs and unfulfilled, can result in serious mental health issues and even death. Among these is the need for power (defined by competing, achieving and gaining importance), complimenting the theory of Brokenleg and Brendtro.<sup>20</sup> Additionally, the Search Institute, a leading youth- focused educational and psychological think tank based out of Minnesota, reports motivation to achieve and high self-esteem as internal assets for building resiliency to risk factors in youth.<sup>21</sup>

## INDEPENDENCE

While some research refers to personal power, others to choice, and still more to freedom, all agree that the asset which Brokenleg and Brendtro refer to as independence is an essential component in building resilient youth. According to Brokenleg, "power in Western cultures was based on dominance, but in tribal traditions it meant respecting the right for independence". Rather than imposing discipline externally, the Aboriginal teaching stressed self-respect and inner discipline.<sup>22</sup> Youth must be given the opportunities to make choices and demonstrate to themselves their own power and responsibility.

Notions of providing young people with choice are certainly not novel to Native American society. Writing in the 18<sup>th</sup> century, Rousseau commented that children needed to be provided with "well-regulated freedoms" to provide them with the opportunity to learn from experience and natural consequences.<sup>23</sup> Both the writings of Rousseau and Brokenleg seem to resonate with the key findings of the McCreary Centre Society study "Making the Right Connections: Promoting positive mental health among BC youth", that noted that having input into activities emerged as a protective factor even among the most vulnerable groups of youth including females who had been abused, and males who had a health condition or disability.<sup>24</sup>

In regards to independence, Brokenleg and Brendtro also raise credible points concerning youth, obedience, and loss of purpose. The authors note that the position and responsibilities of youth within the family have changed significantly over the past century. Where once older children and youth

---

<sup>19</sup> Martin Brokenleg Speech to Vernon Mental Health Association. November 2010

<sup>20</sup> Doug Sage. "Mental Health and Addictions in the Workplace: Essential Skills for Service Providers". Hillcrest Hotel, Revelstoke. May, 2011.

<sup>21</sup> Search Institute. *Search Institute's Framework of Developmental Assets*. Minneapolis, MN: Search Institute, 1997.

<sup>22</sup> Reclaiming Youth Network. "The Circle of Courage Philosophy." 2007.

<sup>23</sup> Jean Jacques Rousseau, *Emile*. (1762). Translated by Allan Bloom. New York, NY: Basic Books, 1979. As quoted in Larry Brendtro, Martin Brokenleg and Steve Van Bockern, *Reclaiming Youth At Risk: Our Hope for the Future*. Revised Edition. Bloomington, IN: Solution Tree Press, 2002.

<sup>24</sup> A. Smith, C. Poon, D. Stewart, C. Hoogeveen and E. Saewyc and the McCreary Centre Society, *Making the Right Connections: Promoting positive mental health among BC youth*. Vancouver, BC: McCreary Centre Society, 2011. pg. 5

were often looked to as an additional income earner for the family, modern North American society has evolved to the point where younger youth have little meaningful role. This highlights a growing paradox in our communities in which youth are excluded from responsibility only to be blamed for demonstrating irresponsibility.<sup>25</sup> Moreover, without opportunities to demonstrate independence and choice, youth may not learn to advocate for themselves. Many youth practitioners observe that a predictable response to learned helplessness and the sense of being a pawn to others is defiant rebellion, often manifested through participation in negative peer subcultures.<sup>26</sup>

## GENEROSITY

Opportunities to engage in generous behaviour are essential for young people to understand their power to affect others with positive change. Brokenleg and Brendtro note that both Native cultures and Western democracy share as a central tenet the responsibility of looking out for others. In Aboriginal culture, prestige was accorded to those who gave generously while those who had nothing to give were pitied.<sup>27</sup> Every single religion encompasses the spirit of generosity in some capacity, and numerous studies suggest that the benefits of generosity to the provider are immense and varied.<sup>28</sup> Reflecting on this realism, the American poet Emerson wrote “it is one of the most beautiful compensations of this life that no man can sincerely help another without helping himself”.

A renewed interest in generosity and service appears to be making its way back into vogue in North America. Many school boards are instituting rules that stipulate a student must perform a certain number of hours in community service in order to graduate and receive their diploma. While this is a positive step, it surely represents only a pseudo-altruistic offering. Youth programming and policy should develop strategies to incorporate generosity into small, everyday activities to create a strong culture around giving. The Carnegie Council, considering programming options to create resiliency in at-risk youth in Brooklyn, New York, writes “young adolescents enjoy working in community service programs such as aiding the elderly or tutoring younger children: their visible contributions provide them with a sense of importance, fulfillment, and belonging”.<sup>29</sup>

---

<sup>25</sup> Larry Brendtro, Martin Brokenleg and Steve Van Bockern, *Reclaiming Youth At Risk: Our Hope for the Future*. Revised Edition. Bloomington, IN: Solution Tree Press, 2002. Pg 25

<sup>26</sup> Ibid

<sup>27</sup> Ibid 57

<sup>28</sup> See for example, A. Smith, M. Peled, C. Hoogeveen, S. Cotman and the McCreary Centre Society, *A Seat at the Table: A Review of Youth Engagement in Vancouver*. Vancouver, BC: McCreary Centre Society, 2009. and Hans Selye, *Stress without Distress*. Philadelphia, PA: J.B. Lippincott, 1974.

<sup>29</sup> Carnegie Council on Adolescent Development, *A Matter of Time: Risk and Opportunity in the Nonschool Hours: Executive Summary*. Report of the Task Force on Youth Development and Community Programs. New York, NY: Carnegie Corporation of New York, 1992. Pg 12

## EXAMPLES OF YOUTH PROGRAMING



### EMPLOYMENT, EDUCATION & TRAINING

In Canada, education, training and employment services are shared responsibilities of various levels of government and incorporate a variety of public-private partnerships. As such, local conditions may vary considerably from region to region and defining a “best practice” in terms of the proper mix of government and PPP’s requires a much more exhaustive study than current resources allow for. What we will instead focus on are some examples of specific programs and delivery models that have served other communities well and have created positive outcomes for young people in terms of linking locally delivered education and training programs with meaningful work in the local labour market.

#### YES Employment Services Delivery Model

One of the most productive and lauded employment services delivery model in Canada is YES! (Youth Employment Services) in Toronto, Ontario. YES was founded in 1968 with funding from the Toronto Rotary Club, and has served over 100 000 people through its distinguished history. YES takes the position that ‘employment is empowerment’ and the cornerstone of healthy individuals and communities. On the forefront of developing innovative programs to address the multiple factors associated with youth unemployment, YES has been a leader in bringing together decision makers from government, business and the non-profit sector for the purpose of information sharing and project design. Often looked to for commentary on national labour market trends and how they interact with youth unemployment, Director Nancy Shaefer has been a consistent advocate for youth on national news broadcasts such as CBC’s The National and in leading daily The Globe and Mail.<sup>30</sup> The YES website notes that;

*“YES was the first to both recognize and address that being out of work is often the result of factors beyond the control of our most vulnerable and disadvantaged youth. Low self-esteem, a mental or physical disability or simply being in need of bus fare to get to a job interview can all have a tremendous effect on youth employment”.<sup>31</sup>*

Besides offering employment programs to suit a range of interests from fashion to building a viable summer company, YES also partners with the academic community and leading human resources firms to produce research that seeks to identify the various social, economic and psychological factors that lie at the root of youth unemployment. Continuous dialogue between YES and its various community partners allows the centre to constantly update its programming in order to remain

<sup>30</sup> CBC. “The Struggling Youth”. 6 May 2011. Online video clip. The National official site. Accessed on May 8, 2011. [http://www.cbc.ca/video/#/News/TV\\_Shows/The\\_National/1233408557/ID=1912412288](http://www.cbc.ca/video/#/News/TV_Shows/The_National/1233408557/ID=1912412288)

<sup>31</sup> “About Us” Youth Employment Services. n.d. Accessed on 23 April 2011. <http://www.yes.on.ca/get-informed/about-yes/what-we-do/>

relevant and exciting to its clientele. In addition to programming YES also offers counseling services, referrals, and a resource centre. Every client is assisted in developing an Action Plan to design their entry or return to the workplace and outcomes are monitored through a follow up system by the case-workers. Solid record keeping practices have allowed YES to build an excellent database of approaches and outcomes which have been invaluable assets to research and program design efforts.

YES's location in metro Toronto is clearly a huge benefit for the organization, situated as it is within a major business, government and research hub. Partnering with major research intensive universities and myriad community and non-profit organizations allows YES to collect solid qualitative and quantitative data, while contacts with the business community ensure the organization is well equipped with the most up to date trends in that sector. However, even small rural communities may take advantage of an integrated employment services delivery model, where dialogue is maintained between employers, community organizations and a centralized employment services centre. While the smaller colleges and universities that serve such communities may not have the research capabilities of the larger urban institutions, they nevertheless have a mandate to understand and respond to the labour market needs of their regional clientele, and should be considered key stakeholders in the integrated model.

#### Youth Entrepreneurship; Enterprise Greater Moncton

Innovative collaborative projects can lead to both greater engagement and positive employment outcomes for young people. In rural areas where secure employment and living wages are not necessarily ever-present, fostering an entrepreneurial culture among the public and private sectors and youth can be of great benefit. Many regions, in cooperation with business, government and development corporations have initiated exciting strategies to introduce the concept of entrepreneurship to young people, and begin networking and idea sharing at an early age. In Canada, there are numerous examples of such collaboration, including the Youth Entrepreneurship Challenge in New Brunswick, and Quebec's Youth Strategy Program.

The Youth Entrepreneurship Challenge is a fully bilingual entrepreneurship contest designed for high school students that consists of three independent competitive components. The contest is coordinated by Enterprise Greater Moncton, and supported by a diversity of partners, including TD Canada Trust, the Youth Entrepreneurship Development Initiative Network, Co-op Atlantic, the New Brunswick Innovation Foundation, the Province of New Brunswick and the Atlantic Canada Opportunities Agency.<sup>32</sup> The goal of the project is to foster entrepreneurship by rewarding students who show creativity, leadership, communication skills and innovation with financing for business start-up, or alternatively with cash prizes to be donated to a charity or non-profit of their choice. The first category is the 'Creating a Business Idea' competition, which takes place over the academic year and involves designing an innovative business plan (product or service) that "could take the world by storm".<sup>33</sup> Contestants may enter as individuals or groups, with a cash prize of \$3000 going to the top plan.

---

<sup>32</sup> Hofer, A. and A. Delaney (2010), "Shooting for the Moon: Good Practices in Local Youth Entrepreneurship Support", OECD Local Economic and Employment Development (LEED) Working Papers, 2010/11, OECD Publishing. OECD

<sup>33</sup> "The Categories", Enterprise Greater Moncton. Accessed on 4 May 2011. <http://entrepreneurshipnb.ca/categories>

One category of the contest which is especially intriguing from a community strategic planning perspective is the Youth Community Engagement contest. In this competition, individuals, groups, or the entire school can participate by submitting ideas for new community services they believe would significantly and cost effectively improve the quality of life in their community. Winners, judged on innovation and creativity, receive a \$500 prize which may be donated to a charity or non-profit of their choice. This innovative project, requiring minimum financing provides not only an opportunity for youth to think critically about their communities and the interaction of people, places and services, but also gives policy makers at the local level an intimate window into the concerns and goals of a demographic typically difficult to reach.

#### Greater Trail Community Skills Centre: The Right Stuff

When young people are incapable of accessing entry level positions that provide the foundational skills for upwards mobility within the labour market, innovative programs may be required to create such positions. The 'hub model', as practiced by YES and other employment services organizations can be instrumental in bringing together the people, information and expertise necessary to launch such an effort. In Trail, BC, 'The Right Stuff' program was launched in cooperation with the Greater Trail Community Skills Centre and the Trail Daily Times to create a community asset where once a deficit existed. The program came about as a result of intersecting needs, and has run successfully for eight consecutive years.

A group of marginalized youth, served by the Community Skills Centre was having difficulty accessing employment, while the Trail Daily Times was looking for a new partner to take on distribution. A partnership was agreed on, a contract negotiated, and a successful program was born. The objective of the program is two-fold, with a social aim of providing sustainable employment to marginalized youth where they are encouraged to build employability and life skills, and a financial aim of generating sufficient income to cover employee wages and program expenses.<sup>34</sup> The program operates solely on revenue from the contract with the Daily Times, and operates as a private sector business. It has successfully paid wages and covered operating costs since its inception and has not attempted to access government or grant funding. The program is able to typically offer part-time employment to six individuals, who are provided with on-site support and off-site counseling by one full-time and two part-time front line workers. Workers are encouraged to seek additional employment while participating in the program, and are able to access the supports offered by their front line supervisors and the Community Skills Centre in doing so. The program strives to address the economic needs of the participants by supplementing their existing income sources, and has been successful in this regard with average first year employee's earnings being increased on average by \$10 000.<sup>35</sup> The program creates both challenges and opportunities for staff and participants in that an organization typically accustomed to operating within the non-profit structure must conform to the contractual obligations and duties maintained in a business partnership. This required a concerted effort on the part of the Community Skills Centre to adapt its organizational thinking, but also provided staff with an effective opportunity to reconnect with the cultural norms of the business community.

---

<sup>34</sup> Michelle Cherot, "The Right Stuff: The Greater Trail Community Skills Centre" in Maureen LeBourdais ed. *Sharing Information to Strengthen Rural Communities; Lessons Learned from BC Projects*. B.C. Rural Network, 2008. Pg 12

<sup>35</sup> Ibid 14

## ENTERTAINMENT, RECREATION & CULTURE

Possibilities for engaging youth programming and facility use are essentially unlimited. It is irrelevant which activities, initiatives or programs a community wishes to pursue, as long as the asset building components of the Circle of Courage are incorporated into project design. In terms of attracting youth to programming, it is essential that the target population be included in project design and delivery. The earlier youth participation is incorporated into the project and the more responsibility designated to them, the better. The following are some examples of effective youth-driven programming in the entertainment, recreation and cultural sectors.

### Scratch Magazine

Funded and published by the Columbia Basin Trust, Scratch magazine is a quarterly publication by and for youth that focuses on ideas, travel, the arts and pop culture in the Columbia Basin. A rotating editorial committee of youth is tasked with selecting articles and designing the layout for each issue, and submissions are welcome from young writers who live throughout the Columbia Basin.<sup>36</sup> Scratch magazine provides an incredible outlet for aspiring young writers, photographers and artists, and also has the capacity to arrange mentorship opportunities between young and established artists living in the region.<sup>37</sup> All submissions are paid, and the magazine offers a fantastic venue for aspiring artists to compile a portfolio of published works.

Incidentally, since Revelstoke is situated within the geographical boundaries of the Columbia Basin, its young people should be encouraged to take advantage of the opportunities offered by Scratch. While there is an awareness of the publication among Revelstoke youth, a perception that the magazine is Nelson-centric seems to pervade. Perhaps finding a group of interested young people and putting forth an application to host an editorial committee in Revelstoke would bring greater attention to Scratch locally and encourage more youth to become involved in the future. This is an obvious low cost, cultural asset that our community would do well to take greater advantage of.

### The Cultch: Vancouver East Cultural Centre

From the Youth Panel, to the mentorship program to the Ignite! Youth Festival, when it comes to young people with an interest in the arts, The Cultch gets it right. Boasting two contemporary \$14 million performing arts spaces, The Cultch is a mecca for aspiring young artists looking to soak up as much knowledge as possible. The Cultch encourages youth in their passion, providing the opportunity to pair with established artists practicing their trades in Vancouver, and offering them the opportunity to sit on The Cultch Youth Panel. The Youth Panel is a group of approximately 20 youth between the ages of 15-24, who are responsible for the design, promotion and administration of the weeklong Ignite! Youth Festival. The Cultch's Youth Program Manager Corbin Murdoch writes,

*"Imagine having access to one of Canada's premiere performing arts venues for an entire week to create the arts festival of your*

---

<sup>36</sup> Michelle D'Entremont. "Letter from the Editor" *Scratch Magazine*. Iss 18. Spring 2011. Pg 5

<sup>37</sup> "Scratch Magazine – Current Issue". *Scratch Online*. Columbia Basin Trust. 2010. Accessed on 30 May, 2011. <http://www.scratchonline.ca/mag>

*dreams. Imagine working collaboratively with a group of like-minded young people to make that dream a reality. Imagine learning from the city's top artists and administrators to make your festival the best it could possibly be. You've just imagined The Cultch's Youth Panel."*<sup>38</sup>

The Ignite! Youth Festival takes over the Cultch for a week every year and includes showcases in music, dance, spoken word, world premiers of plays, visual arts exhibits, variety shows featuring improv, drag, circus arts, and much more. Hundreds of youth are involved, and everything is created by local artists between the ages of 13 and 24. Every aspect of the festival is youth-driven, from media relations and promotion, to stage managing and sound and lighting.<sup>39</sup> Would it not be incredible for Revelstoke to partner with other Basin communities to put together a youth festival of its own? With a new theatre only months from completion, opportunities for youth driven artistic initiatives should expand.

## HOME, HEALTH 7 SAFETY

Revelstoke is a safe community. This is confirmed statistically and is the perception of an overwhelming proportion of the youth survey respondents who said they felt safe in both their homes and their community. There are however, certain risk factors which depending on context can create unsafe situations for young people. Revelstoke's growing reputation as a resort and tourism destination attracts individuals and groups looking to relax on vacation, which for some can include the use of excessive amounts of alcohol and use of illegal drugs. From a harm reduction perspective, safe, non-judgmental spaces where youth can escape from pressures at home and in their social circles have the potential to blunt some risk-factors and introduce them to positive and productive relationships and activities.

### Nelson Youth Centre

A youth centre is not a cure-all. In many ways, youth centre's represent a reactionary response to a community's inability to meet the basic needs of young people through other preventative engagement tactics. Brokenleg and Brendtro note the limitations;

*"While youth hunger for a feeling of importance, adults infantilize them. The typical approach to the cries of boredom from youth is to build them a new playground or teen-town where they are told to go and play some more. Today, little is asked of young people except that they be consumers."*<sup>40</sup>

---

<sup>38</sup> Murdoch, Corbin. "Youth Programs at the Cultch". *The Cultch*. Vancouver East Cultural Centre. 2011. Accessed 1<sup>st</sup> June 2011. <http://www.thecultch.com/content/view/26/91/>

<sup>39</sup> "About the Festival". *Ignite! Youth Festival*. Vancouver East Cultural Centre. 2011. Accessed 1<sup>st</sup> June 2011. <http://www.igniteyouthfest.ca/about/the-festival>

<sup>40</sup> Larry Brendtro, Martin Brokenleg and Steve Van Bockern, *Reclaiming Youth At Risk: Our Hope for the Future*. Revised Edition. Bloomington, IN: Solution Tree Press, 2002. Pg 38

Because a youth centre does not independently represent sufficient conditions for meeting the basic needs of youth, their record in many communities is murky at best. Some communities boast brand new facilities which see little use or have been quickly appropriated by one small segment of the youth population. One of the biggest challenges for a youth centre is branding. If a facility is branded as “for” a certain type of group of youth (i.e. youth at risk, or youth with disabilities, etc) it can quickly become a no go zone for the broader demographic. For a youth centre to operate effectively, it must become a popular hub for the mainstream, be governed and operated to a fair extent by youth themselves, and encompass the principles espoused by the circle of courage.

The Nelson Youth Centre achieves these principles while maintaining a sustainable operating framework. The facility is leased to the occupant at an amenable rate, and the centre itself leases out office space to youth employment services. This creates an effective youth service hub, as well as covers the operating cost of the centre to a considerable degree. The centre strikes a comfortable balance between programming and space, with the indoor skatepark providing a considerable draw. Nominal fees are charged for use of fully equipped band rooms, dance studio and craft space, and programming is run out of the centre by volunteers, with most materials donated by local business. The centre is staffed predominantly by youth, who have a major voice in centre decisions and operations.<sup>41</sup>

#### BC Farmers’ Market Nutrition and Coupon Program

The effect of inflation on local food prices continues to be a cause for concern for Revelstoke residents. While wages remain stagnant, food prices in Canada have posted an 8% year after year increase since 2009.<sup>42</sup> Coupled with employment growth which has mainly been confined to the service sector, food prices are poised to become a defining health issue for lower income residents. An innovative program piloted in Port Coquitlam has demonstrated some success in making high quality nutritious food available to lower income individuals while providing them with critical skill development.

The Farmers’ Market Nutrition and Coupon Program (FMNCP) is a pilot program of the BC Association of Farmers Markets (BCAFM) with the aim of supporting access for low-income families to fresh food, supporting BC farmers and increasing residents abilities to prepare and properly store food.<sup>43</sup> The program operates by offering coupons that are redeemable at local farmers markets for products such as dairy, eggs, fish, fresh herbs, meat, nuts and vegetables in exchange for attending a Cooking and Skills-Building (CSB) session. The program effectively breaks down the cooking and food preparation barriers that prevent many individuals from buying fresh foods, while simultaneously offering financial incentive to acquire quality nutritious food. The program has received funding for expansion throughout the upcoming market season.<sup>44</sup>

---

<sup>41</sup> “Youth Centre”. Nelson and District Youth Centre. City of Nelson. 2011. Access on May 18 2011.  
<http://www.nelson.ca/EN/main/residents/youth-centre.html>

<sup>42</sup> Michael Babad, “Why food prices in Canada are about to get higher”. *The Globe and Mail* January 7, 2011.

<sup>43</sup> Anna Kirbyson, “BC Farmers’ Market Nutrition and Coupon Program (Pilot Project)” in Maureen LeBourdais ed. *Sharing Information to Strengthen Rural Communities; Lessons Learned from BC Projects*. B.C. Rural Network, 2008. Pg 8

<sup>44</sup> *Ibid*

## CITIZENSHIP, CONNECTIVITY & ENGAGEMENT

Engaging young people in the discussion, design and delivery of services, programs and policies that affect them is critical to the success of such initiatives. Mechanisms must be developed to encourage ongoing dialogue between young people and policy makers to ensure a climate of respect, honesty and openness is nurtured and maintained.

### City of Victoria Youth Council

The City of Victoria Youth Council is an arm's length municipal organization supported by BC Healthy Communities and the City of Victoria. The Council attempts to facilitate youth access to City Hall through lobbying, collaborative partnerships, leadership and skill development training for the purpose of taking action and raising awareness on issues that are important to youth in the Victoria region. The Council strives to remain in constant communication with youth "from all backgrounds and walks of life" by providing venues for dialogue such as open mic nights, youth town halls, and a variety of workshops aimed at engaging youth in the municipal political process.

Youth Council members act as energy points for greater youth engagement in the city, facilitating collaboration between disparate groups on topics such as homelessness, discrimination and the environment. Through their extensive engagement with youth throughout the city, Council members are well positioned to advise Mayor, City Council and city staff on recommendations and ideas for programming and initiatives.<sup>45</sup> The arm's length status of the group, as well as its diverse funding base has allowed the Council to mount extensive criticism of initiatives considered harmful or without benefit to youth, which has made City Council eager to ensure that collaboration and dialogue between the two bodies is constructive and ongoing.<sup>46</sup>

### Columbia Basin Trust Youth Advisory Committee

Another organization to which Revelstoke residents have access, the CBT Youth Advisory Committee provides opportunities for youth living in the Columbia Basin to initiate change in their communities through leadership, skill development, input into CBT policy planning, increased networking amongst Basin youth, and the review and approval of CBT youth grant applications.

The Youth Advisory Committee is composed of twelve youth selected from around the basin to provide representation of their communities based both on age and location. Committee members commit to a one year term, which includes bi-monthly weekend meetings in communities around the basin. A typical weekend meeting involves "skill building workshops, hearing from youth leaders in

---

<sup>45</sup> "About Us". City of Victoria Youth Council. City of Victoria. 2008. Accessed on 2<sup>nd</sup> May 2011. [http://cvyc.net/site.php?action=what\\_we\\_do](http://cvyc.net/site.php?action=what_we_do)

<sup>46</sup> Shaw, Katie. "Youth Engagement Workshop". Presented to Revelstoke Service Providers. 19 January, 2011.

the community, policy development and community presentations”.<sup>47</sup> Committee members are also encouraged and provided with funding to attend additional conferences and workshops outside of the Basin area for the purpose of growing their personal skills and enhancing the collective council capacity.<sup>48</sup>

### Check Your Head

Check Your Head is a youth initiated and youth driven organization based out of Vancouver, B.C. The organization espouses a philosophy that youth are quite knowledgeable about the world around them and through well facilitated groups and discussions young people can provide each other with rich and powerful learning experiences. Through workshops that link global events and decision making to tangible everyday life in BC communities, Check Your Head attempts to “create exceptional spaces where young people come together to connect, imagine and build socially and environmentally just communities”.<sup>49</sup>

Check Your Head was founded in 1999 by 12 young people organizing a conference to educate youth on the Multilateral Agreement on Investment, a highly controversial trade agreement at the time. When the MAI collapsed prior to the conference date, the conference was renamed Check Your Head, and became a forum for youth discussion on globalization. The group opened an office in 1999 and became a registered society in 2000, now offering a diversity of workshops and leading collaborative projects on issues such as international trade, corporate power and responsibility, climate justice and food security.<sup>50</sup>

---

<sup>47</sup> “Scratch Magazine – Current Issue”. Scratch Online. Columbia Basin Trust. 2010. Accessed on 30 May, 2011.  
<http://www.scratchonline.ca/mag>

<sup>48</sup> Ibid

<sup>49</sup> “About Us”. The Youth Global Education Network. Check Your Head. 2011. Accessed on 4 May 2011.  
[http://cyh.dreamhosters.com/?page\\_id=4](http://cyh.dreamhosters.com/?page_id=4)

<sup>50</sup> Ibid

# Fitting the Pieces Together

## COMMUNITY VISION STATEMENT



*Revelstoke will be a leader in achieving a sustainable community by balancing environmental, social and economic values within a local, regional and global context. Building on its rich heritage and natural beauty this historic mountain community will pursue quality and excellence. Revelstoke is seen as vibrant, healthy, clean, hospitable, resilient and forward thinking. It will be committed to exercising its rights with respect to decisions affecting the North Columbia Mountain region. Community priorities include: opportunities for youth; economic growth and stability; environmental citizenship; personal safety and security; a responsible and caring social support system; a first-class education system and local access to life-long learning; spiritual and cultural values, and diverse forms of recreation. All residents and visitors shall have access to the opportunities afforded by this community.<sup>51</sup>*

It is important that the YAPlan seamlessly integrate with other community and municipality planning documents to ensure consistency of vision and purpose. Some of the relevant plans that were consulted in preparing the YAPlan include; the Revelstoke Official Community Plan, Community Development Action Plan, Parks, Recreation and Culture Master Plan, Cultural Strategy for the City of Revelstoke, Revelstoke Community Substance Use Strategy, and the Community and District Literacy Plan. Please see Works Cited for complete documentation of consulted plans, reports and referenced works.

---

<sup>51</sup> City of Revelstoke, Official Community Plan. 2009. Pg 7



## YOUTH ACTION PLAN VISION STATEMENT

*The Youth Action Plan envisions a community where youth are acknowledged as critical stakeholders and guardians of both Revelstoke's present and future. Youth are both encouraged and expected to take an active role in community decision-making and are provided with opportunities for meaningful and sustained involvement in activities focusing outside the self. Service providers, youth serving organizations and the municipality will work collaboratively and actively to ensure local conditions provide young people with the opportunity to meet the physical and psychological needs associated with a positive transition to adulthood, including the need for belonging, independence, mastery and generosity. Residents, service providers and local government will prioritize the growth of an environment in which youth are accorded dignity and respect and are free from physical and emotional harassment or discrimination based on age, sex, wealth, ability, peer group, sexual orientation or beliefs. Service providers and the municipality commit to publicizing the achievements of young people and celebrating their positive contributions and unique abilities.*

## YOUTH ENGAGEMENT PRINCIPLES

- Youth Engagement is the meaningful and sustained involvement of a young person in an activity focusing outside the self. Full engagement consists of a cognitive component, an effective component, and a behavioral component.
- Meaningful youth engagement produces benefits to youth and the community in which they live.
- Through engagement, youth gain a sense of empowerment as individuals and make healthy connections with others, which are associated with a reduction of risk behaviors and increased participation in positive activities that contribute to the community.
- Youth engagement is a cross-cutting, comprehensive, strength based practice for effective protection, prevention and intervention on multiple issues.
- The community gains from the contributions that youth bring to organizations, activities and their relationship.<sup>52</sup>

---

<sup>52</sup> Centre of Excellence for Youth Engagement. Viewed May 10, 2011. [www.engagementcentre.ca/vision.php](http://www.engagementcentre.ca/vision.php).

# Assessment - Key Findings



## THE FOUR PILLARS

- **Employment, Education & Training**
- **Entertainment, Recreation & Culture**
- **Home, Health & Safety**
- **Citizenship, Connectivity & Engagement**

## EMPLOYMENT, EDUCATION & TRAINING

Employment is difficult to attain for young people in Revelstoke. This reality was confirmed both statistically and anecdotally by the Revelstoke Youth Assessment. Female respondents experienced slightly more difficulty accessing employment despite higher overall levels of education, consistent with assessment statistics that appear to indicate age as a greater determinant of employment accessibility than education. Younger workers (19-24) vying for the same jobs as older workers were inevitably at a disadvantage as a result of their less extensive work history, and reported the highest rates of difficulty finding work. High school students reported the second highest rates of difficulty finding work, although the numbers are distorted by the proportion of students who have never attempted to access work and thus answered “no” to the question that concerned accessibility difficulty. Long-term Revelstoke residents had statistically less difficulty accessing work than newer residents, consistent with comments that “it is not what you know, but who you know”. A relationship was also noted between individuals who had difficulty finding work and a likelihood of espousing a negative view of the community, tourists, and temporary workers.

While Okanagan College maintains a centre in Revelstoke, lack of a critical mass of students has historically made it difficult for the College to expand its program offerings. However, survey results indicate that there does appear to be considerable interest in the community for locally delivered training and education, especially from individuals who have already completed some higher education. At the high school level, fully 42% of students indicated that they would prefer to stay

in Revelstoke to complete their education and training, assuming the program of their interest was delivered locally. While it will continue to be difficult for higher education institutions in Revelstoke to attain the critical mass necessary for extensive program offerings, emerging technology continues to improve the effectiveness and quality of distance education. Expansion of supported distance learning opportunities in Revelstoke could be an excellent way to bridge demand and lack of critical mass.

### *By the Numbers*

- A significant proportion of youth across the age spectrum would be interested in locally offered training programs.
- 82% of individuals who had completed high school or more indicated they would prefer to remain in Revelstoke to complete further training
- 42% of current high school students or individuals who have not completed high school would prefer to stay in Revelstoke to complete further education or training.
- Greater correspondence was noted between age and ability to find work then education and ability to find work
- A slightly higher proportion of female respondents reported difficulty finding work than males.
- It is slightly easier for people from Revelstoke to find work than from those outside Revelstoke (with the exception of high school students).
- Those who had difficulty finding work were more likely to espouse a negative view of Revelstoke and of tourists and foreigners
- 68% of 19-24 year olds experienced difficulty finding work, which is much higher than the next age group. High school statistics are lower because a large number had not looked for work
- 70% of respondents who held a college diploma, university degree or graduate degree have been in Revelstoke less than five years. Among this population, the primary reasons they would leave Revelstoke were lack of opportunities for career advancement and cost of living, specifically housing and food.
- 35% of these people indicated they are either working not enough or in jobs below their skill levels.

## ENTERTAINMENT, RECREATION & CULTURE

Revelstoke is a great place for young people because of our incredible mountain setting. Such sentiments were expressed time and again by all youth, regardless of whether they had lived here their entire lives, or were “taking a year off” to enjoy Revelstoke’s skiing and mountain culture. However, many young people face myriad barriers to participation in the activities they enjoy the most. 62% percent of youth identified money as being a major barrier to participation, while equipment, training and knowledge, and transportation were noted as difficulties by over 24% percent of respondents. Also noted in numerous comments was the lack of centralized information on local events and activities for young people. This was especially so for youth new to town who lacked an extensive social network.

Strong support exists among older and younger youth for the proposed skatepark and pumptrack facility, and support for the expansion of the bike trail networks remains universally strong. Increased youth programming in the arts and culture was seen as needed by youth under 19, and many supported the designation of a flexible youth space. Older youth who have been in Revelstoke for over five year (probably indicating they had grown up in Revelstoke) supported the notion that a youth designated space would be a positive development. Longer pool hours, a designated off leash dog park and improvements to the Okanagan Regional Library were also supported.

### *By the Numbers*

- Regardless of age, gender, or length of residency, respondents overwhelmingly identified Revelstoke as a great place for youth because of the variety of outdoor activities.
- Among youth who have been in Revelstoke five year or more and youth under 19, substantial support exists for a new skatepark and pumptrack, increased youth programming in the arts, a designated youth space with flexible hours, more bike trails and longer pool hours.
- Among youth 19 and older and youth who have been in Revelstoke less than five years, strong support exists for a new skatepark and more bike trails.
- Youth from all age groups expressed interest in a designated off-leash dog park. Older youth who had been in the community more than five years expressed some support for a youth centre
- Numerous service providers noted arts programming and a youth centre as a gap
- The greatest barrier to participation in activities of interest for 62% or respondents is money, followed by equipment (28%), training and knowledge (25%), transportation (24%) and guidance and mentorship (17%). In the attached comments section, a number of respondents noted that a considerable barrier to participation was an inability to access information concerning the time and whereabouts of organized activities that are going on in town. For new residents lack of local contacts was a barrier to information sharing on events and activities.
-

Revelstoke is a safe community and the vast majority of youth respondents confirmed this. Over 90% of respondents noted they felt safe in both their homes and in their communities, and the majority of young residents were not experiencing personal problems that would require external interventions. Consistent with provincial and national studies however, young people who are experiencing problems in their personal lives are not accessing services to the degree that they are available. Although our statistics cannot be considered exhaustive, it would appear that Revelstoke youth fail to access services at a higher rate than their peers throughout British Columbia. The 2008 BC Adolescent Health survey notes that 12% of young people provincially were not accessing mental health services when they felt they needed them, while 13% did not access medical help when they felt they needed it.<sup>53</sup> In Revelstoke, the percentages were much higher, with the caveat that respondents were not asked if they felt they *needed* to seek services. The younger the individual, the less likely they were to have accessed an appropriate service. Comments on the inaccessibility of services in Revelstoke included questions of transportation, confidentiality and location of services. Mirroring national trends, males reported higher problem substance use than females, but perhaps less predictably, reported far higher instances of having experienced discrimination than females.<sup>54</sup>

Poverty statistics in Revelstoke also appear to mirror national data. Female respondents were 10% more likely to have experienced poverty than males and were less likely to own their place of residence.<sup>55</sup> Young people who rented their place of residence were likely living with a number of friends or roommates, with the average renter household containing four residents. As noted in the Revelstoke Community Substance Use Strategy, the higher the density of the household, the more risk factors emerge concerning problem substance use.<sup>56</sup>

<sup>53</sup> A. Smith, D. Stewart, C. Poon, E. Saewyc and the McCreary Centre Society, *A Picture of Health: Highlights from the 2008 BC Adolescent Health Survey*. Vancouver, BC: McCreary Centre Society, 2009. pg 6

<sup>54</sup> Health Canada and the Canadian Centre on Substance Abuse, *Answering the Call: National Framework for Action to Reduce the Harms Associated with Alcohol and Other Drugs and Substance in Canada*. Ottawa, Ont: The Canadian Centre on Substance Abuse, 2005. Pg 6

<sup>55</sup> Statistics Canada, "Median earnings and employment for full-year, full-time earners, all occupations, both sexes, for Canada and census metropolitan areas and census agglomeration – 20% sample data". *Census 2006*. Viewed at <http://www12.statcan.ca/census-recensement/2006/dp-pd/hlt/97-563/T801-eng.cfm?Lang=E&T=801&GH=8&SC=1&SO=0&O=A&RPP=144>. Viewed June 20, 2011.

<sup>56</sup> Jill Zacharias and Lory Borges, *Revelstoke Community Substance Use Strategy*. Submitted to the City of Revelstoke, June 2010. Pg 21

### *By the Numbers*

- 95% of respondents feel safe in home – consistent for both males and females
- 92% of respondents feel safe in community – consistent for both males and females
- 20% of female respondents have experienced some form of depression or mental health issues, 1% have experienced problem substance use, 1% have experienced discrimination, 12% have experienced violence, 11% have experienced poverty
- Of all women who reported experiencing mental health or depression, problem substance use, discrimination, violence or poverty, only 29% had successfully accessed services, 19% were unsuccessful in accessing services and 52% did not attempt to access services.
- Of all male respondents, 17% reported some form of mental health or depression issues, 8% had experienced problem substance use, 15% discrimination, 15% violence and 1% poverty
- Female respondents were 10% more likely to have experienced poverty than male respondents and reported lower rates of home ownership than males.
- Of males who indicated they had experienced mental health or depression, problem substance use, discrimination, violence or poverty issues, only 28% accessed services, 16% were unsuccessful in accessing services, and 56% did not try to access services
- Younger respondents were less likely to have attempted to access services than older respondents. This is consistent with the findings of the 2008 BC Adolescent Health Survey which found that 18% of females and 7% of males across the province reported they had not accessed mental health services when they felt they needed them; while 15% of females and 11% of males did not get medical help when they felt they needed it.
- Asked why they did not access services, some respondents commented they did not know where to go, were concerned about confidentiality, and could not access transportation.
- Females are more likely to be renters than males
- 56% of renters living with friends or roommates
- Average number of roommates or total renters in rental home is four
- Over a third of renters (men and women) spent over 30% of monthly income on rent

Many young people in Revelstoke socialize and participate in organized groups, clubs and associations from which myriad benefits accrue for both the community and the individual. However the majority of these groups are sports oriented, and we believe there is greater space for social organization around the arts, culture and community service. The Revelstoke Youth assessment revealed a considerable amount of interest among young people in becoming more involved in community decision making, and new arrivals to Revelstoke especially demonstrated an appetite for greater engagement. Indeed, these individuals are already making an impact at the local decisions making level, with fully 20% of newer residents responding that they had contributed to an important community decision in the last year. Mechanisms need to be put in place to ensure that young people have the opportunity to provide continuous input into local decision making. Engaged and concerned youth citizens will make decision making more representative of the community as a whole, as well as create strong community leaders and mentors for future generations.

### *By the Numbers*

- 66% of respondents were members of a group, club, organization, or association
  - o Of these, 65% of the groups were sport oriented, 12% arts, 20% business, 26% education, 13% community service, 11% spiritual, 4% cultural, 2% political
  - o Newer and long term resident's participation rates and the types of groups they belonged to were consistent, except that newcomers were far more likely to be part of a business or work related group
- 87% of respondents felt a sense of belonging in Revelstoke (long time residents slightly more likely to feel this)
- 89% of respondents felt Revelstoke was a welcoming community
- 26% of respondents were interested in becoming involved in the YIC
- 18% of all respondents who have been residents for five or more years had provided input towards a major community decision in the last year compared with 20% of respondents who have lived in Revelstoke for less than five years
- 33% of respondents who have been residents for more than five years wanted to become more engaged in cultural, social, political and economic decision making in Revelstoke vs 66% of respondents who have lived here less than five years.

# Ready for Action



## GOALS & RECOMMENDATIONS

*\*The Youth Action Plan remains a “working document”, to be reviewed and updated at regular intervals as new programming is developed or comes to the attention of the Youth Initiative Committee.*

### Education, Employment, & Training

<b>Goal:</b>	Youth have opportunities to make meaningful contributions to their community and personal growth through advanced education, employment and training.
--------------	---

**Objective 1:** Provide youth with opportunities to explore potential career paths and post-secondary education options.

#### Community Assets

Lead Organization/Group	Program or Action	Target Group	Status	Comments
Revelstoke Secondary School (RSS)	<ul style="list-style-type: none"><li>• Career Fair</li><li>• Work Experience</li><li>• Grad Transition</li></ul>	High School Youth	Ongoing	<ul style="list-style-type: none"><li>• RSS has taken a proactive approach in ensuring youth have opportunities to explore potential career paths through career fairs and the work experience programs.</li><li>• Youth also have an opportunity to start thinking about life after high school through the Grad Transaction program.</li><li>• These, and similar opportunities should continue to be supported and expanded.</li></ul>

Okanagan College (OC)	<ul style="list-style-type: none"> <li>• Academic Advising</li> <li>• Youth Skills Link</li> <li>• Pathways to Success</li> </ul>	19+  Youth 15-30  Those with a self identified disability	Ongoing  Funding dependant  Funding dependant	<ul style="list-style-type: none"> <li>• Okanagan College offers academic advising not limited to the scope of programs offered at OC.</li> <li>• Through the Youth Skills Link and Pathways to Success programs, youth that face barriers to employment and those who identify as a person with a disability have opportunities to explore and gain work experience. These programs have lead to employment opportunities and in individuals moving on to pursue post secondary education.</li> </ul>
Revelstoke Employment Services Centre (RESC)	<ul style="list-style-type: none"> <li>• Career counseling</li> <li>• Employment and life transaction workshops</li> <li>• Web tools: Type Focus/Choices</li> </ul>	Youth not attached to the school system	ongoing	<ul style="list-style-type: none"> <li>• RESC offers a number of services, including career counseling.</li> <li>• RESC provides a welcoming and safe space for many youth and young adults to explore potential fields of employment.</li> <li>• Workshops and tools are available to help young people explore employment and career options.</li> <li>• <i>Note:</i> Funding for the youth employment counsellor position was recently cut and is a loss to the youth community.</li> </ul>
Stepping Stones Consulting	<ul style="list-style-type: none"> <li>• Implicit career search</li> </ul>	Youth not attached to the school system	As needed	<ul style="list-style-type: none"> <li>• For those people looking to explore career options, the ICS is a two week program designed to help people understand themselves and life goals.</li> </ul>
Community Futures	<ul style="list-style-type: none"> <li>• Business Mentoring</li> <li>• Financial Support</li> </ul>	All youth	Ongoing	<ul style="list-style-type: none"> <li>• Young people who are interested in starting their own business find advice and mentorship.</li> <li>• Financial services are also available in some cases to help with start up costs</li> </ul>

### ***Ideas for Action:***

- **Provide youth with opportunities to visit potential campuses and cities where they may like to attend college/university/trade-school.**  
Having opportunities to explore and feel comfortable in a new location may help Revelstoke youth in making the decision to relocate for school easier. Navigating the urban environment, taking public transportation and being in an unfamiliar setting can be daunting for those from smaller and more rural communities. Visits to campus' in nearby centers such as Kamloops, Kelowna, Calgary and Vancouver could set an important precedent for student who may be on the fence about moving away to pursue a post secondary education.
- While some youth in Revelstoke have opportunities to explore these urban centers though sports involvement, extracurricular activities and family ties, others do not. It became evident that some youth rarely have opportunities to explore neighboring cities. We recognize that the youth of Revelstoke are valuable and have valuable contributions to make to society. We believe post secondary education is a means to foster the unique skills and talents of youth in our community and we feel that all youth should have the opportunity to pursue a post secondary education. Our youth are bright, intelligent and caring citizens of today and with adequate support and guidance will go on to pursue their dreams which will in turn enhance our community and society.

- **Set up a job shadowing/mentorship program.** With the vast amount of opportunity facing youth today, it is hard to know what path to take. Over a life time, a successful adult may have several different career paths or jobs in a variety of fields. When it comes to choosing a career path, it may be hard for youth to envision themselves doing one things for many years. Job shadowing and mentorship may help to narrow a young person's scope when trying to answer the age old question of 'What do you want to be when you grow up?'

## Objective 2: Provide local training and advanced education opportunities/support.

### Community Assets

Lead Organization/Group	Program or Action	Target Group	Status	Comments
Okanagan College (OC)	<ul style="list-style-type: none"> <li>• Continuing Studies</li> <li>• Adult Academic &amp; Career Preparation (AACP)</li> <li>• Certificate programs</li> <li>• Centre of Learning</li> <li>• Distance Learning</li> <li>• Exam Invigilation</li> <li>• Adult Literacy Support</li> <li>• Peer Tutoring</li> </ul>	19+	ongoing	<ul style="list-style-type: none"> <li>• Through the Continuing Studies program, OC offers certificate based programs that can be completed locally, such as: <ul style="list-style-type: none"> <li>• Introduction to Office Administration</li> <li>• Basic Accounting Certificate</li> <li>• Simply Accounting Certificate</li> <li>• Esthetician Certificate</li> <li>• Educational Assistant</li> <li>• Online delivery courses</li> </ul> </li> <li>• Through Trades, the Residential Construction Program is offered locally</li> <li>• Through the AACP program student are able to complete their GED(Grade 12 equivalency) and upgrade courses they may need to enter college/university program</li> <li>• The Centre of Learning is open and available for students taking distance education courses. The center is equipped with computers and internet access.</li> <li>• Exam invigilation is also available for students though the Centre of Learning</li> <li>• Free &amp; confidential adult literacy support is available for those wanting help with basic reading, writing, math and</li> </ul>

				computer skills
Revelstoke Secondary School (RSS)	<ul style="list-style-type: none"> <li>Upgrading</li> </ul>	High School Youth	ongoing	<ul style="list-style-type: none"> <li>Those students wishing to upgrade once completed grade twelve are able to return to RSS to upgrade and take courses that they may need for post secondary entry requirements.</li> </ul>
Okanagan Regional Library	<ul style="list-style-type: none"> <li>Exam Invigilation</li> </ul>	All ages	ongoing	<ul style="list-style-type: none"> <li>The library provides support to those taking distance education courses through exam invigilation.</li> </ul>

### ***Ideas for Action:***

- Development of additional certificate based programs that can be delivered locally.** As Revelstoke transitions into more of a resort-based community and economy, more employment opportunities can be found in the hotel, tourism and food industries. Offering certificates in the following areas: tourism, hospitality, food preparation and adventure tourism may help some youth transition into the workforce, as the demand for work in these sectors increases. A challenge to note is that the hospitality/restaurant industry traditionally has lower wages, resulting in reduced demand for formal training programs to get into these positions.
- Develop distance learning opportunities and university transfer programs/courses in Revelstoke.** Expand and promote distance learning opportunities offered through OC with an emphasis on courses that students can use as university transfer credits.
- Create and maintain an up to date tutor listing.**

## **Objective 3: Provide public spaces that can be used for studying.**

### ***Community Assets***

<b>Lead Organization/Group</b>	<b>Program or Action</b>	<b>Target Group</b>	<b>Status</b>	<b>Comments</b>
Okanagan College (OC)	<ul style="list-style-type: none"> <li>Centre of Learning</li> </ul>	19+	ongoing	<ul style="list-style-type: none"> <li>The Centre of Learning is open Monday thru Friday from 8:30am -4:30pm and on Tuesday and Thursday evening</li> </ul>

				from 6:30-8:30pm. The center is open to the public and equipped with computers and internet access.
Revelstoke Secondary School (RSS)	<ul style="list-style-type: none"> <li>Study Space</li> <li>Neighborhood Centre of Learning</li> </ul>	High School Youth	ongoing	<ul style="list-style-type: none"> <li>The new Neighborhood Centre of Learning attached to the high school is scheduled to open in the fall of 2011.</li> </ul>
Okanagan Regional Library	<ul style="list-style-type: none"> <li>Study Space</li> </ul>	All ages	ongoing	<ul style="list-style-type: none"> <li>Study space and wireless internet is available.</li> </ul>
Revelstoke Employment Services Centre (RESC)	<ul style="list-style-type: none"> <li>Public Computer Access and table space</li> </ul>	All ages	Ongoing	<ul style="list-style-type: none"> <li>Will provide study space when appropriate. For example this space can be utilized by those working toward employment and career related goals.</li> </ul>

#### ***Ideas for Action:***

- **Promote appropriate and existing spaces as public study spaces.** Many people are unaware that spaces such as the Centre of Learning exist in our community. Promoting and encouraging the use of this space would be beneficial for those youth who do not otherwise have a quiet and appropriate space to study in their home environment.
- **Create more designated public learning spaces (especially spaces that can be accessed in the evenings and on weekends).** While the Library and OC Centre of Learning do provide some study space, it is limited in terms of the hours they are open and the physical space that is available. These spaces could be expanded or new multipurpose spaces could be created that have designed study areas. Study space could be incorporated into a youth hub or centre or incorporated into commercial/business spaces, (example: in a local cafes or restaurants).

### **Objective 4: Support job creation projects, (including youth entrepreneurship) that provide youth with opportunities to develop skills and earn a reasonable living wage.**

#### ***Community Assets***

Lead Organization/Group	Program or Action	Target Group	Status	Comments
-------------------------	-------------------	--------------	--------	----------

Revelstoke Employment Services Centre (RESC)	<ul style="list-style-type: none"> <li>• Job Creation Partnerships</li> </ul>	Youth with an attachment to EI	ongoing	<ul style="list-style-type: none"> <li>• Through referral from RESC the Ministry of Social Development supports the "Job Creation Partnership" for individuals of any age that are not attached to the school system - you do need to be attached to EI i.e. receiving benefits or not employed and have been on EI in the past 3 years.</li> </ul>
Community Futures	<ul style="list-style-type: none"> <li>• Self-employment program</li> <li>• Employment wage subsidy program</li> <li>• Succession planning</li> </ul>	Youth with an attachment to EI	ongoing	<ul style="list-style-type: none"> <li>• The Self Employment Benefits Program is a federally funded program that is designed to support individuals to effectively assess business concepts, develop business plans and launch community-based business ventures.</li> <li>• The Employment Wage Subsidy (EWS) program offers funding to connect employers with skilled, motivated workers as well as support job seekers that are entering the workplace, by offering employers funding to share the cost of on the job work experience.</li> </ul>
Bowman Employment Services	<ul style="list-style-type: none"> <li>• Skill Development</li> </ul>	Youth with an attachment to EI	ongoing	<ul style="list-style-type: none"> <li>• Training for unemployed eligible persons who are having difficulty finding work due to a lack of skills or certification</li> </ul>

### *Ideas for Action:*

- **Develop of a sustainable work project or business that creates opportunities for youth to be engaged and employed.** Youth, especially those who face barriers to employment need opportunities to develop skills and feel like valuable contributing member of society. This project is something that would not solely depend of external funding. A sustainable work project would be something that may initially require some start up funds but that would continue to sustain itself once up and running. This type of project would generate a profit that would intern support the wages of part time employed youth.

#### **Ideas of self-sufficient work project: The 'Furniture Farm'**

### **Furniture**

One idea that came forward was to create a second-hand/consignment furniture store. Currently in Revelstoke second hand furniture is donated or dumped at the thrift store. Currently the store does not have the space or capacity to store or display furniture. Furniture that is donated could be fixed up (if need be) and sold for a profit. Not only would it ease the burden on the thrift store and generate a profit, it would also provide the general public and youth with low cost item to furnish their homes.

## Farm

Due to the seasonal nature of many young people who live in Revelstoke, the number of people coming and going has increased as has the demand for low cost secondhand furniture. Provided a piece of furniture was in good condition, it could be sold year after year. Furniture could be consigned or leased as well. A business plan would need to be developed and a space would need to be identified.

The second idea would be to partner with the North Columbia Environmental Society to develop an agricultural project or community garden that would generate locally produced food. Hands on learning and skill development would take place as youth learn about agricultural practices and work on the farm. Food that is produced could be sold at the local market to generate a profit to sustain the project. Excess food could be donated to the local food bank.

$$\text{Furniture} + \text{Farm} = F^2$$

- **Promote mentorship and succession planning for small business owners.** Matching youth entrepreneurs with small business owners who are looking for a successor and people to take over

## Objective 5: Encourage businesses to hire youth

### Community Assets

Lead Organization/Group	Program or Action	Target Group	Status	Comments
Okanagan College (OC)	<ul style="list-style-type: none"> <li>Youth Skills Link</li> <li>Pathways to Success</li> </ul>	Youth 15 – 30  Youth who face barriers	Funding dependant  Funding dependant	<ul style="list-style-type: none"> <li>Through the Youth Skills Link and Pathways to Success programs, youth that face barriers to employment and those who identify as a person with a disability have opportunities to explore and gain work experience.</li> <li>The wages of participants are subsidized through the program, encouraging employers to hire and train these youth.</li> </ul>
Revelstoke Employment Services Centre (RESC)	<ul style="list-style-type: none"> <li>Job postings</li> <li>Wage subsidy programs</li> </ul>	All Youth  Youth not attached to the school system	ongoing	<ul style="list-style-type: none"> <li>RESC connects employers and local businesses with potential employees by posts local job opportunities</li> <li>Service Canada supports Individual Youth Skills Link employment wage subsidy</li> </ul>

				<ul style="list-style-type: none"> <li>Ministry of Social Development supports the employment wage subsidy program (for individuals of any age that are not attached to the school system - one does not need to be attached to EI)</li> </ul>
Community Connections	<ul style="list-style-type: none"> <li>Supported Employment Program</li> </ul>	Persons with disabilities	ongoing	<ul style="list-style-type: none"> <li>Community Connections is encouraging all businesses and employers in Revelstoke to embrace diversity by participating in the Supported Employment Program.</li> <li>Clients are supported to perform meaningful work for an employer in the community.</li> </ul>
<i>Ideas for Action:</i>				
<ul style="list-style-type: none"> <li><b>Raise awareness about the subsidies available for employing youth and wage-subsidy programs</b></li> <li><b>Support youth who qualify for these subsidies in pursuing work in an area of their interest.</b> Help advocate for these youth and approach potential employers.</li> </ul>				
<ul style="list-style-type: none"> <li><b>Provide recognition of organizations/business that hire youth, support youth initiatives, wage subsidy programs and that provide a living wage.</b> <ul style="list-style-type: none"> <li><b>Develop an award to recognize business that hire youth and support youth initiatives.</b> This award could be a 'Community Spirit' award. Something that generates media attention and provides businesses that are positively engaged in the community with good publicity. A certain criteria would be set and business could apply or be nominated for this award. The award could be an annual recognition that is presented at the Chamber of Commerce annual dinner. This award or recognition is something that business and organization would strive to obtain.</li> <li><b>Organize a newspaper ad recognizing all business/organizations that are 'youth friendly'.</b> Youth friendly could mean a business or organization that encourages youth involvement whether it is through employment or patriotism. Places and spaces that youth are welcome. These businesses/organizations could be selected or nominated by youth.</li> <li><b>Host a lunch to celebrate those organization and business that are 'youth friendly'.</b> A representative from each organization could be invited to an annual lunch. A youth committee could decide which businesses/originations to invite.</li> </ul> </li> </ul>				

**Objective 6: Improve employment accessibility for youth who face barriers (including those with disabilities, transportation and childcare issues).**

*Community Assets*

Lead Organization/Group	Program or Action	Target Group	Status	Comments
Okanagan College (OC)	<ul style="list-style-type: none"> <li>Youth Skills Link</li> <li>Pathways to Success</li> </ul>	Youth 15-30 who face barriers  Persons with disabilities	Funding dependent	<ul style="list-style-type: none"> <li>Through the Youth Skills Link and Pathways to Success programs, youth that face barriers to employment and those who identify as a person with a disability have opportunities to explore and gain work experience. These programs have lead to employment opportunities and in individuals moving on to pursue post secondary education</li> </ul>
Community Connections	<ul style="list-style-type: none"> <li>Supported employment program</li> </ul>	Persons with disabilities	ongoing	<ul style="list-style-type: none"> <li>Participants are assessed and matched with potential employers. Pre-employment training is provided. Support Staff are present at each shift, helping to form workplace routines and assist clients to break down complicated tasks, and bridge communication barriers.</li> <li>Community Connections is encouraging all businesses and employers in Revelstoke to embrace diversity by participating in the Supported Employment program.</li> </ul>
Revelstoke Employment Services Centre (RESC)	<ul style="list-style-type: none"> <li>Opportunities Fund</li> </ul>	Persons with disabilities		<ul style="list-style-type: none"> <li>Through referral from RESC, clients may access Goshen and/or Service Canada - individual Opportunities Fund for person with disabilities wage subsidy program</li> </ul>
Goshen Consultants	<ul style="list-style-type: none"> <li>Employment Program for Persons with Disabilities</li> <li>Employment Counseling</li> </ul>	Person with Disabilities	ongoing	<ul style="list-style-type: none"> <li>.Must apply through RESC</li> </ul>

Revelstoke Child Care Society (RCCS)	<ul style="list-style-type: none"> <li>Childcare Subsidy Information</li> </ul>	All ages	ongoing	<ul style="list-style-type: none"> <li>Continues to promote information about childcare subsidy and child care choices to those who face childcare related employment barriers</li> </ul>
Okanagan College (OC)	<ul style="list-style-type: none"> <li>Disabilities Services</li> </ul>	OC Students or youth enrolled in OC programs with disabilities	Ongoing, as needed	<ul style="list-style-type: none"> <li>Disabilities Coordinator provides assessments and access to funds to support students enrolled in OC programs who have a disability.</li> </ul>

#### *Ideas for Action:*

- Acknowledge the abilities of young people with disabilities and find ways to best utilize their skills and interests.** Through advocacy, mentorship and additional support these youth become success, contributing members of our community.
- Support the creation of more part-time childcare spaces.** While there are a number of excellent options for childcare in our community, finding a childcare spot can be hard, especially for those who require only part time childcare or childcare in the evenings or over the weekend. Some young parents have to forgo part-time employment opportunities because they cannot find childcare.
- Improve public transportation and bike system.**

### **Objective 7: Provide experiential learning opportunities for youth to learn and develop skills outside of the classroom**

#### *Community Assets*

Lead Organization/Group	Program or Action	Target Group	Status	Comments
Parks Canada	<ul style="list-style-type: none"> <li>Glacier Adventure Stewardship</li> </ul>	High School Youth	New Initiative	<ul style="list-style-type: none"> <li>This trip is the beginning of a larger program that</li> </ul>

	Program (GASP)			entices youth to discover our parks by providing them with activities that interest them, and that they may not be able to access on their own. In return, participants are expected to commit to a stewardship activity in our community. By giving back, youth develop a sense of responsibility and become ambassadors for Canada's special places.
Community Connections	<ul style="list-style-type: none"> <li>• Mentorship program</li> <li>• After school programs</li> </ul>	Youth under 19	ongoing	<ul style="list-style-type: none"> <li>• The Community Connections Youth Program is designed to provide events and activities for the youth in Revelstoke. The project aims to provide healthy social opportunities for youth by focusing on participation in arts and cultural activities. This project ensures that all youth have equal access to events through the provision of "free" activities. It also strives to develop the leadership capacities in local youth by including them in all stages of the planning process.</li> <li>• The Youth Mentoring Program uses adult volunteers to commit to supporting, guiding, and being a friend to a young person for a period of at least one year. By becoming part of the social network of adults and community members who care about youth, the mentor can help the mentee develop and reach positive academic, career, and personal goals.</li> </ul>
Okanagan College (OC)	<ul style="list-style-type: none"> <li>• Residential Construction</li> <li>• Esthetician Certificate</li> <li>• Dual-credit programs</li> </ul>			<ul style="list-style-type: none"> <li>• Many of the certificate programs offered comprise of a hands on/experiential learning component.</li> </ul>
<i>Ideas for Action:</i>				
<ul style="list-style-type: none"> <li>• <b>Promote and support new Parks Canada GASP program and Parks initiatives that engage youth with hands on learning.</b></li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Where possible support RSS in creating and expanding upon already existing experiential education opportunities for students.</b> This type of learning could include field trips, hands on learning and alternative education approaches. We recognize that students learn in a variety of</li> </ul>				

ways.

## Entertainment, Recreation & Culture

**Goal:** Youth have opportunities to build confidence and community through participation in positive entertainment, recreation and cultural activities.

**Objective 1: Creation of low cost, community-based programs/recreation and entertainment options that are accessible to all youth.**

### *Community Assets*

Lead Organization/Group	Program or Action	Target Group	Status	Comments
Revelstoke Folk Music Society	<ul style="list-style-type: none"><li>Coffee House</li></ul>	All ages	ongoing	<ul style="list-style-type: none"><li>A number of local youth were involved in running monthly coffee houses where local artist (many of whom were youth) would perform live music. This event was extremely popular with a minimal entrance fee and provides a fun Saturday night out.</li></ul>
Screen Smart committee	<ul style="list-style-type: none"><li>Youth Open Mic</li></ul>	12-18 year old youth	Pilot	<ul style="list-style-type: none"><li>This event was a great success! Local youth had the opportunity to showcase their talent while other youth enjoyed a night out. This event and others that support the local youth arts and culture scene should continue.</li></ul>

Community Connections	<ul style="list-style-type: none"> <li>Youth Programs/groups</li> </ul>	Under 19	ongoing	<ul style="list-style-type: none"> <li>The Community Connections Youth Program is designed to provide events and activities for the youth in Revelstoke. The project aims to provide healthy social opportunities for youth by focusing on participation in arts and cultural activities. This project ensures that all youth have equal access to events through the provision of “free” activities. It also strives to develop the leadership capacities in local youth by including them in all stages of the planning process.</li> </ul>
City of Revelstoke	<ul style="list-style-type: none"> <li>Community Connections Family Pass</li> <li>Community Center and public facilities spaces</li> </ul>	People with low income  Under 19	ongoing	<ul style="list-style-type: none"> <li>Free pool passes for low income families</li> <li>Free space usage for groups associated with Youth</li> <li>Able to run registration and offer space to facilitate programs</li> </ul>
Revelstoke Mountain Resort (RMR)	<ul style="list-style-type: none"> <li>School Ski Program</li> </ul>	Students from low income families	ongoing	<ul style="list-style-type: none"> <li>RMR works with RSS to ensure all students have the opportunity to ski through the school ski program.</li> </ul>
Nordic Ski Club	<ul style="list-style-type: none"> <li>Library of free rental equipment</li> </ul>	All ages	ongoing	<ul style="list-style-type: none"> <li>More advertising required as many people are unaware of this service.</li> </ul>
Revelstoke Arts Council	<ul style="list-style-type: none"> <li>Grizzly Plaza Summer Streetfest</li> </ul>	All ages	Ongoing July/August	<ul style="list-style-type: none"> <li>Music downtown every night from 6:30-9:30pm</li> </ul>
<i>Ideas for Action:</i>				
<ul style="list-style-type: none"> <li><b>Seek out funding to support more youth programming.</b> More weekend/evening programming is needed. These could be weekly, monthly or seasonal youth events.</li> </ul>				
<ul style="list-style-type: none"> <li><b>Support partnerships that improve accessibility by subsidizing fees, and providing equipment for sports and recreation.</b></li> </ul>				
<ul style="list-style-type: none"> <li><b>Create a fund that grants subsidies for youth sports and recreation.</b></li> </ul>				

- Develop an equipment loan program.
- Encourage community event organizers to include a youth focused element to their event.
- Collaborate with Revelstoke's Visual Arts centre to engage youth in the Arts.
- Development mentorship opportunities for youth and older adults to share skills and knowledge in the recreation, arts and cultural realm

## Objective 2: Identify, enhance and create community spaces that are youth friendly

### Community Assets

Lead Organization/Group	Program or Action	Target Group	Status	Comments
School District 19	<ul style="list-style-type: none"> <li>• Neighborhood Learning Centre</li> </ul>	High school youth	new	<ul style="list-style-type: none"> <li>• The Neighborhood Learning Centre at the new Revelstoke Secondary school will include a community theatre and coordinated health services aimed at vulnerable teens</li> <li>• The <i>Neighbourhoods of Learning</i> initiative is intended to promote opportunities for people to access education and community services under one roof. <i>Neighbourhoods of Learning</i> activities may cover a broad range of community based services such as early learning, child care, health services and community services.</li> </ul>
City of Revelstoke	<ul style="list-style-type: none"> <li>• Community Center and public facilities spaces</li> <li>• Skatepark, soccer fields, parks, ball</li> </ul>	All ages	ongoing	<ul style="list-style-type: none"> <li>• While great public facilities exist in Revelstoke, these spaces could work with youth to become more youth friendly.</li> </ul>

	diamonds, etc.			
Okanagan College	<ul style="list-style-type: none"> <li>Centre of Learning</li> </ul>	Youth 19+	ongoing	<ul style="list-style-type: none"> <li>Facilities could be enhanced with wireless internet access and extended hours of operation. More promotion is needed.</li> </ul>
Community Connections	<ul style="list-style-type: none"> <li>Transitional youth housing</li> </ul>	TBA	new	<ul style="list-style-type: none"> <li>This space will be designated for youth as a transitional living space. As well some youth programming may take place at the house.</li> </ul>

#### *Ideas for Action:*

- Develop a Youth Centre or Hub.** Aside from the high school, there is no space that is specifically designated for youth. Having a Hub where youth can gather, find information, take part in recreation, arts and cultural activities would be an asset to our community. With this being said, much research, thought and youth consultation should be sought before such a place is designed. While this space would be a designated youth space and would certainly be youth friendly, intergenerational interaction and inclusion should be encouraged.

#### **Ideas:**

- The city owned building across from the seniors centre could be transformed and turned into a youth hub/café
- Use vacant school space for art centre, performance space, studios, etc. that youth can access.

- Support youth input in skatepark and pump track development.** Youth input should be included in every aspect of the development and creation of any public spaces that are intended for youth, including public facilities such as the skatepark and pump track.

### **Objective 3: Utilizing geographic location and landscape to its full potential**

#### *Community Assets*

Lead Organization/Group	Program or Action	Target Group	Status	Comments
Parks Canada	<ul style="list-style-type: none"> <li>Glacier Adventure Stewardship</li> </ul>	High School Youth	New	<ul style="list-style-type: none"> <li>This trip is the beginning of a larger program that</li> </ul>

	Program (GASP)		Initiative	entices youth to discover our parks by providing them with activities that interest them and that they may not be able to access on their own. In return, participants are expected to commit to a stewardship activity in our community. By giving back, youth develop a sense of responsibility and become ambassadors for Canada's historic spaces.
Cycling Association	<ul style="list-style-type: none"> <li>Bike Trails</li> </ul>	All ages	ongoing	<ul style="list-style-type: none"> <li>Many youth utilize existing bike trails system.</li> </ul>
<i>Ideas for Action:</i> <ul style="list-style-type: none"> <li><b>Develop wilderness based programming for youth and young adults.</b> While the friends of Mount Revelstoke and Glacier National Park offer the junior naturalist club for younger children, there could be a similar program offered for youth 15+.</li> <li><b>Develop adventure sports programming.</b> Revelstoke is a mecca for adventure sports such as climbing, mountain biking, skiing, snowboarding, etc. Youth need opportunities to explore these activities with proper mentorship, equipment and training.</li> <li><b>Continued development cross country and downhill bike trail systems.</b> The expansion and development of more bike trail systems is something a large number of youth are interested in and is something that youth can take an active role in creating and maintaining.</li> </ul>				
<h2 style="text-align: center;">Housing, Health &amp; Community Safety</h2>				
<b>Goal:</b>	To ensure that youth feel a sense of wellbeing and safety in both their home and community.			

**Objective 1: Youth are empowered to make healthy choices and are aware of services that are available in the community.**

*Community Assets*

Lead Organization/Group	Program or Action	Target Group	Status	Comments
Revelstoke Secondary School	<ul style="list-style-type: none"> <li>• Transition Program</li> <li>• Healthy Choices</li> <li>• Neighborhood Centre of Learning</li> </ul>	High school youth	ongoing	<ul style="list-style-type: none"> <li>• With the creation of the Neighborhood Centre of Learning, student with have direct access to the service that they might need.</li> </ul>
Community Connections	<ul style="list-style-type: none"> <li>• Counseling Services</li> <li>• Youth Services, including: Skill Development</li> <li>• Educational &amp; Consultation Services</li> </ul>	All ages	ongoing	<ul style="list-style-type: none"> <li>• The professional counsellors at Community Connections are committed to building constructive and collaborative partnerships with individuals and families seeking support. Services include individual, family and group. We work with individuals and families facing challenges such as: Anxiety, Depression, Sexual, Physical and Emotional Abuse, Parent/Child Conflict, Addictions, Stress, Loss/Grief, Separation/Divorce, Relationships, Violence, Sexuality, ADHD.</li> <li>• Children and youth are confronted with many social and emotional issues. Some problems are simply part of growing up while others may be the result of troubling or traumatic experiences. Children and youth are given opportunities to develop skills including: life skills, social skills, independent living skills and job preparation skills.</li> <li>• The professional staff at Community Connections</li> </ul>

				provide educational/consultation services to the community including workshops and seminars addressing a variety of issues/topics such as: Women's/Men's Health, Parenting, Dealing with Separation/Divorce, Managing Conflict, Self Defense, Dating Violence, Healthy Relationships.
Revelstoke Employment Service Centre	<ul style="list-style-type: none"> <li>Youth workshops</li> <li>Self Management workshops</li> </ul>	All ages	ongoing	<ul style="list-style-type: none"> <li>Self management workshops such as stress management or financial management can be offered through RESC.</li> </ul>
S.A.F.E.R. Clinic (Sexual Awareness for Everyone in Revelstoke)	<ul style="list-style-type: none"> <li>Sexual health information and services</li> </ul>	All ages	ongoing	<p>Clinical service that provides reproductive and sexual health information. Services are free, confidential and include:</p> <ul style="list-style-type: none"> <li>Confidential, unbiased and non-judgmental services open to all ages</li> <li>Low cost birth control, condoms, pregnancy, pap tests, and sexually transmitted disease testing</li> <li>Someone to talk about relationships and sexual and reproductive health</li> <li>Drop-in Wednesdays from 7-9 pm</li> </ul>
Ministry of Children and Family Development (MCFD)	<ul style="list-style-type: none"> <li>Mental health services</li> </ul>	15-18	ongoing	<ul style="list-style-type: none"> <li>MCFD provides information and council to youth and young parents</li> </ul>
Interior Health	<ul style="list-style-type: none"> <li>Public Health</li> <li>Mental health and substance use services</li> </ul>	All ages	ongoing	<ul style="list-style-type: none"> <li>Immunizations, hearing screens, speech &amp; language, baby clinics</li> <li>Communicable &amp; STD disease investigation, education, and resources</li> <li>Prenatal services, support for new mothers, services for children with special needs</li> <li>Tobacco education, school health services, and environmental health services</li> <li>Addictions counseling</li> </ul>

*Ideas for Action:*

- **More services geared specifically towards youth are needed.**

**Objective 2:** Ensure housing options are accessible to youth.

*Community Assets*

Lead Organization/Group	Program or Action	Target Group	Status	Comments
Community Connections	• Housing Outreach Coordinator	All ages	Ongoing	• Housing Outreach worker provides - community based housing services to adults who are homeless, or at risk of homelessness
	• Transitional housing	Youth	Proposed	
Ministry of Children and Family Development (MCFD)	• Housing support	Vulnerable youth	ongoing	• MCFD provides housing support and funding option for youth 16-18 who are not able to live with parents/guardians.
Women's Shelter	• Temporary/emergency housing	Women fleeing abusive situation	ongoing	▪ The Revelstoke Women's Shelter Society is a non-profit society that provides safe refuge and support to women (and their children) at risk of all forms of abuse

*Ideas for Action:*

- **Develop a centralized housing listing.**

### Objective 3: Encourage harm reduction and ensure basic needs are met.

#### *Community Assets*

Lead Organization/Group	Program or Action	Target Group	Status	Comments
Ministry of Children and Family Development (MCFD)	<ul style="list-style-type: none"> <li>Child protection services</li> <li>Child and Youth Mental Health</li> <li>Counseling</li> </ul>	Youth and families	ongoing	<ul style="list-style-type: none"> <li>To reduce the burden of suffering resulting from children's mental illness, child and youth mental health services are offered by the Ministry for Children and Family Development (MCFD).</li> </ul>
Community Connections	<ul style="list-style-type: none"> <li>Counseling Services</li> <li>Youth Services, including: Skill Development</li> <li>Educational &amp; Consultation Services</li> <li>Food Bank</li> </ul>	All ages	ongoing	<ul style="list-style-type: none"> <li>The professional counsellors at Community Connections are committed to building constructive and collaborative partnerships with individuals and families seeking support. Services include individual, family and group. We work with individuals and families facing challenges such as: Anxiety, Depression, Sexual, Physical and Emotional Abuse, Parent/Child Conflict, Addictions, Stress, Loss/Grief, Separation/Divorce, Relationships, Violence, Sexuality, ADHD.</li> <li>Children and youth are confronted with many social and emotional issues every day. Some problems are simply part of growing up while others may be the result of troubling or traumatic experiences. Children and youth are given opportunities to develop skills including: Life Skills, Social Skills, Independent Living Skills, Job Preparation Skills.</li> <li>The professional staff at Community Connections</li> </ul>

				<p>provide educational/consultation services to the community including workshops and seminars addressing a variety of issues/topics such as: Women's/Men's Health, Parenting, Dealing with Separation/Divorce, Managing Conflict, Self Defense, Dating Violence, Healthy Relationships.</p> <ul style="list-style-type: none"> <li>The Food bank provides free weekly food distribution to those in need: non-perishable food hampers as well as milk, bread, fresh fruit and vegetables.</li> </ul>
Revelstoke Secondary School	<ul style="list-style-type: none"> <li>Youth counseling and support</li> </ul>	High school youth	ongoing	<ul style="list-style-type: none"> <li>RSS offers counseling, support and information for their students.</li> </ul>
NA/AA	<ul style="list-style-type: none"> <li>Support groups/meetings</li> </ul>	All ages	ongoing	<ul style="list-style-type: none"> <li>No youth specific groups</li> </ul>

*Ideas for Action:*

- Support Youth involvement in community policing committee**
- Follow recommendations in the Substance Use Strategy**
- Connecting Transient youth to local community**

## Citizenship, Connectivity & Engagement

<b>Goal:</b>	Develop avenues for youth to make meaningful and sustained contributions to civic life and decision making. Work to develop a local culture in which the contributions of young people are valued and celebrated, and in which youth are able to develop confidence and power.

**Objective 1: Create a position in the community to build capacity for youth, support additional program development and liaison between service providers, businesses, media and youth.**

*Community Assets*

Lead Organization/Group	Program or Action	Target Group	Status	Comments
Early Childhood Development Committee	<ul style="list-style-type: none"> <li>ECD Coordination</li> </ul>	0-6 year old & parents	ongoing	<ul style="list-style-type: none"> <li>This position could be modeled after the Early Childhood Development Coordinator to promote and support collaboration and capacity building around youth services. Coordination has supported engagement, relationship building, planning, and a collaborative environment which has resulted in shared information, shared resources, and a more responsive network of initiatives, programs and services for families with young children. With the help of a strong committee and coordination, early learning service providers continue to work with a common vision toward common goals to support children and families.</li> </ul>
City of Revelstoke, Social Development Committee	<ul style="list-style-type: none"> <li>Social Development Coordinator</li> </ul>	All ages	ongoing	<ul style="list-style-type: none"> <li>The Social Development Coordinator has increased collaboration among community members and service providers, building capacity and leveraging funds for additional social programming and initiatives.</li> </ul>

<i>Ideas for Action:</i>
<ul style="list-style-type: none"> <li>• <b>Apply for funds through CBT to staff a part-time position.</b> This position should not directly be held under one organization but rather support the work of all organization in the community who serve and work with youth.</li> </ul>

## Objective 2: Engage youth in decision making, support youth driven initiatives and ideas

<i>Community Assets</i>				
Lead Organization/Group	Program or Action	Target Group	Status	Comments
Social Development Committee	<ul style="list-style-type: none"> <li>• Youth Initiative Committee</li> </ul>	Youth and Service Providers	ongoing	<ul style="list-style-type: none"> <li>• Still in its infancy, the YIC has the capacity to provide a venue for ongoing dialog between service providers, local government and youth.</li> </ul>
Columbia Basin Trust (CBT)	<ul style="list-style-type: none"> <li>• Youth Grants</li> </ul>	Youth under 30	ongoing	<ul style="list-style-type: none"> <li>• Provides funding for youth directed community initiatives.</li> <li>• Could be better promoted in Revelstoke as many youth are unaware of grant opportunities.</li> </ul>
Community Foundations	<ul style="list-style-type: none"> <li>• Youth Philanthropy Fund</li> </ul>	Youth of all ages	ongoing	<ul style="list-style-type: none"> <li>• Small funds are available for charitable activities.</li> <li>• This fund is underutilized by the youth community.</li> </ul>
<i>Ideas for Action:</i>				
<ul style="list-style-type: none"> <li>• <b>Develop City Youth Council</b></li> </ul>				
<ul style="list-style-type: none"> <li>• <b>Promote youth grants available to the community and provide support to young people throughout the proposal writing process.</b> Both CBT and Community Foundations have identified that money is available and underutilized in our region for youth initiatives.</li> </ul>				

- Encourage youth to sit on Youth Initiative Committee

### Objective 3: Create a centralized place for youth to find and share information.

#### *Community Assets*

Lead Organization/Group	Program or Action	Target Group	Status	Comments
Okanagan College (OC)	<ul style="list-style-type: none"> <li>• Stoked Youth Website</li> <li>• Stoke List</li> <li>• Social Networking</li> </ul>	Youth/public	contract	<ul style="list-style-type: none"> <li>• Promoted youth news, event and assessment info.</li> </ul>
Private Individual		All ages	ongoing	<ul style="list-style-type: none"> <li>• An online, classified listing where information is shared and acquired by local community members. A popular source of information amongst youth</li> </ul>
Facebook, YouTube, Twitter, etc.,		All ages	ongoing	<ul style="list-style-type: none"> <li>• Popular way of sharing and gathering information among youth.</li> </ul>

#### *Ideas for Action:*

- **Improve connectivity by creating an active online hub and youth directory.** Support the development of a central online portal for the purpose of information sharing around community news and events.

## Objective 4: Showcase youth talent, accomplishments and positive contributions

### *Community Assets*

Lead Organization/Group	Program or Action	Target Group	Status	Comments
The Revelstoke Current	<ul style="list-style-type: none"> <li>News publications</li> </ul>	All ages	ongoing	<ul style="list-style-type: none"> <li>The Current is supportive of local youth initiatives.</li> </ul>
Revelstoke Times Review	<ul style="list-style-type: none"> <li>News publications</li> </ul>	All ages	ongoing	<ul style="list-style-type: none"> <li>High school youth correspondents</li> </ul>
Columbia Basin Trust (CBT)	<ul style="list-style-type: none"> <li>Scratch magazine</li> </ul>	Youth of all ages	ongoing	<ul style="list-style-type: none"> <li>A magazine written for youth, about youth.</li> </ul>

### *Ideas for Action:*

- **Develop a youth award to celebrate youth contributions and accomplishments**
- **Continue to showcase youth in the local media**
- **Support and encourage youth contributions to youth newsletter or publication that are about youth and for youth.** While starch magazine exists, it would be great to see more youth from Revelstoke participate in the creation and promotion of this great publication.
- **Celebrate both local youth accomplishments and the accomplishments of those youth who grew up in Revelstoke and may be living elsewhere**

## Objective 5: Create avenues for Youth Mentorship

### *Community Assets*

Lead Organization/Group	Program or Action	Target Group	Status	Comments
Community Connections	<ul style="list-style-type: none"><li>Youth Mentorship Program</li></ul>	Youth under 19	New initiative	<ul style="list-style-type: none"><li>The Youth Mentoring Program uses adult volunteers to commit to supporting, guiding, and being a friend to a young person for a period of at least one year. By becoming part of the social network of adults and community members who care about youth, the mentor can help the mentee develop and reach positive academic, career, and personal goals.</li></ul>

### *Ideas for Action:*

- Create opportunities for youth to connect with people outside of their normal peer group. Promote cross generational interaction**

## Objective 6: Promote Youth Volunteerism

<i>Community Assets</i>				
<b>Lead Organization/Group</b>	<b>Program or Action</b>	<b>Target Group</b>	<b>Status</b>	<b>Comments</b>
City of Revelstoke	<ul style="list-style-type: none"> <li>Volunteer Job board</li> </ul>	All ages	new initiative	<ul style="list-style-type: none"> <li>A place where people can find and post volunteer opportunities in the community.</li> <li>Located in the Community Centre</li> </ul>
Revelstoke Employment Service Centre (RESC)	<ul style="list-style-type: none"> <li>Volunteer Link</li> </ul>	All ages	new initiative	<ul style="list-style-type: none"> <li>An online link where people can find and post volunteer opportunities in the community</li> </ul>
<i>Ideas for Action:</i>				
<ul style="list-style-type: none"> <li><b>Promote and create volunteer opportunities that are specific for youth.</b></li> </ul>				
<ul style="list-style-type: none"> <li><b>Promote volunteering as way for youth to develop skills, gain a sense of belonging and build confidence.</b></li> </ul>				

# Works Cited



- A. Smith, D. Stewart, C. Poon, E. Saewyc and the McCreary Centre Society, A Picture of Health: Highlights from the 2008 BC Adolescent Health Survey. Vancouver, BC: McCreary Centre Society, 2009. Pg 7
- A. Smith, M. Peled, C. Hoogeveen, S. Cotman and the McCreary Centre Society, A Seat at the Table: A Review of Youth Engagement in Vancouver. Vancouver, BC: McCreary Centre Society, 2009.
- A. Smith, C. Poon, D. Stewart, C. Hoogeveen and E. Saewyc and the McCreary Centre Society, Making the Right Connections: Promoting positive mental health among BC youth. Vancouver, BC: McCreary Centre Society, 2011. pg. 5
- Babad, Michael. "Why food prices in Canada are about to get higher". The Globe and Mail January 7, 2011.
- Brendtro, L., Brokenleg, M. and Steve Van Bockern. Reclaiming Youth At Risk: Our Hope for the Future. Revised Edition. Bloomington, IN: Solution Tree Press, 2002. pg 7
- Brokenleg, Martin. "Creating a Youth Positive Environment". Speech to Vernon Mental Health Association. 3 of November, 2010.
- Carnegie Council on Adolescent Development, A Matter of Time: Risk and Opportunity in the Nonschool Hours; Executive Summary. Report of the Task Force on Youth Development and Community Programs. New York, NY: Carnegie Corporation of New York, 1992. pg 10
- CBC. "The Struggling Youth". 6 May 2011. Online video clip. The National official site. Accessed on May 8, 2011. [http://www.cbc.ca/video/#/News/TV\\_Shows/The\\_National/1233408557/ID=1912412288](http://www.cbc.ca/video/#/News/TV_Shows/The_National/1233408557/ID=1912412288)
- Centre of Excellence for Youth Engagement. Key Messages Viewed May 10, 2011. [www.engagementcentre.ca/vision.php](http://www.engagementcentre.ca/vision.php).
- Cherot, Michelle. "The Right Stuff: The Greater Trail Community Skills Centre" in Maureen LeBourdais ed. Sharing Information to Strengthen Rural Communities: Lessons Learned from BC Projects. B.C. Rural Network, 2008. Pg 12
- Chief Public Health Officer of Canada. "Report on the State of Public Health in Canada 2009: Growing up Well – Priorities for a Healthy Future". Pg 57
- City of Revelstoke, Official Community Plan. 2009. Pg 16
- "About Us". City of Victoria Youth Council. City of Victoria. 2008. Accessed on 2<sup>nd</sup> May 2011. [http://cvyc.net/site.php?action=what\\_we\\_do](http://cvyc.net/site.php?action=what_we_do)
- Commonwealth Historic Resource Management LTD. A Cultural Strategy for the City of Revelstoke: Interim Report. Submitted to the City of Revelstoke, June 2006. Pg 5
- D'Entremont, Michelle "Letter from the Editor" Scratch Magazine. Iss 18. Spring 2011. Pg 5
- "Youth Entrepreneurship Challenge". Enterprise Greater Moncton. n.d. Accessed on 15 April 2011. <http://entrepreneurshipnb.ca/categories>
- "The Categories", Enterprise Greater Moncton. Accessed on 4 May 2011. <http://entrepreneurshipnb.ca/categories>
- Gill, Alison. "Issues and problems of community development in Whistler, British Columbia". Proceedings of the Vail Conference on Mountain Resort Development. Burnaby: The Centre for Tourism Policy and Research (SFU), 1992. P 27
- HB Lanarc Consultants Ltd and GDH Solutions. Recreation and Culture Master Plan, Pre Final Draft. Report prepared for City of Revelstoke, December 2010. Pg. 35

- Health Canada and the Canadian Centre on Substance Abuse. Answering the Call: National Framework for Action to Reduce the Harms Associated with Alcohol and Other Drugs and Substance in Canada. Ottawa, Ont: The Canadian Centre on Substance Abuse, 2005. Pg 6
- Hofer, A. and A. Delaney (2010), "Shooting for the Moon: Good Practices in Local Youth Entrepreneurship Support", OECD Local Economic and Employment Development(LEED) Working Papers, 2010/11, OECD Publishing.
- "About the Festival". Ignite! Youth Festival. Vancouver East Cultural Centre. 2011. Accessed 1<sup>st</sup> June 2011.  
<http://www.igniteyouthfest.ca/about/the-festival>
- Kirbyson, Anna. "BC Farmers' Market Nutrition and Coupon Program (Pilot Project)" in Maureen LeBourdais ed. Sharing Information to Strengthen Rural Communities: Lessons Learned from BC Projects. B.C. Rural Network, 2008. Pg 8
- Murdoch, Corbin. "Youth Programs at the Cultch". The Cultch. Vancouver East Cultural Centre. 2011. Accessed 1<sup>st</sup> June 2011.  
<http://www.thecultch.com/content/view/26/91/>
- "Youth Centre". Nelson and District Youth Centre. City of Nelson. 2011. Access on May 18 2011.  
<http://www.nelson.ca/EN/main/residents/youth-centre.html>
- Reclaiming Youth Network. "The Circle of Courage Philosophy." 2007. [www.reclaiming.com/about/index.php?page=philosophy](http://www.reclaiming.com/about/index.php?page=philosophy) (April 5, 2011)
- Revelstoke Literacy Action Committee and School District #19, A Community/District Literacy Plan for Revelstoke, July 2010. Pg 30
- Rousseau, Jean-Jacques. Emile.(1762). Translated by Allan Bloom. New York, NY: Basic Books, 1979.
- Sage, Doug. "Mental Health and Addictions in the Workplace: Essential Skills for Service Providers". Hillcrest Hotel, Revelstoke. May, 2011.
- "Scratch Magazine – Current Issue". Scratch Online. Columbia Basin Trust. 2010. Accessed on 30 May, 2011.  
<http://www.scratchonline.ca/mag>
- Search Institute. Search Institute's Framework of Developmental Assets. Minneapolis, MN: Search Institute, 1997.
- Selye, Hans. Stress without Distress. Philadelphia, PA: J.B. Lippincott, 1974.
- Shaw, Katie. "Youth Engagement Workshop". Presented to Revelstoke Service Providers. 19 January, 2011.
- Statistics Canada, "Median earnings and employment for full-year, full-time earners, all occupations, both sexes, for Canada and census metropolitan areas and census agglomeration – 20% sample data". Census 2006. Viewed at <http://www12.statcan.ca/census-recensement/2006/dp-pd/hlt/97-563/T801-eng.cfm?Lang=E&T=801&GH=8&SC=1&SO=0&O=A&RPP=144>. Viewed June 20, 2011.
- "About Us". The Youth Global Education Network. Check Your Head. 2011. Accessed on 4 May 2011.  
[http://cyh.dreamhosters.com/?page\\_id=4](http://cyh.dreamhosters.com/?page_id=4)
- "About Us" Youth Employment Services. n.d. Accessed on 23 April 2011. <http://www.yes.on.ca/get-informed/about-yes/what-we-do/>
- Zacharias, Jill. "About Revelstoke" in Revelstoke: a Guide for Newcomers. May 2011.
- Zacharias, J. and Borges, L. Revelstoke Community Substance Use Strategy. Submitted to the City of Revelstoke, June 2010. Pg 21

# Appendix

## YOUTH ACTION PLAN SURVEY & POSTER

