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Executive summary

BACKGROUND

Many positive avenues for youth participation in recreation and leisure services exist in Esquimalt, lead by a solid base of Parks and Recreation Department initiatives. Much of these services exist in response to the same issues that have precipitated the preparation of a Youth Development Strategy in the Township of Esquimalt. Relevant historical and current issues include violent youth behaviour, youth living in poverty and/or in single parent households and recent cutbacks or elimination of key youth services in the community. In conjunction with these issues further rationale for the initiation of the Youth Development Strategy for the Township of Esquimalt is founded in the following concepts:

- ★ The construction of a Youth Development Strategy based on the Developmental Asset Building Framework was a primary initiative outlined in the Township of Esquimalt Parks and Recreation Strategic Plan.
- ★ A Youth Development Strategy provides a vehicle for youth involvement, feedback and ultimately youth empowerment.
- ★ The Strategy also indicates a commitment to youth development and implies that youth initiatives are as important as other community initiatives.
- ★ The negative media stereotype of youth in this community is resulting in young people not being considered as valuable members of the community or as an important resource.
- ★ Recreation and leisure participation is critical to positive youth development

The focus of a Youth Strategy is to research and develop the priorities, recommendations and strategies for decision making with regards to the planning and delivery of youth development services in Esquimalt over the next five years (2005-2009). The following project objectives were outlined in the Township of Esquimalt Request for Proposals, August 2004:

1. To base a municipal strategy on the well researched Developmental Asset Building Framework.
2. Develop a process for input and involvement in the development of the Youth Strategy, leaving a legacy of future roles for youth in an inclusive decision making structure.
3. Conduct a review of core services provided by the Parks and Recreation Department and community agencies.
4. Conduct research and examine reports to provide an inventory of youth needs.
5. Develop a 5-year strategy for the delivery of services in Esquimalt including to the following service priorities: partnerships, youth input and involvement, service delivery, facility and parks development.

RESEARCH PROCESS

The Esquimalt Youth Development Strategy is a tool or vehicle for youth input and involvement. The first priority was to create some meaningful roles for youth in the collection of data. It was important to have youth speak to youth and be asked questions by youth. A research team of 6 – 8 youth was recruited, trained and empowered to lead focus groups, conduct video interviews and administer the survey to Esquimalt High School students. The second priority for the collection of information was to reach as many youth as possible. Youth research team members and the consultants administered the research tools in a variety of settings and contexts in an effort to involve a solid portion of the

youth population. Research was conducted in the schools, through youth and family serving agencies and programs, on the street, in parks, on basketball courts, on soccer fields, at the library, at 7/11 and at McDonalds. The research tools used were as follows: Survey of 619 youth, Speak Yer Piece video interviews and brainstorming sessions, focus groups and community interviews.

The results were analyzed through the use of Logic Models. In essence, a logic model can provide a road map describing the sequence of related events connecting the need (inputs) for the proposed recommendation with the eventual desired results (Developmental Outcomes) of implementing the action plans. Readers should be able to follow the logic behind a recommendation from the identification of need (Inputs) to the implementation of programs and services (Action Plans) followed by a list of potential outcomes (Indicators and Outcomes) to be used in evaluation

DEVELOPMENTAL ASSET BUILDING

Search Institute's 40 Developmental Assets are concrete, common sense, positive experiences and qualities essential to raising successful young people. Developmental assets represent important roles that families, schools, congregations, neighbourhoods, and youth organizations can play in promoting healthy development in youth. The framework is categorized into two groups of 20 assets. External assets are the positive experiences young people receive from the world around them. These 20 assets are about supporting and empowering young people, about setting boundaries and expectations, and about positive and constructive use of young people's time. The 20 internal assets help young people make thoughtful and positive choices and, in turn, be better prepared for situations in life that challenge their inner strength and confidence. These assets are about positive values and identities, social competencies, and commitment to learning.

Assets were used throughout the research process from the development and engagement of a youth research team to the benchmarks created in the program logic models. The youth research team was fully immersed in the collection of data representing an empowering facilitative role for youth. The tone and structure of questions presented in the survey and focus groups were directly related to the statements of the Developmental Assets. Finally, the use of the Logic Models and the creation of the recommendations and outcomes are founded in the statements of the Developmental Assets themselves.

IDENTIFIABLE GAPS IN SERVICE

The input from both youth and adult community members revealed the following service gaps:

- ★ **Services for the kids in the middle** - there is a lack of services for and participation of youth in the middle of the participation or at risk spectrum (from high achievement to at risk youth) and youth aged 14-18 years old,
- ★ **Increased Program Options** - Job Training, Life and Coping Skills, Personal Development and sport/fitness based programs including low or no cost drop in activities.
- ★ **Community Partnerships and Outreach** - more interagency communication and increased community outreach by youth staff are needed to increase the visibility and presence of youth staff in the community in a effort to build relationships,
- ★ **A Space of their own and Youth-Only Initiatives** - Youth responded strongly towards the need for an updated space of their own and a place where they feel they belong and the

concept of youth only access to certain sectors of the new recreation centre definitely sparked an interest among both teens and preteens,

- ★ **Youth Parks Initiatives** – the creation and enhancement of useful, viable outdoor Youth oriented parks facilities for the purpose of hiking, mountain biking, rock climbing, skateboarding and BMX riding were also of particular interest in teens of all ages surveyed
- ★ **Enhanced Youth Profile and Improved Marketing** - Efforts should be made to utilize the Developmental Asset Building model to create a positive image of youth in the community. Improved marketing of programs to youth will help increase awareness of the departments' efforts.

RECOMMENDATIONS

The recommendations and action plans follow a progression in developing youth services in Esquimalt. Begin by building a positive image of youth in Esquimalt through the use of the Developmental Asset Building framework leading to the enhancement of youth designated spaces and increased service delivery with staff development and the presentation of marketing tools to facilitate communication and awareness. The recommendations and action plans create a community that represents the ideals of Developmental Asset Building. Each step can be summarized as follows:

YOUTH PROFILE

The first set of action plans revolves around efforts to improve the image and perception of youth in this community. Adoption of the principles of the Development Asset Building framework by incorporating its language and philosophy into existing marketing tools and promotional items will begin to change the view of youth in this community. Highlighting positive youth participation in the local media and incorporating positive reports of youth initiatives to council and commission provides further avenues for building a the profile of youth in this community. This plan focuses on greater exposure to youth initiatives in an effort to build more support for the implementation of further action plans.

DESIGNATED INDOOR YOUTH SPACE

Through this research, it became clear that the community perceives value in the department's provision of a designated space for youth. However, it is also clear that the current teen centre facility is not attractive to a large portion of youth and is inefficient in the cost per participant ratio. In balancing this dichotomy, the department is faced with several options:

1. Re-invest in the current centre and focus efforts on creating partnerships to increase usage
2. Close the current centre and seek alternative spaces within the department or through existing community youth serving agencies.

Ultimately the goal should be the establishment of a multipurpose youth designated space within the larger recreation centre. Integrating the teen centre into the new recreation centre will help attract youth that may not have otherwise attended, while at the same time expose other youth to more proactive leisure choices that they may not have otherwise been exposed to.

YOUTH FRIENDLY OUTDOOR SPACES

Youth are interested in the creation of youth outdoor activity space closer to the town core through the establishment of an outdoor basketball court and in the long term a scaled down skate park. Youth park use has been in conflict with other users and there are opportunities to provide designated activity space within existing parks. However, youth participation in the consultation and planning process will be imperative for the future success of parks.

YOUTH SERVICE DELIVERY

The establishment of a progression or continuum of services that facilitates a increased options for youth as they age from 10 to 18 years is intended to address the concerns of low participation rates of mainstream youth and the lack of opportunities for the older half of the teenage population. Implementation of this progression will lead to an increase in program options and enhanced opportunities for economically disadvantaged youth and their families.

STAFF DEVELOPMENT

The increase in service delivery, marketing and designated youth spaces will necessitate the transition of the Teen Centre Supervisor to a more broadly defined role as the Youth Services Supervisor. Commitment to the Developmental Asset Building Model will require layers of staff training and communication for all staff of the municipality as well as council and commission members.

MARKETING

Esquimalt Parks and Recreation offers good services in the community that may be under utilized by youth because of a lack of awareness. Successful youth marketing begins within the school system and involves youth in the creation and delivery of promotional tools.



V i s i o n S t a t e m e n t

Our vision is of a community where adults care about the development of youth, where positive opportunities exist for healthy lifestyle choices and where youth have the ability to fully participate in their community and to become valuable resources.

By the time the current Grade 7 class is preparing to finish high school, the perception of Esquimalt youth will have shifted significantly. The community sees youth as an important resource and a positive representation of their community pride. Positive stories of youth experiences and contributions to the community receive regular attention in the media. Youth initiatives are given regular attention at Council sessions and youth are given a participatory role in community decision making through an active Youth Advisory Council. Youth talent is showcased through art displays and annual community events. Youth serving agencies have established solid partnerships to enhance programs and opportunities for all Esquimalt Youth.

These youth have felt comfortable in the abundant park space because they have been given opportunity to provide input into the planning and location of youth designated activities within existing parks. Esquimalt's town core now provides avenues for youth activity such as basketball, skateboarding, rollerblading or socializing with friends. The proximity to services and amenities provide easy access for youth and encourage a visible outlet for the community to see youth participating in healthy, active behaviours.

Every member of that Grade 7 class knows where the teen centre is located within the larger Esquimalt Recreation Centre. The teen centre is now the hub of youth services in Esquimalt providing the home for a range of registered programs and drop in social activities. These same Grade 7 students have had the opportunity to follow a progression of program options in leadership and personal development to meet their needs as they grow into young adults and a focus on obtaining practical job skills and work related experiences. Several of their peers now work for Esquimalt Parks and Recreation after successfully completing leadership training as preteens followed by volunteer and internship learning experiences. They know the staff and the recreation centre well and feel comfortable in providing feedback on issues such as marketing and programming.

The Developmental Asset Building framework has been presented to all Parks and Recreation staff and other municipal employees. The police have been introduced to the principles presented in this model. All staff in Parks and Recreation realize that they have an important role to play in the future development of youth in this community. Parks and Recreation is seen as the leader in youth development support as the messages of Developmental Asset Building are consistently placed in all promotional tools. The community is becoming familiar with terms such as empowerment, boundaries, achievement and constructive use of time.

The Township of Esquimalt Parks and Recreation Department has the opportunity and capacity to be a leader in the creation of a healthy community for youth. The goal of this Youth Development Strategy is to guide Esquimalt in its efforts to become an asset building organization.

I n t r o d u c t i o n

RATIONALE

The rationale for the initiation of the Youth Development Strategy for the Township of Esquimalt is founded in a number of important concepts.

- ★ Recreation and leisure participation is critical to positive youth development. Participation by young people in structured recreation plays an important role in fostering active citizenship, social inclusion, improving physical and mental health, increasing self esteem and better academic performance. Given such important beneficial effects, access to structured recreation is vital.
- ★ The construction of a Youth Development Strategy is a primary initiative outlined in the Township of Esquimalt's Parks and Recreation Strategic Plan. Initiative #18 suggests: Develop an overall Community Youth Strategy based on an Asset Development Framework. The community survey results indicated that teens were the group for whom service increases were considered most necessary. "A community Youth Strategy is needed. Its foundations have been put in place over the last several years, but it needs a little further articulation and confirmation by Council and other key agencies." (Yates, 2001, p82)
- ★ A Youth Development Strategy provides a vehicle for youth involvement, feedback and ultimately youth empowerment. The project committee and research process represent the beginnings of a relationship between the Parks and Recreation Department and the youth of Esquimalt.
- ★ The Strategy also indicates a commitment to youth development and implies that youth initiatives are as important as other community initiatives. The acceptance, adoption and action by Council, Commission and Parks and Recreation staff of the principles and recommendations of this strategy represent a very tangible first step sending a strong message of commitment to youth in the community.
- ★ The negative media stereotype of youth in this community is resulting in young people not being considered as valuable members of the community or as an important resource. A Youth Development Strategy can provide the groundwork for a shift in the community's perception of youth through an acceptance and promotion of the Developmental Asset Building framework.

BACKGROUND

Many positive avenues for youth participation in recreation and leisure services exist in Esquimalt lead by a solid base of Parks and Recreation Department initiatives. However, much of this project is focused on the enhancement and improvement of existing services. A number of historic and current issues in the Township of Esquimalt have precipitated the preparation of a Youth Development Strategy. Esquimalt received national attention for high profile incidents of violent youth behaviour giving rise to a negative perception of youth through the media and within the community. Statistics

Canada in 2001 revealed that a significant proportion of Esquimalt children and youth are living in poverty or reside in a single parent household where parents are often working more than one job in an effort to meet basic living requirements. The recreation and leisure needs of these youth are often put aside and not addressed. Compounding the issue, recent cutbacks in funding have eliminated a variety of key youth services in Esquimalt and subsequently left many gaps in the community services sector. Although the Parks and Recreation Department provides a number of youth services, a very low percentage of Esquimalt youth currently utilize them.

In contrast, the recently released Parks and Recreation Strategic Plan states that almost 50% of survey respondents felt that an increase in services for teens were considered most necessary. Local research by the consultants has also indicated a strong desire amongst community organizations and residents to work together to provide a more diverse range of opportunities for youth. The timing is right and it appears now more than ever that the Township of Esquimalt as a whole needs to encourage and expatiate a plan for positive youth initiatives and development by involving the entire community and its families in the responsibility of caring for and nurturing ALL local youth.

A Youth Development Strategy provides direction and a foundation for addressing a municipality's role with and for youth. The focus of a Youth Strategy is to research and develop the priorities, recommendations and strategies for decision making with regards to the planning and delivery of youth development services in Esquimalt over the next five years (2005-2009).

RESEARCH OBJECTIVES

The following Youth Development Strategy objectives were outlined in the Township of Esquimalt's Request for Proposals, August 2004. The primary targets of the research include:

1. Engage the community more fully in supporting youth programs and services.
2. To base a municipal strategy on the well researched Developmental Asset Building Framework. (Search Institute, 1998).
3. Develop a process for input and involvement in the development of the Youth Strategy, leaving a legacy of future roles for youth in an inclusive decision making structure.
4. Conduct a review of core services provided by the Parks and Recreation Department and community agencies.
5. Review surveys, reports and services to include an inventory of the community's youth needs, interests and priorities.
6. Review and refine the Parks and Recreation Youth Services Vision Statement, Objectives and Actions (Strategic Report 2003).
7. Develop strategies to address issues and the following service priorities:
 - a. Complete a 5 year Youth Strategy for the operation and development of youth services in Esquimalt.
 - b. Create a structure and process for the establishment of a Youth Advisory Council to Mayor and Council.

- c. Build a plan to address youth needs in our municipal parks system.
- d. Develop a prioritized plan and estimated costs to address current and future recreation program needs, including strategies for facility development and/or sustainability of the teen centre.
- e. Recommend potential service area partnerships including DND/Navy, neighbouring municipalities/regional service providers, First Nations, and provincial government service delivery opportunities.

GUIDING PRINCIPLES

In accordance with the Strategic Plan report, the strategy will be based on the Developmental Asset Building Framework (Search Institute, 1998). This framework has become a model in British Columbia for a wide range of youth serving agencies including Boys and Girls Club Services, the YM/YWCA and Saanich Parks and Recreation. Some of the key components of this framework supply the guiding principles of the research:

- ★ Children and youth are valued in the community and seen as a resource.
- ★ Recognizing that everyone needs to take responsibility for youth in the community.
- ★ Reflect the needs of all youth.
- ★ Provide opportunities for constructive use of time to develop skills and abilities.
- ★ Expose them to positive role models with emphasis on the importance of building relationships with young people.



Methodology

COMPONENTS

“With all the kids pooling their ideas together through these focus groups and surveys there’s no way there won’t be enough activities!”

Esquimalt Preteen

The Esquimalt Youth Development Strategy is a tool or vehicle for youth input and involvement. The first priority was to create some meaningful roles for youth in the collection of data. It was important to have youth speak to youth and be asked questions by youth. A research team of 6 – 8 youth was recruited, trained and empowered to lead focus groups, conduct video interviews and administer the survey to Esquimalt High School students. The second priority for the collection of information was to reach as many youth as possible. Youth research team members and the consultants administered the research tools in a variety of settings and contexts in an effort to involve a solid portion of the youth population. Research was conducted in the schools, through youth and family serving agencies and programs, on the street, in parks, on basketball courts, on soccer fields, at the library, at 7/11 and at McDonalds. The research tools used were as follows (see attached appendices for a more detailed information):

1. **Survey:** A 3 page survey was administered through Archie’s Teen Centre, Esquimalt High School, Rockheights Middle School and in the community. Youth were approached on the street, in park space and at McDonald’s or 7/11 on Esquimalt Road. A total of 619 surveys were completed, representing approximately 60% of the total youth in Esquimalt; 72 were completed in the community, 361 were filled out by youth 14-18 years old and 258 were completed by 11-13 year olds. Of note, 50% of respondents felt that surveys are a good method for finding out their opinions although 27% felt that nothing good ever happens from these surveys.
2. **Focus groups:** A total of six focus groups were held at Archie’s Teen Centre, Harbourside Boys and Girls Club, Esquimalt High School and Rockheights Middle School. Focus groups ranged from 12 participants to over 40 participants. Larger numbers were broken into smaller groups with more youth facilitators. Focus groups followed two formats for questioning. The Agree/Disagree game involved the facilitator reading a statement and the participants physically moving to agree or disagree with the statement that is then followed by an explanation of their position. The second format used in the focus groups was the “Create a Program,” workshop where small sub-groups of youth were asked to brainstorm and create new and unique programs that they would like to see happen in their community. Focus groups were recorded and transcribed by the youth research team. Please see Appendix for the questions and results.
3. **“Speak Yer Piece” Youth Forums** were made up of youth led interviews and workshops. Members of the youth research team received group facilitation training and participated in the development of questions for “Speak Yer Piece.” The youth then conducted over 30 “on camera” interviews involving a number of fill in the blank or sentence completion type questions. The second phase incorporated youth led workshops where participants were asked to complete a brainstorming list on flip chart paper. One question or statement was given for each list. At Archie’s Teen Centre these lists were posted on the walls for 2 weeks while youth were asked to give their input by research team members and Archie’s staff. Other brainstorming sessions were

completed at Esquimalt High School and during a focus group session at Rockheights Middle School.

4. **Community Interviews:** 20 interviews were conducted with a variety of community members including parents, councillors, Parks and Recreation staff, Youth workers, local business owners and managers, Youth and Family Counsellors and several young adults that grew up in Esquimalt. Please see Appendix for an overview of questions and responses.

ACKNOWLEDGEMENTS

The two main consultants of this Youth Development Strategy have both had a great deal of experience working within the borders of the Township of Esquimalt. Steve Meikle and Gary Pemberton have a combined 22 years worth of experience in the fields of Child and Youth Care and Recreation and both have had the pleasure of working for or in conjunction with the Harbourside-Esquimalt Boys & Girls Club, as well as the Military Family Resource Centre and Esquimalt Recreation.

Steve has worked with youth for the over 10 years in Sidney, the West Shore, Saanich and Esquimalt. Worked for several years in Esquimalt as the Harbourside Boys and Girls Club Coordinator. He is currently working as the Recreation Programmer at Cedar Hill Recreation Centre and as a Sessional Instructor at the University of Victoria's Recreation and Health Administration Program.

With over 12 years experience in the field of Child and Youth Care; Gary has worked for both the YMCA and Boys & Girls Club Services in the past as a Club Coordinator and Youth & Family Counselor. He is currently working for Saanich Community Services as a Youth Programmer at the Gordon Head Recreation Centre.

The Youth Research team that was hired on to conduct many of the focus groups and on camera surveys are largely made up of seniors from Esquimalt High School. They are as follows:

- ★ Sylvie Redden
- ★ Alex Smith
- ★ John Roche
- ★ Stephanie McColl
- ★ Jill Benton
- ★ Sadie Redden

The Steering Committee was comprised of Esquimalt Parks and Recreation Staff, members of council, community members and youth from Esquimalt. The group met with the consultants a total of six times and are as follows:

- ★ Maurine Karagianis
- ★ Ruth Layne
- ★ Rick Sanderson
- ★ Connie McCann
- ★ Mark Dodd
- ★ Sylvie Redden
- ★ Jill Benton
- ★ Elliot Loran
- ★ Jeff Byron

(con't)

- ★ Jeff Day
- ★ Suzanne Samborski

LIMITATIONS

The research methods had some inherent limitations. Personal questions regarding ethnicity, income levels, backgrounds and family situations were not included on the surveys. In an effort to limit the potential barriers of personal questions and to keep the survey length manageable, these particular lines of questioning were omitted in favour of other Project Committee priorities.

With a random cross sampling of the youth population the responses should be representative of the general school aged populations. However, it is difficult to comment on the connection between background, socioeconomic status and the issues identified in this process. The strongest voice representing the populations from DND and the First Nations communities comes from the citizens, professionals and youth that participated in the focus groups and community interviews.

DATA ANALYSIS

All incoming forms of information were analyzed using a relevant version of a Developmental Asset Building Program Logic Model to establish appropriate recommendations and attainable outcomes. Developmental Asset Building Program Logic Models are a graphic representation of the correlation between inputs, outputs and outcomes (WK Kellogg Fdn, 2002). In essence, a logic model can provide a road map describing the sequence of related events connecting the need (inputs) for the proposed recommendation with the eventual desired results (Developmental Outcomes) of implementing the action plans. Logic Models enhance your ability to explain programming decisions while emphasizing the rationale behind the resource allocation. Furthermore, the use of the Developmental Asset Building logic model offers a foundation for the evaluation of programs through a comparison with the stated indicators and outcomes. The design of the logic models used in the YDS include the following definitions:

1. **Inputs:** this column represents the raw data highlighting quotes and statistics from the research methods used.
2. **Recommendations:** represents the collation of inputs into major themes indicating broad goals or program initiatives.
3. **Action Plans:** short and long term implementation strategies for the recommendations based over a period of 1-5 years.
4. **Performance Indicators:** definitive progress as methods of measuring the implementation of the action plans.
5. **Developmental Outcomes:** represent the desired impacts of the action plans in relationship to the Developmental Asset Building framework.

Although there is some overlap, reading across the Logic Model form chart should reveal the foundation for each recommendation. Readers should be able to follow the logic behind a recommendation from the identification of need (Inputs) to the implementation of programs and services (Action Plans) followed by a list of potential outcomes (Indicators and Outcomes) used in evaluation. The performance indicators and intended outcomes represent a clear connection to the Developmental Asset Model.

ASSET DEVELOPMENT

BACKGROUND INFORMATION

Search Institute's 40 Developmental Assets are concrete, common sense, positive experiences and qualities essential to raising successful young people. These assets have the power during critical adolescent years to influence choices young people make and help them become caring, responsible adults.

The Developmental Asset framework is categorized into two groups of 20 assets. External assets are the positive experiences young people receive from the world around them. These 20 assets are about supporting and empowering young people, about setting boundaries and expectations, and about positive and constructive use of young people's time. External assets identify important roles that families, schools, congregations, neighbourhoods, and youth organizations can play in promoting healthy development.

The twenty internal assets identify those characteristics and behaviours that reflect positive internal growth and development of young people. These assets are about positive values and identities, social competencies, and commitment to learning. The internal Developmental Assets will help these young people make thoughtful and positive choices and, in turn, be better prepared for situations in life that challenge their inner strength and confidence.

Search Institute has surveyed over two million youth across the United States and Canada since 1989. Researchers have learned about the experiences, attitudes, behaviours, and the number of Developmental Assets at work for these young people. Studies reveal strong and consistent relationships between the number of assets present in young people's lives and the degree to which they develop in positive and healthful ways. Results show that the greater the numbers of Developmental Assets are experienced by young people, the more positive and successful their development. The fewer the number of assets present, the greater the possibility youth will engage in risky behaviours such as drug use, unsafe sex, and violence.

The reality is that the average young person surveyed in North America experiences only 18 of the 40 assets. Overall, 62% of young people surveyed have fewer than 20 of the 40 assets. In short, the majority of young people from all walks of life are lacking in sufficient Developmental Assets needed for healthy development. These statistics, as well as the role assets play in predicting both positive and negative outcomes for youth, underscore the importance of the developmental asset framework and its application.

Forty Developmental Assets 1-20

❖ Through extensive research, Search Institute has identified 40 building blocks of healthy development that help young people grow up healthy, caring, and responsible.

External Assets		
Asset Type	Asset Name	Asset Definition
Support	1. Family support	Family life provides high levels of love and support.
	2. Positive family communication	Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).
	3. Other adult relationships	Young person receives support from three or more non-parent adults.
	4. Caring neighborhood	Young person experiences caring neighbors.
	5. Caring school climate	School provides a caring, encouraging environment.
	6. Parent involvement in schooling	Parent(s) are actively involved in helping young person succeed in school.
Empowerment	7. Community values youth	Young person perceives that adults in the community value youth.
	8. Youth as resources	Young people are given useful roles in the community.
	9. Service to others	Young person serves in the community one hour or more per week.
	10. Safety	Young person feels safe at home, at school, and in the neighborhood.
Boundaries and Expectations	11. Family boundaries	Family has clear rules and consequences, and monitors the young person's whereabouts.
	12. School boundaries	School provides clear rules and consequences.
	13. Neighborhood boundaries	Neighbors take responsibility for monitoring young people's behavior.
	14. Adult role models	Parent(s) and other adults model positive, responsible behavior.
	15. Positive peer influence	Young person's best friends model responsible behavior.
	16. High expectations	Both parent(s) and teachers encourage the young person to do well.
Constructive Use of Time	17. Creative activities	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
	18. Youth programs	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
	19. Religious community	Young person spends one hour or more per week in activities in a religious institution.
	20. Time at home	Young person is out with friends "with nothing special to do" two or fewer nights per week.

Forty Developmental Assets 21-40

- ❖ The asset definitions shown are based on research on adolescents (6th to 12th grades) and the literature on child development.

Internal Assets		
Asset Type	Asset Name	Asset Definition
Commitment to Learning	21. Achievement motivation	Young person is motivated to do well in school.
	22. School engagement	Young person is actively engaged in learning.
	23. Homework	Young person reports doing at least one hour of homework every school day.
	24. Bonding to school	Young person cares about her or his school.
	25. Reading for pleasure	Young person reads for pleasure three or more hours per week.
Positive Values	26. Caring	Young person places high value on helping other people.
	27. Equality and social justice	Young person places high value on promoting equality and reducing hunger and poverty.
	28. Integrity	Young person acts on convictions and stands up for her or his beliefs.
	29. Honesty	Young person "tells the truth even when it is not easy."
	30. Responsibility	Young person accepts and takes personal responsibility.
	31. Restraint	Young person believes it is important not to be sexually active or to use alcohol or other drugs.
Social Competencies	32. Planning and decision making	Young person knows how to plan ahead and make choices.
	33. Interpersonal competence	Young person has empathy, sensitivity, and friendship skills.
	34. Cultural competence	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
	35. Resistance skills	Young person can resist negative peer pressure and dangerous situations.
	36. Peaceful conflict resolution	Young person seeks to resolve conflict nonviolently.
Positive Identity	37. Personal power	Young person feels he or she has control over "things that happen to me."
	38. Self-esteem	Young person reports having a high self-esteem.
	39. Sense of purpose	Young person reports that "my life has a purpose."
	40. Positive view of personal future	Young person is optimistic about her or his personal future.

UTILIZATION

“What do youth need? Friendship, connecting, bonding – fitting in and self esteem.”

Esquimalt Youth Worker

Throughout all three stages of the construction of the Youth Development Strategy for the Township of Esquimalt, Developmental Asset Building has been a constant and key component. For Developmental Asset Building to become a success in any community, it needs to be able to influence the lives of each individual youth - especially the at risk population. Making some difference; building a few assets in a few lives on a daily basis might be better than reinforcing assets in youth that already have good things going for them. Therefore it was important for the facilitators to include the framework and the language of the Developmental Asset Building philosophy in each juncture of the creation of the Youth Strategy.

Stage One

ACCESSING AND UTILIZING THE YOUTH RESEARCH TEAM

First and foremost upon embarking on this project, the consultants agreed it was absolutely integral that a small team of youth researchers would be hired on to facilitate many of the unique information gathering techniques that would be employed throughout the YDS. As a result, a core group of four seniors from Esquimalt High School took on the bulk of the workload and ended up engaging in a variety of activities with their fellow classmates and peers for the purpose of obtaining opinions. Their duties and responsibilities included such tasks as leading focus groups and debates, compiling brainstorming lists with small groups, taking part in creative programming workshops, performing street interviews with peers on camera and solicitation, dispersal and tallying of surveys throughout Rockheights Middle and Esquimalt High Schools. The youth research team did an excellent job of collecting information laying the groundwork for real youth involvement and empowerment

Stage Two

RESEARCH METHODOLOGY

During the collection of information stage of the YDS, many of the focus group formats, surveys and interviews were well steeped in the framework of Asset Building for the purposes of accurately revealing not only the recreational needs and priorities for youth but the communal and societal ones as well. Specific examples are as follows:

- ★ Survey portions A (Living in Esquimalt) and C (YOUth) include statements adapted from and directly pooled via the Asset Checklist, a survey used by the Search Institute to gauge how many assets a youth currently possesses in his or her life.
- ★ Speak Yer Piece Format one utilizes brainstorming lists based upon a similar Asset Building workshop in the manual, Building Assets Together – 135 Group Activities for Helping Youth Succeed.

- ★ The Agree/Disagree focus group statements are based upon Asset Building logic, as some are similar to statements seen in the aforementioned Asset Checklist.
- ★ Section C, Part four of the interview portion of our research includes responses based upon Asset Building themes from youth workers, professionals and community workers alike.

Stage Three

RECOMMENDATIONS

The general orientation and structure of the Logic Model utilized for the Recommendations section of the YDS is a hybrid version of the original Logic Model used to determine short and long term developmental outcomes of social/recreational programs through Developmental Asset Building. The consultants viewed this unique framework of displaying data as the most logical and appropriate solution in conjunction with the YDS needs. Therefore the recommendations listed as a result of this usage reflect not only practical short and long-term action plans but relevant performance indicators and potential developmental outcomes as well.

PARADIGM SHIFT

“Gorge Kinsmen neighbours complain of noise. Behind the hall (municipal) they put in gravel to stop youth from skateboarding because the neighbours had complained. But it’s a great location, heart of town and right beside the police station.”

Esquimalt Youth Worker

A paradigm shift in the language of Developmental Asset Building basically translates into a perspective change. The process is most definitely a change in philosophy regarding the work performed with young people and must include full cooperation of and buy in from Esquimalt Parks and Recreation managers, programmers, youth workers and integral community members to reap the benefits and rewards. The transitions of ideology may seem simple enough to comprehend; yet the actual physical and financial obligations that come hand in hand with the Developmental Asset Building philosophy can create a much more involved picture of just what it will take to make the shift successful.

First and foremost, the initial step to developing capable young people through Asset Building prescribes that we need to shift from viewing them as problems and start to see them as assets; then and only then can we start to realize that through our investment and time expenditure in our youth come resources that are long lasting and of intrinsic value to the community.

These shifts need to occur first at a community level – with knowledgeable frontline staff at the Teen Centre speaking the language out in the schools, streets and playgrounds everyday, moving towards building capacities in structured programming within the centre and beyond - infiltrating every level of municipal service. Thus it is a philosophy that becomes innately contagious, eventually finding its way to council initiatives and playing a major role in the construction of new and unique, youth engaging initiatives.

KEYS TO USING DEVELOPMENTAL ASSET BUILDING IN ESQUIMALT

- ★ A Paradigm shift must occur from the fixing of problems to building capacities/strengths.
- ★ Youth do not just absorb resources they are resources. Educate ALL staff members in how to properly perceive youth as resources.
- ★ It is a preventative service to the community. It's not always about numbers of participants and number of youth registered – having some positive influence and role modeling in the lives of five to ten youth is worth it.
- ★ The municipality needs to focus on assets, not simply the mindset set of dollars and cents. A compromise between the value of a program or activity for the money and the “cost per head” basis of spending must be struck. One cannot measure the impact you can have on one youth's life with a dollar sign.
- ★ Long term impact from low and no cost youth services can often be hard to measure from a strictly financial view point. In a sense, it acts kind of like a chain reaction. From entertaining today's youth and inviting them to become a part of your recreation centre facilities through low and no cost activities, it sets up the impetus for them to return as young adults and in turn, adults with families of their own.
- ★ Continued training in order to increase the awareness of the potential application of the Developmental Asset Building Framework. Parks and Recreation staff has already started this process and a formal commitment to continued education opportunities will further encourage a paradigm shift.



Living in Esquimalt

A SNAPSHOT OF THE TOWNSHIP OF ESQUIMALT

The Township of Esquimalt was originally an Indian village called Is Es-Whoy-Malth, describing the land as a “place of shoaling waters.” Although Esquimalt began as an agricultural settlement, little remains of that heritage today. The fledgling naval base of 1865 has grown to become the largest employer in the region, and the original town site has disappeared inside the boundaries of the Canadian Forces Base. Nevertheless, Esquimalt today has a healthy mix of commercial, residential and industrial development, and open space is retained through a network of pleasant parks and beaches. The municipality’s residents enjoy a variety of amenities, including fine schools, sports and recreation facilities and a modern Library and Archives. Perhaps because of its location “beyond the bridge” to Victoria, Esquimalt maintains a village atmosphere, and the municipality’s small size means that no home is very far from the sea shore. Its beautiful parks and private gardens have won recognition in national garden competitions in 1996 and 1997.

Esquimalt has a population of approximately 17,000 people. The majority of the residents are between 25-44 years old with a substantial number of new families. In comparison to other communities in the Greater Victoria area, Esquimalt has a higher percentage of single parent families, renters, unemployed and underemployed citizens. At \$27,000, the average earnings of individuals in Esquimalt is less than the average income in BC at \$31,000. School aged children and youth (5-19 years) make up 16% of the population (2001 Statistics Canada Census). Approximately 1500 residents are youth aged 10-19 years. Several themes emerged through the statistics and interviews with community members:

A TALE OF TWO OR MORE CITIES... DIVERSITY RULES!

“It’s eclectic; you have the people in Saxe point, the Military, 2 reserves and lots of low income families.”

Esquimalt Community Member

The makeup of this community is very diverse with concentrated pockets of the population often categorized by their economic status and their length of residence. In some examples there are residents that have lived here most of their lives, probably in the same home with plans to retire in Esquimalt. This group can be classified as middle to higher income earners that are generally involved in community activities and recreation pursuits. The opposite end of the spectrum can be associated with a fairly transient population that resides in one of the numerous apartments or rental units close to the city core. This area often presents a lower rent than in Victoria and makes an attractive first stop for new arrivals to the island. This population generally moves on to other parts of the city once they become established. In the middle of the spectrum is a large percentage of new families coming to Esquimalt to be close to the city while taking advantage of lower house prices.

In addition to the geographic pockets of the population referred to by their socioeconomic and/or mobility status, Esquimalt is also home to a large military contingent. There are more than 225 base families in Esquimalt. This has traditionally been a relatively transient population as they are posted around the country and/or doing duty at sea for long periods of time. Recently, the federal government has made efforts to keep families in one place for a longer period of time. Yet these families will be single parent homes for long stretches as one parent is at sea. Additionally, many military families still fall into a lower income bracket despite some recent increases in pay, ultimately meaning less money for recreation and leisure opportunities.

The Township of Esquimalt is neighbored by two First Nations bands – Esquimalt Nation and Songhees Nation. A significant portion of the population is First Nations people. Approximately 5% of the total population were classified as “Aboriginal identity population,” in the 2001 Statistics Canada census. In addition, approximately 18% of the student population at Esquimalt Community School are First Nations representing a significant and unique component of youth in this community.

ECONOMICALLY DISADVANTAGED

“Esquimalt has a high proportion of both single parent families and low income earners. Affordability of recreation services is an issue for both groups.”

Esquimalt Community Member

A large portion of Esquimalt families are considered to be very low to low income, 23% of households in Esquimalt have income under \$20,000 (CRD 2000). At the individual level, the average earnings per person in Esquimalt were approximately \$4000 per year lower than the provincial average. According to the 2001 Canadian Census figures the median household income in Esquimalt is approximately 15% lower than the provincial standard. Coupled with the fact that 915 families are lone parent families whose reported family income is less than half that of couple families. All of these figures indicate that many youth and teens are living in poverty. In these households, parents are often working more than one job in efforts to meet basic living expenses. Youth and teens are often left not only to fend for themselves but to look after younger siblings. Several youth serving agencies and school counsellors revealed that many youth are not receiving adequate food and care. In this context neglect, apathy and poor parenting can be seen as serious issues in the Esquimalt community.

SEEDS OF A NEW COMMUNITY PRIDE

“There was a perception of Esquimalt as a second class city, we always feel like we have to defend ourselves, but I think that is changing.”

Esquimalt Community Member

The tide is turning as new residents meld with the long term residents to establish a new sense of community pride in Esquimalt. As mentioned earlier there is a significant proportion of the population that has, “been here all our lives,” and a new segment of the population that has discovered the attraction of living in Esquimalt. “It’s close to the city and offers acres and acres of waterfront to enjoy,” stated one community member during an interview. A recent article in the Victoria Times Colonist, January 16, 2005, titled, “Esquimalt sheds it’s Inferiority Complex,” highlighted this trend.

Jim Knock, who chose to move out of Victoria's more upscale Fairfield neighbourhood 13 years ago, said the reality of life in Esquimalt is a far cry from its reputation.



"I say to people Esquimalt is really a Gulf Island. This is a gem. You just have to cut a few facets and you see the beauty of this lump of rock."

"The town on the far side of the blue bridge is better appreciated now for its more affordable homes and convenient location, people don't look at living in Esquimalt as a step down in the world. Two years ago, you'd meet a young professional moving into Esquimalt, and somewhere in the conversation they'd apologize. Not any more."

Norman Gidney, Victoria Times Colonist, 2005

YOUTH PROFILE

A YOUTH PERSPECTIVE OF ESQUIMALT

“With the media, some people in Esquimalt start to believe it when they say we have a bad reputation; even when they know it’s not necessarily true. But they say to themselves, ‘I must be missing something’ and they start to believe it anyways.”

Esquimalt Teen

Over 600 hundred youth contributed to our findings by taking part in the Youth Development Strategy surveys and focus groups, adding their thoughts, opinions and insights in a myriad of different formats. Without the support of both Rockheights Middle School, Esquimalt High School and a host of working professionals in the youth serving sector, the accuracy of these results would never have been possible.

In order to give some idea as to the range and diversity of the feedback received, it is important to note the following particular items and/or issues that acknowledged either very high or very low response, resulting in either positive or negative feelings.

1. SPEAK YER PIECE FEEDBACK

During the focus group process, youth provided their insight into the community assets of Esquimalt. They were asked to identify their role models in the community. The responses included: Archie’s Teen Centre leaders, Hockey coaches, Soccer coaches, firefighters, fitness trainers, police officers, next door neighbours, grandparents, lifeguards, armed forces personnel, teachers, teenage volunteers and the Mayor. The participants were then asked, “What makes Esquimalt a good place to live?” Some of the highlights of Esquimalt life include: the Esquimalt Plaza, Archie’s Teen Centre, Stairs for skateboarding, the library, 7/11, sports fields, lots of playgrounds, Tim Horton’s, pizza shops, Fleming Beach Park, McDonalds, Archie Browning Sports Arena, Cairn and Saxe Point Park. The answers reflect a diverse knowledge of their community and highlight the mobility of youth in this community.

On the other side of the coin, youth identified service needs when asked what was missing in their community. Basketball courts, skate parks, garbage cans, a “pub” for kids (a place to hangout), Ice cream parlour, go karts, batting cage, paintball, theatre, driving range and mini golf represented the most common answers. An interesting version of this question was posed during the video interviews. Participants were asked, “If you had a million dollars, what would you buy Esquimalt?” Responses were divided into more practical ideas versus more “dreamy” or pie in the sky type ideas. Responses ranged from: a music venue, a skate park, a basketball court, a new gym and a laser tag arena to offerings such as a multiplex, a shopping mall, a theme park, waterslides and a paintball arena. Overall, the youth who were polled revealed a genuine interest in their community and an honest display of pride and hope for a more stimulating and youth friendly environment.

2. YOUTH SERVICES AND COMMUNITY MEMBER INTERVIEW FEEDBACK

“The reputation of Esquimalt works against the youth. They can fight it or live up to it. They’re from the wrong side; they have to be tough to live up to that image.”

Esquimalt Youth Worker

The professional and perhaps more traditional image of Esquimalt is that of a staunchly proud, tightly woven community that encompasses a wide array of socio-economic backgrounds, yet still manages to live in relative harmony despite the migratory inclinations of its inhabitants. With that said, within Esquimalt’s borders you’ll find a very eclectic mix of residents; ranging from the upper class Saxe Point ocean front area to the Military Base PMQ’s, to the two first nations reserves and subsequent mix of working class and single income families. Although the community strives hard to embrace its, “small town next to a big city,” ambiance, its residents seem to constantly struggle with an underdog, second class city mentality compared to other municipalities. Subsequently, these feelings lead to the creation of a built in defence mechanism within most of its inhabitants.

As a result, you find a community that most definitely has a strong heart for its youth, but has a hard time following through and revealing it. Consequently, this indifference in attitude towards youth has had a two-fold effect on the youth’s outlook of the community. It seems to have created a younger generation that is somewhat disenfranchised, yet fiercely capable of defending their community but sensitive to the issues of violence in the past. There seems to be consensus that youth in Esquimalt believe that adults see them as a poor representation of the township. Yet, it also seems as if there is a general feeling among the youth that the community itself has a lot of potential but is in need of a “re-branding” in order to live up to that potential.

3. AGREE/DISAGREE FEEDBACK

“I see specifically kids at the Teen Centre that will become the stereotype of the Esquimalt youth. It’s like a persona or an act they will put on when surrounded by a group of about 20 or more – all of a sudden the ball cap is bent backwards and they start spouting off about this and that like they are thugs. They’re not really like that at all; they’re just embodying the stereotype.”

Esquimalt Teen Centre Staff

A variety of issues and potential challenges within the Township of Esquimalt became very clear to the consultants as we furthered our research and tabulated the results from the surveys and focus groups alike. One of the main topics or most certainly a recurring theme that continued to hover around the collective consciousness of the youth was that of reputation. There was very much a general feeling of discontent and concern over the perceived image from outsiders that the Township of Esquimalt and more specifically Esquimalt youth, are responsible to a varying degree for the area’s high crime rate; thereby reinforcing the major image problem that Esquimalt seems to have been suffering from for many years; one that states Esquimalt as a community is unsafe and has one of the worst reputations for crime on Vancouver Island.

This issue pervaded almost every focus group orchestrated by the consultants and raised the ire of the youth involved, as it was apparent they were not in complete agreement with the status garnered by their community. Most youth claimed the label was most definitely unfair and even misplaced to a

certain degree. In defence of their community, they stated that Esquimalt was not nearly as violent as people think and that this reputation was misappropriated due to past isolated incidents such as the Reena Virk case and the Nicholas Johnson beating that didn't even take place within the boundaries of the Township itself. Youth also felt that the media placed a poor spotlight on Esquimalt because of such events and there was a general feeling that just one more similar incident like the aforementioned could compound the negative reputation further.

Unfortunately, most of the participants involved in the focus groups did agree on one thing in particular: that there is indeed a core group of youth who live in Esquimalt who actually perpetuate the myth that it is a dangerous "ghetto zone" style place to grow up in and that by embodying such a stereotype, they are literally shooting themselves in the foot. This internal issue coupled with another popular opinion that states that youth gang activity in a small community such as Esquimalt is much more recognizable and therefore more blown out of proportion than in other larger municipalities, leads to the general feeling of anger and resentment towards such perpetrators of the stereotype.

Thus we come to the second issue that stood out the most in the minds of Esquimalt youth; one that revolves around their feelings of self worth due to the inevitable consequences of comparison to kids in other communities within the Greater Victoria region. When confronted with the statement of one being able to find the same types of youth in Esquimalt as you would in Oak Bay, the research team were bombarded with a varying degree of emotionally laden feedback. Some youth agreed that there weren't any huge inherent differences between the two and generally agreed that kids are kids no matter where they're from. They argued that different issues such as your surroundings, family situation and childhood experiences are more responsible for the creation of who you are and who you may become.

Consequently, youth involved in various focus groups were quick to point out that Esquimalt kids were much more accepting and diverse than their Oak Bay counterparts, able to create the best situation out of the opportunities that present themselves rather than simply following the paths laid out before them. They also agreed that Oak Bay youth in general were handed more chances to succeed in life so far, such as early financial independence, better treatment in school, more funding for school programs and better faculty and coaching staffs. At the same time it is important to note that the one thing Esquimalt youth did agree upon during the debate, was that they possessed a more optimistic perspective of the future than their Oak Bay counterparts.

4. POSITIVE SURVEY RESULTS

"Bored people are boring people."

Esquimalt Teen

As far as overall survey results are concerned, some of the more positive feedback was revealed in the high percentages of youth who responded to these Developmental Asset based statements:

- *I feel welcome at most stores and business – 70%.*
- *I know my neighbors enough to say hello – 67%.*
- *I feel safe walking alone in Esquimalt – 58%.*

As well, it is important to note that amongst these issues, fewer than 33% of youth surveyed indicated that it pertained directly to them:

- *Drugs and alcohol – 21%.*
- *Finding employment – 33%.*
- *Poverty and/or lack of money – 32%.*

When it comes to spare time, it was encouraging to see that the majority of youth spent it at home, at a friend's place or playing sports:

- *At home - 67%.*
- *Mostly at a friend's place – 52%.*
- *Playing Sports – 35%.*

Finally and perhaps most importantly, Esquimalt youth surveyed indicated that more than anything else, hanging out with friends and the need for having a place where I belong were ranked one-two in agreeance.

- *Hanging out with friends is very important – 74%.*
- *I like to have a place where I feel I belong – 69%.*

5. NEGATIVE SURVEY RESULTS

"The new Recreation centre will only benefit the younger kids."

Esquimalt Teen

On the other side of the spectrum of responses, a low percentage presents a strong statement of the youth perception of Esquimalt as a community and the services present.

- *Esquimalt is a tight knit community – 30%.*
- *The teen centre is a place I would consider going to – 34%.*

Unfortunately, Esquimalt youth surveyed also seemed to believe that many of their peers are users of drugs and/or alcohol, but were reluctant to admit that it could be a problem for themselves.

- *Many youth use drugs and/or drink alcohol – 65% agree.*
- *Have you ever been personally affected by drug & alcohol related problems? – 70% said no.*

Close to 50% of Esquimalt youth surveyed also indicated that they HAVE BEEN affected by these issues or concerns:

- *Bullying – 43%.*
- *Esquimalt youth having a bad reputation – 44%.*
- *A lack of things to do – 46%.*

Finally, when asked about where youth spend most of their spare time outside of school hours, out of all the surveys collected, the lowest percentages were within these categories:

- *At the Teen centre – 19%.*
- *At a park – 19%.*
- *At work – 18%.*
- *At the Recreation centre – 15%*

Review of services

COMMUNITY BASED YOUTH SERVICES IN ESQUIMALT

The community interview participants identified the current services in Esquimalt that they were aware of and offer their opinions as to the most effective or most well used youth and teen services in Esquimalt. As youth do not identify municipal borders, Parks and Recreation staff may work closely and collaboratively with youth serving agencies in the Victoria West and View Royal areas. The most often mentioned youth serving agencies within Esquimalt were as follows:

Rock Solid Foundation

“Rock Solid Foundation was formed by a group of police officers in Victoria, British Columbia, to provide young people with positive solutions to violence, threats, intimidation and aggressive behaviour. We have spoken to over 500,000 youths in an interactive format and work with various community organizations on crime prevention projects throughout Greater Victoria” Rock Solid Foundation Website. Rock Solid has also become involved in the arts through the provision of opportunities for youth to display art, practice art in their graphic arts studio and learn about operating their own business as an artist. More community education is needed to highlight the services offered by Rock Solid in Esquimalt. Rock Solid has established very good relationships with at risk youth in the community. Although, the number of youth served is relatively small the intensity of that relationship is high. Rock Solid staff expressed a high interest in partnering with the Parks and Recreation department to offer drop in times or art displays in Archies Teen Centre.

Esquimalt Community High School

There was a great sense of pride expressed in the quality of programs and quality of the administrative and teaching staff. Strengths of this high school include their specialized program offerings such as Graphic Arts, Jazz, Chef training, First Nations Art and Social Studies, Theatre Arts, Automotive repair. Youth and Family Counsellors provide support to at risk youth and their families in an effort to maintain a connection to the school system. These counsellors expressed the need for enhanced services in Esquimalt as they seem to constantly have more demand for their services than they can accommodate. A strong leadership program highlighted by a First Nations Leadership class represent a good opportunity for partnerships through youth community involvement. The teachers of these programs were very welcoming and interested in this research project and expressed a willingness to continue to work together in the future. Esquimalt youth staff have not had enough exposure in this school. The school administrative staff would welcome direct presentations to classes and the acquisition and maintenance of bulletin boards for communicating events and programs.

Rockheights middle school

Rockheights Middle School has approximately 380 students in grades 6-8. Rockheights has one full time and one part time Youth and Family Counsellor position. University of Victoria Child and Youth Care or Social Work practicum students support these positions. One of the challenges of the Youth and Family Counsellors is the lack of food and proper nutrition many of their students face. The counsellors hand out 30 lunches per day along with many snacks to children that have not come to school with adequate food for a whole day of school. On Wednesday afternoons, students participate in a variety of experiential learning experiences that have included topics such as leadership, cooking, sewing, visual arts and outdoor sports. This time slot and activity focus presents an ideal opportunity for a further connection with Esquimalt Parks and Recreation for the provision of leisure and recreation education and participation for these middle school students.

Vic West Skate Park

Located in the City of Victoria and created through inter-municipal and business cooperation, the Vic West Skate Park is a well-known and well-used outdoor facility. The Township of Esquimalt invested \$25,000 (\$12,500 for two years) to the creation of this park. The facility offers a large and challenging skateboard, BMX or roller blade course. The skate park tends to attract older youth due to the higher level of skill required to successfully use this park and the distance required to travel to the park from the town core of Esquimalt. Several parents expressed concern over the “usual crowd,” amidst rumours of drug trafficking and alcohol use. Parents of middle school youth were concerned about the exposure to antisocial activities when their children attended the skate park. However, despite these hesitations the skate park is seen as a needed outlet and focus for youth. One interview respondent commented, “Vic West (Skate Park) is extremely successful but it takes advanced skills, it’s a more senior park. A junior park in Esquimalt would be well used.” Further comments included the need for better role models at the Park, “They (Middle school students) get really excited about skate boarding and I think they would love to have some of the pros teaching them at the skate park; but they would need to be good role models.”

Vic West Community YMCA

The Vic West Y is a community centre offering social space; youth drop in opportunities and a Yoga studio. Their main programming options for youth include Dance, Sports, Leadership and social dances. The main drawback for many Esquimalt youth is the distance to travel to participate in Y programs. Although the majority of participation in Y programs is from the preteen population Yoga, Dance and the well-known Youth Leadership programs will attract older youth. The Vic West Y may represent a good option for leadership and volunteer opportunities for youth aged 14 and above. Furthermore, enhanced connection and communication between staff of both Esquimalt Parks and Recreation and the YMCA would provide long-term benefits for youth in both communities.

Harbourside Boys and Girls Club

The Harbourside-Esquamalt Club offers after-school and evening social, recreational, and educational programming to the youth of this community. They also provide licensed morning and after school care for youth aged 5-11 and evening programming for youth aged 8-13, who will experience activities such as rock climbing, babysitting courses, youth leadership training, cooking, as well as supervised free time to enjoy games like playing pool and ping pong, surfing the net and playing video games. Activities for youth include drop in sports, girls' nights and boy's nights primarily catering to the 9-14 year olds. There is a barrier created by the name of this agency in that it tends not to attract youth over 14 years old. The Boys and Girls Club do offer a Youth Leadership opportunity that can lead to a great summer work experience for an honorarium at a camp in a rural setting. From 1998 to 2001, the Boys and Girls Club offered free share of their space to house the original location of Archie's Teen Centre with the possibility that this type of partnership is reinstated as an interim option for youth designated space in Esquamalt.

Military Family Resource Centre, CPAC and the Youth Activity Centre

The Military Family Resource Centre offers drop in and structured programs for youth and teens. The Youth Activity Centre (the YAC) is a safe, non-judgmental place where youth can get together. The YAC is located at 720 Galiano Crescent in Belmont Park (Colwood). The YAC is open to all youth from the military community. YAC empowers a youth-elected Teen Council to have a voice in the organization and youth activities with elections each fall and monthly meetings. MFRC and the Youth Activity Centre also offer drop in times for youth and teens, homework support, monthly dances, social activities and support groups for youth coping with family transitions and deployment issues. Transportation to YAC is prohibitive for most youth, as very few youth that reside in the Township of Esquamalt have ever accessed the YAC in Colwood. Currently opportunities for youth from naval families living in the Work Point/Macaulay community are being explored and the possibility of an existing, active group of youth utilizing Archie's Teen Centre should be examined.

Victoria Native Friendship Centre

This program, funded by the United Way, offers ongoing recreational and cultural activities at the VNFC Bay Street location and at other locations throughout Victoria. These activities include family recreation, drop in basketball, indoor soccer, volleyball, swimming, arts & crafts classes, video presentations, billiards and computer games. This organization could be a good partner to begin to break the barriers of participation experienced by many First Nations people. There are existing drop in sessions and groups that are interested in participating in recreation activities such as swimming as a group. The staff expressed an interest in facilitating this kind of group participation in the future and is very willing to continue discussions about further partnership opportunities.

Esquimalt Neighbourhood House

The Esquimalt Neighbourhood House operates youth and family outreach services for 9-18 year olds including advocacy and crisis intervention with anywhere from 10 – 16 families at a time. They generally take self referrals and referrals from the youth and family counsellors at Rockheights and Shoreline Middle Schools and Esquimalt High School. Educational programs for parents and families include care giving and life skills workshops. They often carry a waitlist of families seeking support. Esquimalt Neighbourhood House have minimal staff who are often over-burdened with demanding caseloads. Efforts should be made to establish regular communication with the Esquimalt Neighbourhood House.

Royal Canadian Sea Cadets

As the Cadets attract a larger portion of the younger teen population primarily from base families, many interview participants felt this is a valuable asset to youth in Esquimalt. This a local chapter of a National organization that strives to teach leadership skills, citizenship skills and physical fitness to youth ages 12-18 years. The Cadets primarily attract pre teens and base family members and the association with stringent rules, structure, order and military conduct failed to interest many mainstream youth. Direct contact with the leaders or organizing staff was difficult and not achieved by the consultants.

Organized Competitive Sports

Gorge Soccer Association, Esquimalt Figure Skating Club, Victoria/Esquimalt Lacrosse, Victoria/Esquimalt Hockey, Bullen Park and Lampson Park Baseball, Football, F.A.S.T. Summer Swim Club are examples of organized sports in and around Esquimalt. Most of these opportunities attract youth that are already very active in school and their community. Many of these youth have parental support for transportation and resources to participate. The many opportunities offered in sports for youth should be considered when presenting a picture of all the youth services in Esquimalt. These programs reach a large portion of the “youth in the middle.”

ESQUIMALT RECREATION YOUTH SERVICES

“We see a lot of at risk youth in here (teen centre). Some of these kids are in foster homes and they get locked out all day, they’re not in school so they go downtown. Believe it or not for some of these kids I think this is kinda like their home.”

Esquimalt Teen Centre Staff

The municipality has a 50 year history of providing high quality parks and recreation services. Key services include two major facilities: the Archie Browning Sports Centre, which opened in 1961, and the Esquimalt Recreation Centre that opened in 1974 and was rejuvenated in 2004. The Township also boasts a well-developed and well-used system of parks and green spaces.

The department has endeavoured to offer a variety of youth programs since its inception revolving primarily around youth sports, in particular swimming and skating. In response to the changing needs of youth, the department started a summer teen drop in program in 1997 based out of the Archie Browning Sports Centre. Based on this successful pilot project and a grant from the Ministry of Attorney General, this program expanded to provide a full year drop in program for teens aged 13-18 two nights per week in 1998 based at the Harbourside Boys & Girls Club. It then launched into a stand alone teen centre in 2001 when a small house beside the Esquimalt Recreation Centre was renovated. The teen centre operates two evenings a week for 14-18 year olds and two afternoons a week for middle school students. On average it attracts 60 visits per week for the older teens and 30-40 for the younger students. The 2002 referendum for the new recreation centre initially included a teen centre but has since been postponed to a Phase 2 expansion of the revitalization project. The role of staff in the teen centre consists of developing relationships and trust, role modelling positive behaviours, facilitating programs and events and ensuring the facility offers a safe environment with zero tolerance for alcohol, drugs and violence.

“Archie’s could be open 5 days a week. When finances are low, they are not joining other things, they are not being driven other places. We need more stuff directly after school.”

Esquimalt School Counselor

The Teen Centre is generally seen in the community as a very positive service for youth, especially at risk youth. Although when measured through a cost per participant ratio, the operation of a Teen Centre appears to miss the mark, the true value of each dollar spent needs to be measured in the strength of the relationships and connections for many youth at the high-risk end of the continuum. For many places reaching at risk youth is their biggest challenge and priority. Youth in this environment are getting assets that they may not be getting anywhere else, especially at home. They have a chance to interact with adult mentors in a relaxed atmosphere. The fact that a young person can establish a relationship with one adult other than a parent has been proven to be a key to helping influence positive choices. Furthermore, the provision of a safe environment can help alleviate the pressure of being on the street in the face of drugs, alcohol and other negative influences. One of the key premises of this report will consider how to relate that value and importance to the community through the Developmental Asset Building Model. The biggest drawback to the Teen Centre is the perception among youth. Several comments made by other youth revolved around the centre feeling and looking, “grungy,” worn down and in general disrepair. The current site and physical structure of the teen centre was only meant to be a temporary solution for a two-year interim site until a new centre could be built within the Revitalization Project. There were inadequate resources allocated for infrastructure and long-term use of this house leading to degradation and perceptions of a run down space. This image is then extended to the regular participants that attend and some hesitation because that’s where the “bad kids,” hang out. Although on a more positive note there is potential to attract more youth as over 120 youth reported that they did not know if the teen centre was a place they would go to indicating a lack of exposure or awareness. While over 50% of the survey responses would like to see improvements to the Teen Centre. The Teen Centre provides a cornerstone for youth services in this community. In construction of a continuum of services for the whole youth population, these primary functions of the teen centre offer solid recreation and leisure choices for preteens and at risk youth.

The other end of this continuum of services embodies more involved youth that are generally participating in school plus a number of other activities from sports to the arts. The department started monthly pre teen dances in 2000, attracting approximately 150-200 youth per dance. These dances have been missed with the revitalization project at the centre and highlight a real connection to the centre for many preteens setting the basis for continued involvement. This is where the seeds of connectedness and relationships begin. Other registered programs include more traditional recreation programs such as Babysitters Training, Arts, Martial Arts, Gymnastics, Theatre, Dance and now Yoga. However, past statistics show these have not been well attended, and occasional special youth events struggle for participants. As the new Recreation Centre opens and the provision of Youth only Friday nights, young people will begin to participate at a higher level and feel more accepted to the facility. The most often mentioned area for programming improvements were summer outdoor opportunities for youth, leadership training, personal development and life skills education, arts and employment skills which may all be offered at a minimum of cost recovery.

ESQUIMALT PARKS OVERVIEW

“The use of parks is popular but often not for socially accepted behaviours – drinking and partying.”

Esquimalt Community Member and park neighbour

Esquimalt is home to some of the most diverse open space and parks in the Greater Victoria area. While the total park area is just over 100 acres, our open spaces encompass playing fields, sand volleyball courts, playgrounds, picnic areas, beach access, boat launching, waterfront walkways, rose gardens, an historical First Nations site, annual and perennial beds, natural wooded areas, lawns and an historical defence location featuring various bunkers and old gun emplacements. Youth and community members expressed a concern over the welcome many youth receive from other park users and park neighbours. This seems to exemplify the mistrust and suspicion of youth that is present in the community.

“The use of parks space seems to invite reproach; someone will call the police as soon as there are more than 3 youth at any one time.”

Esquimalt Community Member

These are some of the main parks and their features:

- ★ Bullen Park is a 7 acre multi-purpose sports field well used by youth participating in sports activities. Any Saturday spent at Bullen Park reveals the extent of youth sport participation.
- ★ Esquimalt Lions Park is a 4-acre baseball facility that also attracts youth who are active participants.
- ★ Fleming Beach features 2.07 acres, site of Esquimalt Anglers Association clubhouse and boat launch facilities. Youth have been attracted to Fleming Beach for Rock Climbing and Mountain Biking.
- ★ Highrock (Cairn) Park offers 11.75 acres of rocky knolls, natural meadows and a spectacular view from the Cairn that captures the breathtaking beauty of Greater Victoria. The top portion of Cairn Park has been a favourite hangout for some youth on weekend nights.

- ★ Kinsmen Gorge Park encompasses 28.8 acres along the Gorge waterway with lovely views, lawn, flowers, paths, tennis courts, picnic tables, playground equipment, and a children's beach area. This park has hosted several community events and sand/grass volleyball tournaments. Not as well used by youth living closer to the town core as transportation presents a barrier.
- ★ Macaulay Point is on Department of National Defence property and is currently leased to the Municipality of Esquimalt. This park contains some military history with bunkers, gun emplacements, paths, and spectacular views of Victoria, the Olympic Mountains and Juan de Fuca Strait. This park and the hidden bunkers present a frequent weekend hangout spot for many youth. There has also been some evidence of youth creating mountain bike trails in ecologically sensitive areas of this park.
- ★ Memorial Park is in the core of the township, providing 2.3 acres with a cenotaph memorial to Veterans, modern and unique playground equipment and a favourable hangout location for youth because of its proximity to local business and the town core.
- ★ Saxe Point Park is possibly Esquimalt's most well known park with 14.75 acres of peninsula seafront, magnificent views of Juan de Fuca Strait and the Olympic mountains; gardens, woods, trails to enjoy, picnic benches on green lawns and access to a sheltered beach area. Youth have also been known to create mountain bike trails in sensitive areas of this park.

GAPS IN SERVICES

Identifiable gaps in services for youth within the Township of Esquimalt have been broken down into needs and priorities assessed by both professionals and by the youth themselves. The gaps acknowledged here are the ones that became most prevalent as the research deepened and survey results were tabulated.

1. IDENTIFIABLE GAPS IN SERVICE - PROFESSIONAL LIST

"Esquimalt youth need unstructured rec. opportunities, a place to feel safe and wanted, or a park or a place to hang out."

Esquimalt Youth Worker

- **Outreach** – more outreach support, more roving outreach within the community that is centred on both a formal and informal approach; i.e. - connecting with youth at the local skate park or playgrounds as well as behind closed doors in order to gain more visibility as an entity or service within the community.
- **Services for the kids in the middle** – there is a general feeling that there exists a substantial number of services for the kids in the upper echelon as well as the at-risk youth, but the largest number of youth in the middle seem to be lacking direct services of both a social and recreational capacity. There is also consensus that youth aged 14-18 need program accessibility the most; be it either centre or community based.
- **Community Partnerships** – there is a strong need for more interagency communication amongst the recreation centre and community serving agencies to increase the confidence, continuity and reassurance of referrals concerning family aid. A more succinct sharing of

information amongst these groups would be of high priority not only to learn more about each other but to be able to trust the referral system as a whole. The new recreation centre needs to become a key component for connection amongst Esquimalt's many diverse communities.

- **Life & Coping Skills** – to a large degree, professionals maintained that courses offering such basic life skills as coping, time management, money management, safe sex, literacy, mentorship and job training opportunities were integral to the youth population of Esquimalt and should become key focus areas for community programmers in their own curricula as well as within their abilities to refer to other youth serving agencies.

2. IDENTIFIABLE GAPS IN SERVICE - YOUTH LIST

“Esquimalt is just so diverse that there are too many needs to fill here.”

Esquimalt Teen

- **A Space of their own** – many youth surveyed were already well aware that Archie's Teen Centre exists as an independent structure within the community of Esquimalt, but reinforced that they had reservations about attending the centre due to a negative perception. Youth responded strongly towards the need for an updated space of their own and a place where they feel they belong. Teens and preteens alike were especially vocal about the need for more time during after school, evenings and weekends in this facility as well and getting involved mostly in low stress or unstructured activities.
- **Sports/Fitness based programs** – a large percentage of youth responded to the need for more structured and drop-in sports based programming as well as weight training and aerobics activities. Activities such as mountain biking, rock climbing and dance were highly regarded as well as a strong desire for an outdoor recreational component to be added to the recreation centre's repertoire in hopes of increased development and utilization of park space.
- **Youth-Only initiatives** – the notion of youth only access to certain sectors of the new recreation centre definitely sparked an interest among both teens and preteens. Youth only swim times, youth cafes, youth only music, gaming and art venues and facilities ranked highly within the survey results and were frequent topics brought to our attention within the Create a Program focus groups and brainstorming lists. Youth were also very much in support of volunteering their time and energy to the organization and facilitation of day to day operations of such initiatives.
- **Job Training** – the ability of the new recreation centre to offer job training courses and work and volunteer opportunities stood out for a large percentage of older teens aged 14-18. The potential for courses such as Red Cross babysitter training, refereeing, umpiring, Foodsafe and Bronze Cross and NLS certification would help to fill this void.
- **Youth Parks Initiatives** – the creation and enhancement of useful, viable outdoor Youth oriented parks facilities for the purpose of hiking, mountain biking, rock climbing, skateboarding and BMX riding were also of particular interest in teens of all ages surveyed. Specific locations such as Town Square, Fleming Beach, Municipal Park and Anderson Park were all mentioned as places of interest within this realm of possibilities.
- **Marketing** – a key issue that stood out for youth when it came to the successful marketing of programs was that school based posters, handouts and newsletters remained the most practical

and popular format in which they liked to receive information. Subsequently and coupled very closely to this result was the frequent capacity of youth to then spread the information very quickly via word of mouth.

LOSS OF SERVICES IN ESQUIMALT

More services have been offered in Esquimalt in the past; however recent government funding cutbacks have had an impact on the overall level of services in Esquimalt. A prime example of this is the Youth Outreach Worker for Vic West/Esquimalt. The outreach worker generally carried a caseload of between 5–12 high risk youth and represented a strong connection for these youth with any agency or support in the community. This position has now been eliminated altogether. The Esquimalt Youth Clinic offered free, confidential services including health care, medical treatment, counselling services, doctors and nurses on site and information about birth control, STD's and sexuality. Although only offered one afternoon per week, youth now have to travel downtown to access these services. However, in contrast to these service cuts several youth serving agencies stated that they are experiencing a growth in demand for one on one counselling and support for youth and families. This trend was further highlighted on page 82 of the Parks and Recreation Strategic Plan, "There will continue to be federal and provincial downloading of responsibilities, without sufficient resources to do the job properly. It is likely that cuts to the Ministry of Children and Family Development will be first felt by the recreation system in Esquimalt."



Recommendations

INTRODUCTION

Building a solid foundation consists of laying one brick carefully on top of another to create a base to support the rest of the construction. The recommendations follow this analogy. In the short term, there is a need to build support in the community and with council through the Asset Building Model. A strengthening of the beliefs in the potential of youth and the important role that recreation plays in a young person's health will lay the groundwork for future initiatives. Many of the short term plans require little new resources but are meant to capitalize on the current work of the department. As we progress to the long term plans the support and involvement of youth may assist in the allocation of new resources for the completion of these recommendations.

The recommendations and action plans follow a progression in developing youth services in Esquimalt. Begin by building a positive image of youth in Esquimalt through the use of the Developmental Asset Building framework leading to the enhancement of youth designated spaces and increased service delivery with staff development and the presentation of marketing tools to facilitate communication and awareness. The recommendations and action plans create a community that represents the ideals of Developmental Asset Building. Each step can be summarized as follows:

YOUTH PROFILE

The first set of action plans revolves around efforts to improve the image and perception of youth in this community. Adoption of the principles of the Development Asset Building framework by incorporating its language and philosophy into existing marketing tools and promotional items will begin to change the view of youth in this community. Highlighting positive youth participation in the local media and incorporating positive reports of youth initiatives to council and commission provides further avenues for building a the profile of youth in this community. This plan focuses on greater exposure to youth initiatives in an effort to build more support for the implementation of further action plans.

DESIGNATED INDOOR YOUTH SPACE

Through this research, it became clear that the community perceives value in the department's provision of a designated space for youth. However, it is also clear that the current teen centre facility is not attractive to a large portion of youth and is inefficient in the cost per participant ratio. In balancing this dichotomy, the department is faced with several options:

1. Re-invest in the current centre and focus efforts on creating partnerships to increase usage.
2. Close the current centre and seek alternative spaces within the department or through existing community youth serving agencies.

Ultimately the goal should be the establishment of a multipurpose youth designated space within the larger recreation centre. Integrating the teen centre into the new recreation centre will help attract youth that may not have otherwise attended, while at the same time expose other youth to more proactive leisure choices that they may not have otherwise been exposed to.

YOUTH FRIENDLY OUTDOOR SPACES

Youth are interested in the creation of youth outdoor activity space closer to the town core through the establishment of an outdoor basketball court and in the long term a scaled down skate park. Youth park use has been in conflict with other users and there are opportunities to provide designated activity space within existing parks. However, youth participation in the consultation and planning process will be imperative for the future success of parks.

YOUTH SERVICE DELIVERY

The establishment of a progression or continuum of services that facilitates a increased options for youth as they age from 10 to 18 years is intended to address the concerns of low participation rates of mainstream youth and the lack of opportunities for the older half of the teenage population. Implementation of this progression will lead to an increase in program options and enhanced opportunities for economically disadvantaged youth and their families.

STAFF DEVELOPMENT

The increase in service delivery, marketing and designated youth spaces will necessitate the transition of the Teen Centre Supervisor to a more broadly defined role as the Youth Services Supervisor. Commitment to the Developmental Asset Building Model will require layers of staff training and communication for all staff of the municipality as well as council and commission members.

MARKETING

Esquimalt Parks and Recreation offers good services in the community that may be under utilized by youth because of a lack of awareness. Successful youth marketing begins within the school system and involves youth in the creation and delivery of promotional tools.

COMMON THREADS

Throughout this five year plan, common threads highlighted in each recommendation category include:

MEANINGFUL ROLES FOR YOUTH

Each category of recommendation highlights meaningful roles for youth in the development and delivery of youth services in Esquimalt. Beginning with a variety of lesser commitment, shorter duration roles and working towards more intense and more meaningful roles for youth in the municipality through the implementation of a Youth Advisory Committee.

BUILDING RELATIONSHIPS

Relationships need to be built on two levels: individual and community. At the individual level, you can build self-esteem by supporting the connections between youth and positive role models. At the community level, there are several youth serving agencies in the community that expressed interest in building partnerships. This level of connectedness can only serve to increase the community web of support for youth.

MEASURING SUCCESS

The final piece of the Logic Models is the attachment of Performance Indicators and Developmental Outcomes. There are already many examples of success in the department's youth services: Archie's Teen Centre, Youth Dances and the support for Youth Only Drop In nights. However, there is clearly some difficulty in defining and communicating success. This strategy can help to create benchmarks that can be connected to the principles of the Developmental Assets framework and help to redefine success.



Build a positive Youth profile

1. CREATE A FOCUS ON DEVELOPMENTAL ASSET BUILDING THROUGH EDUCATION, PROMOTION AND INCREASED AWARENESS.

SHORT TERM (1-2 YEARS)

- a) Include Developmental Asset Building messages in all recreation centre print material including the creation of a poster campaign for local youth centred Asset Building to be displayed in the recreation centre (\$500-1000)

LONG TERM (3-5 YEARS)

- b) Develop a short media promotional tool (DVD, Videotape) for the enhancement of Asset Building in the community to be used as an educational tool for staff, council and community members (\$800-1600)

2. GIVE HIGHER PRIORITY TO THE DEVELOPMENT OF YOUTH INPUT TOWARDS INITIATIVES WITHIN THE DEPARTMENT AND MUNICIPALITY.

SHORT TERM (1-2 YEARS)

- a) Develop avenues for meaningful roles for youth in the planning and delivery of services within the municipality such as input into marketing tools and advising on service delivery options
- b) Create a voice for youth by having them deliver positive feedback about their special events to council and to report progress of youth initiatives to commission or council on a regular basis
- c) Include Youth Development Strategy in annual departmental work plan

LONG TERM (3-5 YEARS)

- d) Utilize youth leadership program participants, youth volunteers and drop in participants to establish a Youth Advisory Council to include the following functions:
 - i. Meet regularly to review and advise on program options, current youth issues and marketing tools,
 - ii. Regular involvement in the creation of promotional materials and maintenance of a web page (see Marketing recommendation)
 - iii. Members to provide youth representation on council, commission or other municipal public consultation opportunities
- e) Have Youth Development Strategy Recommendations or principles entered as a component of the official community plan

Build a positive Youth profile

3. BUILD A POSITIVE RELATIONSHIP WITH LOCAL MEDIA OUTLETS IN ORDER TO REINFORCE POSITIVE YOUTH CONTRIBUTIONS.

SHORT TERM (1-2 YEARS)

- a) Connect with local media to create stories about positive youth participation, achievements, and the benefits of healthy lifestyle choices

LONG TERM (3-5 YEARS)

- b) Establish a youth columnist or contributor to the local media outlets

4. PROVIDE AVENUES FOR YOUTH FOCUSED SPECIAL EVENTS AND OPPORTUNITIES TO SHOWCASE YOUTH TALENT WITHIN THE MUNICIPALITY.

SHORT TERM (1-2 YEARS)

- a) Enable youth to develop an Expo that gives kids a chance to showcase both their wares and talents to the community in Town Square (\$1200 plus partnership and sponsorship contribution)
- b) Build capacity to display youth art inside the current teen centre, recreation centre and municipal hall

LONG TERM (3-5 YEARS)

- c) Coordination of events such as a Battle of the Bands or a youth based Sunday Market in town square area
- d) Partner with Rock Solid and First Nations for regular display of youth art within all municipal buildings

Designated indoor Youth Spaces

1. EXPLORE ALTERNATIVES FOR THE CONTINUED PROVISION OF YOUTH DESIGNATED SPACE WITHIN THE MUNICIPALITY.

Results of this project indicate two key themes in the provision of Teen Centre Space:

- ★ The community perceives value in the provision of a Teen Centre and its associated services.
- ★ The current Teen Centre location is not conducive to new youth participants, new partnerships for service and the delivery of structured programs.

SHORT TERM OPTIONS (1-2 YEARS):

The community services staff team will investigate the feasibility of the following options providing a staff report within the first year.

OPTION A

- a) Re-invest significantly in the current Teen Centre facility in order to increase the number of youth participants and to decrease the cost per participant ratio. Reinvestment should include:
 - i. Physical changes to the internal structure to create a more open, functional and flexible space (\$20,000 – 30,000)
 - ii. Cosmetic changes including painting interior and exterior, art display opportunities and new furniture/equipment (\$5000 -10,000)
 - iii. Involve youth in changing the name and creating new signage for the new Archie's Teen Centre (\$500-1000)
 - iv. Seek partnerships with local youth serving agencies to offer expanded drop in services utilizing their staff in the teen centre space
 - v. Deliver more structured program options through the newly designed teen centre space such as Youth Leadership, Life Skills, Job Training and Personal Development courses.

Designated indoor Youth spaces

OPTION B

- b) Phase out the current teen centre location over the next 6-12 months and investigate the feasibility of the following alternatives for the provision of youth designated space within the municipality:
- i. Examine the possibility of relocating the Teen Centre to the Archie Browning Sports Centre upstairs lounge space (\$10,000 - \$20,000 plus lost opportunity cost of future rentals)
 - ii. Examine the possibility of relocating the Teen Centre to the old Town Hall (\$20,000-25,000)
 - iii. Explore a partnership with the Harbourside Boys and Girls Club to utilize their space as an interim teen centre space
 - iv. Explore opportunities to offer social/recreational and drop in programs at Rockheights Middle School and/or Esquimalt High School
 - v. Redirect teen centre money towards programs, services and the provision of regular youth meeting/social space in the larger recreation or sports centre
- c) Seek and apply for funding opportunities and sponsorships for the redevelopment of the current location or the relocation of the teen centre. Utilize partnership opportunities in the application of grant funding.

2. MAXIMIZE SERVICES AND CLIENTELE POTENTIAL BY INTEGRATING TEEN CENTRE FACILITY INTO THE RECREATION CENTRE.

LONG TERM (3-5 YEARS)

- 2a) Re-establish Teen Centre within the Esquimalt Recreation Centre as part of Phase II of the Revitalization Project
- 2b) Ensure the “new” Teen Centre space is multi-purpose and capable of hosting a variety of youth and intergenerational programs

Youth friendly Outdoor spaces

1. PROVIDE YOUTH DESIGNED SPACE WITHIN THE EXISTING PARKS STRUCTURE AND CLOSE TO THE TOWN'S CORE.

SHORT TERM (1-2 YEARS)

- a) Through council and public consultation investigate the potential future use options of the warehouse space behind the old city hall as a possible youth friendly outdoor space such as a small skate park. (\$1000)
- b) Create a multi-sport court option within the town core. Investigate the use of the parking lot behind the curling facility (\$20,000-25,000)

LONG TERM (3-5 YEARS)

- c) Create a smaller version of the Vic West Skate park closer to the Town core with the potential for additional features to be identified through youth input (\$50,000-70,000)
- d) Utilize public consultation and survey information (see 2a) to enhance appropriate recreation opportunities for youth within existing parks such as designated areas for mountain biking, trials or disc golf.
- e) Establish youth activity alternatives within existing parks (\$2000 to \$8000 dependant on activity selection in #d)

2. CREATE A MECHANISM FOR YOUTH INPUT INTO FUTURE PARKS CONSULTATIONS FOR DEVELOPMENT ISSUES.

SHORT TERM (1-2 YEARS)

- a) Conduct a park use survey during spring and summer to determine youth patterns of use in the primary parks of Esquimalt (\$800-1200)
- b) Utilize Parks and Recreation Leadership participants and connect with the Leadership classes at Esquimalt High School and Rockheights Middle School to recruit youth for parks development consultation process.

LONG TERM (3-5 YEARS)

- c) Establish consistent and regular parks consultation role for Youth Leadership program participants or Youth Advisory Council Members.

Youth friendly Outdoor spaces

3. DEVELOP EDUCATIONAL AND RECREATIONAL PROGRAMS FOR YOUTH WITHIN CURRENT PARK SPACE.

SHORT TERM (1-2 YEARS)

- a) Offer summer programs for youth within park space such as Rock Climbing at Fleming Beach or Arts in the Parks with the potential to recover costs
- b) Work in partnership with the schools to develop educational programs surrounding sensitive ecosystems, conservation and environmental stewardship
- c) Create parks messages creating awareness for appropriate youth park space usage to be inserted in all marketing tools

LONG TERM (3-5 YEARS)

- d) Create a Youth Internship work experience program during summer within the parks department in partnership with the union (\$200 honorarium per student)
- e) Encourage appropriate parks usage to youth via marketing recommendations. Have youth leaders act as park ambassadors during the summer months to offer education and awareness materials



Youth service Delivery

1. DEVELOP AN AGE APPROPRIATE PROGRESSION OF SOCIAL RECREATION AND PERSONAL DEVELOPMENT PROGRAMS FOR AGED 10-18 YEARS.

SHORT TERM (1-2 YEARS)

- a) Create a continuum of social recreation opportunities as follows:
 - i. Increase in pre teen drop in times
 - ii. Create Boys only and Girls Only programs
 - iii. Increase in teen drop in times
- b) Create a Leadership continuum of services beginning with:
 - i. Home Alone and Babysitting programs for preteens
 - ii. Youth Leadership programs Levels I and II
 - iii. Youth Internship and Volunteer Opportunities

LONG TERM (3-5 YEARS)

- c) Seek funding and support for expanded services by utilizing key partnerships as co-applicants for government grants
- d) Create a tool for evaluating the qualitative aspect of programs and services based on Asset Building Framework

2. INCREASE PROGRAM OPTIONS FOR YOUTH IN THE AREAS OF JOB TRAINING AND LIFE SKILLS, HEALTH AND WELLNESS, OUTDOOR RECREATION AND THE ARTS.

SHORT TERM (1-2 YEARS)

- a) Develop Job Training and Life Skills programs such as: Foodsafe, Resume Building, Coaching, First Aid, Basic Cooking and Nutrition, Independent Living skills
- b) Enhance Health and Wellness program options such as: Fitness Classes, Weight Training Club, Yoga
- c) Create Outdoor Recreation opportunities such as Sailing, Kayaking, Rowing, Rock Climbing, Orienteering and Mountain Biking (registered cost recovery programs)
- d) Increase art program support by developing mentorship opportunities with the delivery of workshops lead by local artists.
- e) Take a leadership role in the building of relationships for the delivery and marketing of programs with other youth serving agencies such as:
 - i. Harbourside Boys and Girls Clubs for youth leadership and outdoor recreation

Youth service Delivery

(con't)

- ii. Victoria Native Friendship Centre for the inclusion of First Nations youth during swimming and Youth Only nights
- iii. Military Family Resource Centre for additional drop in activities at Archie's Teen Centre
- iv. Rock Solid for youth art programs

LONG TERM (3-5 YEARS)

- f) Partner with local businesses to create programs for life skill development including cooking, nutrition, employment skills and community involvement

3. ENHANCE LOW AND NO COST DROP IN OPPORTUNITIES FOR ECONOMICALLY DISADVANTAGED YOUTH.

SHORT TERM (1-2 YEARS)

- a) Increase the awareness of LIFE program for youth through inter agency communication and marketing tools
- b) Offer more low cost drop in times for youth in recreational sports, swimming and weight room
- c) Investigate the opportunity to utilize school gym and field space during the afterschool time slot to facilitate active play for youth

LONG TERM (3-5 YEARS)

- d) Offer participation incentives for youth volunteer initiatives



Staff Development

1. BROADEN THE SCOPE OF RESPONSIBILITIES OF THE TEEN CENTRE SUPERVISOR TO ASSUME THE RESPONSIBILITIES OF A YOUTH SERVICES SUPERVISOR.

SHORT TERM (1-2 YEARS)

- a) Expand the responsibilities of the Teen Centre Supervisor to evolve into the Youth Services Supervisor at 25 hours per week to include (\$17,000 has already been allocated through the Job Evaluation process):
 - i. Outreach in the community
 - ii. Marketing and promotion in the schools
 - iii. Attendance of inter agency meetings such as GROOVY
 - iv. Coordination of social dances
 - v. Development and supervision of partnership activities
 - vi. Organization and planning of registered programs
- b) Community Services Programmer and Youth Services Supervisor to maintain regular communication schedule and evaluation periods

LONG TERM (3-5 YEARS)

- c) Transition Youth Services Supervisor to full time status in conjunction with increased youth services, program options and marketing responsibilities (\$15,000)

2. BUILD FRONT LINE STAFF COMPETENCIES TOWARDS OUTREACH, COMMUNITY DEVELOPMENT AND SUPERVISION IN THE TEEN CENTRE.

SHORT TERM (1-2 YEARS)

- a) Provide regular opportunities for youth staff to participate in training such a conflict resolution, crisis management and coping strategies. Establish a training fund for this purpose (\$1000 per year)
- b) Enhance opportunities for front line staff to learn about the functions and services of other agencies

Staff Development

LONG TERM (3-5 YEARS)

- c) Create a detailed staff orientation package to include Developmental Asset Building, Child Protection, Teen Centre Policies and Procedures and inter agency awareness (\$500)
- d) Create opportunities for front line staff to increase outreach and visibility in the community
- e) Investigate the option of a Teen Centre Leader position to specifically supervise drop in times thus creating future opportunities for front line staff thus increasing consistency in leadership (\$4,000-5,000)

3. INCREASE STAFF AWARENESS AND APPLICATION OF THE PRINCIPLES OF THIS STRATEGY AND THE DEVELOPMENTAL ASSET BUILDING MODEL.

SHORT TERM (1-2 YEARS)

- a) The Community Services staff team will create a work plan for the implementation of the recommendations of this strategy
- b) Results of the progress of the work plan will be reported to the Parks and Recreation Leadership Team and the Parks and Recreation Commission
- c) Develop an in house training session lead by staff on the principles of Developmental Asset Building
- d) Train all Youth Services staff members in the Developmental Asset Building Framework through in house leadership

LONG TERM (3-5 YEARS)

- e) Train all front desk, maintenance and frontline recreation centre staff in the Asset Building framework
- f) Develop training or information sessions for all municipal departments especially police and fire

Marketing

1. ESTABLISH RELATIONSHIPS AND COMMUNICATION LINKS WITH THE ESQUIMALT HIGH SCHOOL, ROCKHEIGHTS MIDDLE SCHOOL AND OTHER YOUTH SERVING AGENCIES.

SHORT TERM (1-2 YEARS)

- a) Secure bulletin boards and/or poster board space within Rockheights Middle School and Esquimalt High School to be maintained by the Youth Services Supervisor (\$300-800)
- b) Conduct classroom and school presentations of youth services bi-annually to establish recognition and connection with youth centre staff (Build into Youth Services Supervisor position)
- c) Utilize PAC and School newsletter, emails or websites to promote youth services and events.
- d) Create a regular email newsletter to be sent to other youth serving agencies to communicate Parks and Recreation Department Initiatives

LONG TERM (3-5 YEARS)

- e) Investigate the possibility of presenting youth services and social/ recreational based programs in classrooms at middle and senior high schools
- f) Play a leadership role in creating regular information and resources sharing opportunities with youth serving agencies in this community

2. PROVIDE OPPORTUNITIES FOR YOUTH FEEDBACK & INPUT IN THE DEVELOPMENT OF MARKETING TOOLS, SPECIFICALLY WEBSITE AND BROCHURES.

SHORT TERM (1-2 YEARS)

- a) Offer incentives (free passes) for youth participants to market programs and events, such as wearing t-shirts with advertising
- b) Create a youth driven website highlighting youth initiatives and youth contributions as an attachment to the municipal website.
- c) Conduct youth focus groups to facilitate feedback on print material including brochures and posters

LONG TERM (3-5 YEARS)

- d) Utilize or train youth leadership participants to act as school liaisons and/or marketing reps in the schools

Marketing

(con't)

- e) Have teen centre participants actively engaged in contributing to the youth page of the Esquimalt Recreation Centre Website on a regular basis
- f) Create a marketing role for Youth Leadership or Youth Advisory Council members

3. ENSURE THE PROMOTION OF HEALTHY LIFESTYLE CHOICES FOR YOUTH AND TEENS THROUGH LOCAL MEDIA.

SHORT TERM (1-2 YEARS)

- a) Connect with the local media to create stories about positive youth participation, achievements and the benefits of healthy lifestyle choices to be featured on in local media presentations

LONG TERM (3-5 YEARS)

- b) Create a consistent and reliable relationship with one major news personality for the purposes of reporting on positive youth initiatives



Program Logic Models

USE OF THE PROGRAM LOGIC MODELS

The Recommendations of the Youth Development Strategy follow a logical process starting with community input and eventually leading to potential outcomes. The inputs or the raw data collected reveal themes and patterns that represent the community's perception of Esquimalt and the department's role in youth services. These themes underlie the formation of the recommendations and action plans presented as a strategy for the future of youth services in Esquimalt. Although there is some overlap, reading across the Logic Model form chart should reveal the foundation for each recommendation. Readers should be able to follow the logic behind a recommendation from the identification of need (Inputs) to the implementation of programs and services (Action Plans) followed by a list of potential outcomes (Indicators and Outcomes) used in evaluation. The performance indicators and intended outcomes represent a clear connection to the Developmental Asset Model. Reading across the page as follows:

1. **Inputs:** this column represents the raw data highlighting quotes and statistics from the research methods used.
2. **Recommendations:** represents the collation of inputs into major themes indicating broad goals or program initiatives. Read as, "In order to address the inputs, the department should..."
3. **Action Plans:** short and long term implementation strategies for the recommendations based over a period of 1-5 years. "In order for successful completion of the recommendation, follow these action plans."
4. **Performance Indicators:** definitive progress as methods of measuring the implementation of the action plans. "This measurement will
5. **Developmental Outcomes:** represent the desired impacts of the action plans in relationship to the Developmental Asset Building framework.

REFERENCES

Yates, Thorn and Associates (2004). Township of Esquimalt Parks and Recreation Strategic Plan. Esquimalt

W.K. Kellogg Foundation (2001). Logic Model Development Guide. Battle Creek, Michigan: www.wkkf.org

Henry, S. (2000). Developing a Shared Vision for Youth Recreation Services with Meaningful Youth Involvement for Esquimalt Parks and Recreation. M.A. Thesis. Victoria: Royal Roads University, 127pp.

Recommendation: Build a Positive Youth Profile in Esquimalt

5. CREATE A FOCUS ON DEVELOPMENTAL ASSET BUILDING THROUGH EDUCATION, PROMOTION AND INCREASED AWARENESS.
6. GIVE HIGHER PRIORITY TO THE DEVELOPMENT OF YOUTH INPUT & INITIATIVES WITHIN THE DEPARTMENT AND MUNICIPALITY.
7. BUILD A POSITIVE RELATIONSHIP WITH LOCAL MEDIA OUTLETS IN ORDER TO REINFORCE POSITIVE YOUTH CONTRIBUTIONS.
8. PROVIDE AVENUES FOR YOUTH FOCUSED SPECIAL EVENTS AND TO SHOWCASE YOUTH TALENT WITHIN THE MUNICIPALITY.

INPUTS	ACTION PLANS		PERFORMANCE INDICATORS	DEVELOPMENTAL OUTCOMES
	SHORT TERM (1-2 YEARS)	LONG TERM (3-5 YEARS)		
<p>Only 30% of ALL youth surveyed indicated that Esquimalt is a tight knit community</p> <p>54% of 14-18 yr old youth surveyed indicated that Esquimalt youth have a bad reputation</p> <p>65% of ALL youth surveyed indicated that many youth drink and/or use drugs</p> <p>43% of ALL youth surveyed indicated that bullying is a problem they have encountered</p> <p><i>"The reputation of Esquimalt works against youth, they can fight it or live up to it, they're from the wrong side, they have to be tough to live up to that image."</i></p> <p>Esquimalt Youth worker</p>	<p>1a) Include Developmental Asset Building messages in all recreation centre print material including the creation of a poster campaign for local youth centred Asset Building to be displayed in the recreation centre</p> <p>2a) Report progress of youth initiatives to commission or council on a regular basis</p> <p>2c) Create a voice for youth by having them deliver positive feedback about their special events to council</p> <p>2e) Conduct a youth forum on an annual basis to provide feedback opportunities for youth</p> <p>2f) Include Youth Development Strategy in annual department planning process</p>	<p>1b) Develop a media promotional tool (DVD, Videotape) for the enhancement of Asset Building in the community (Resources Needed)</p> <p>2b) Have youth be a part of solicitation for council support on youth initiatives</p> <p>2d) Develop a Youth Council or vehicle for youth participation in decision making and planning incorporating youth leadership participants and annual youth forum volunteers</p> <p>2g) Have Youth Development Strategy Recommendations or principles entered as a component of the official community plan</p>	<p>At least one article featuring positive youth initiatives written per month in the Esquimalt News</p> <p>Implementation of an internal Asset Building campaign to ensure the majority of the recreation centre clientele are aware of the term Asset Building for youth</p> <p>At least one successful youth based events held per year in or around town centre</p> <p>Council expects to hear from youth on initiatives that directly affect them Regular columns written by youth appear in the local media</p>	<p>Young people are given useful roles in the community</p> <p>Adults in the community value youth input</p> <p>Youth are celebrated through positive experiences</p> <p>Youth are proud of their community</p> <p>Youth are positively reinforced for their constructive use of time</p> <p>Youth are respected by adults</p> <p>Community values youth and youth are seen as resources</p>

INPUTS	ACTION PLANS		PERFORMANCE INDICATORS	DEVELOPMENTAL OUTCOMES
	SHORT TERM (1-2 YEARS)	LONG TERM (3-5 YEARS)		
<p><i>“Some people in Esquimalt believe the media when they talk about its poor reputation, these very same people know that this necessarily isn’t true, but they say to themselves, ‘I must be missing something’ and they start to believe it anyways.”</i></p> <p>Esquimalt Youth</p> <p><i>“Esquimalt High School is considered a high risk school because we don’t have that much money so statistically; the government sees us as more susceptible to the problems of drug and alcohol abuse so obviously we are different.”</i></p> <p>Esquimalt Youth</p>	<p>3a) Connect with local media to create stories about positive youth participation, achievements, and the benefits of healthy lifestyle choices</p> <p>4a) Enable youth to develop an Expo that gives kids a chance to showcase both their wares and talents to the community in Town Square (Resources Needed, Seek partners)</p> <p>4c) Build capacity to display youth art inside the current teen centre and recreation centre</p>	<p>3b) Establish a youth columnist or contributor to the local media outlets</p> <p>4b) Coordination of events such as a Battle of the Bands or a youth based Sunday Market in town square area</p> <p>4d) Partner with Rock Solid and First Nations for regular display of youth art within all municipal buildings</p>	<p>Creation of a selection committee and venues for the display of youth art for 2006</p>	

Recommendation: designated INDOOR YOUTH SPACE

1. EXPLORE ALTERNATIVES FOR THE CONTINUED PROVISION OF YOUTH DESIGNATED SPACE WITHIN THE MUNICIPALITY.
2. MAXIMIZE SERVICES AND CLIENTELE POTENTIAL BY INTEGRATING TEEN CENTRE FACILITY INTO THE RECREATION CENTRE.

INPUTS	ACTION PLANS		PERFORMANCE INDICATORS	DEVELOPMENTAL OUTCOMES
	SHORT TERM (1-2 YEARS)	LONG TERM (2-5 YEARS)		
<p>69% of ALL youth surveyed indicated that they like having a place to which they feel they belong</p> <p>66% of ALL youth surveyed indicated that they would enjoy having a Chill Space to hang out at during the after school and evening hours.</p> <p>54% of ALL youth surveyed indicated that they would like to see improvements made towards the current Teen Centre facility.</p> <p>34% of ALL youth surveyed said that the current Teen Centre is a place they would consider going to</p> <p>19% of ALL youth surveyed indicated they currently patronize Archie's Teen Centre in Esquimalt.</p> <p>*NOTE: A high percentage of professionals interviewed agreed that a Teen Centre in some capacity was a good idea in the community of Esquimalt.*</p>	<p>1a) Re-invest significantly in the current Teen Centre facility in order to increase the number of youth participants and to decrease the cost per participant ratio. Reinvestment should include:</p> <p>i. Physical changes to the internal structure to create a more open, functional and flexible space (\$20,000 – 30,000)</p> <p>ii. Cosmetic changes including painting interior and exterior, art display opportunities and new furniture/equipment (\$5,00 - 10,000)</p> <p>iii. Involve youth in changing the name and creating new signage for the new Archie's Teen Centre (\$500-1000)</p> <p>iv. Seek partnerships with local youth serving agencies to offer expanded drop in services utilizing their staff in the teen centre space</p> <p>v. Deliver more structured program options through the newly designed teen centre space such as Youth Leadership, Life Skills, Job Training and Personal Development courses</p>	<p>1b) Re-establish Teen Centre within the Esquimalt Recreation Centre as part of Phase II of the Revitalization Project</p> <p>2b) Ensure the "new" Teen Centre space is multi-purpose and capable of hosting a variety of youth and intergenerational programs</p>	<p>Increased participation and use of the teen centre space by 50% in 2 years.</p> <p>Reduced cost per participant ratio by 50% in 2 years.</p> <p>Have at least one community partner utilizing teen centre space per week</p> <p>Have at least one structured program operating within the current teen centre per week</p> <p>Have active youth volunteers in place for 2006.</p>	<p>Creates the support of other adult relationships in the lives of youth</p> <p>Adult role models exhibit positive behaviour</p> <p>Youth feel safe in their own neighbourhood</p> <p>Creates the support of a caring neighbourhood</p> <p>Creation and enhancement of a safe place for youth to congregate</p> <p>Shows youth the community values them</p> <p>Youth programs and creative activities are constructive uses of time</p> <p>Creates more opportunity for enhancement of interpersonal social competencies</p> <p>Creates more opportunity for cultural bridging</p>

INPUTS	ACTION PLANS		PERFORMANCE INDICATORS	DEVELOPMENTAL OUTCOMES
	SHORT TERM (1-2 YEARS)	LONG TERM (2-5 YEARS)		
	<p>1b) Phase out the current teen centre location over the next 6-12 months and investigate the feasibility of the following alternatives for the provision of youth designated space within the municipality:</p> <ul style="list-style-type: none"> ★ Examine the possibility of relocating the Teen Centre to the Archie Browning Sports Centre upstairs lounge space (\$10,000 - \$20,000 plus lost opportunity cost of future rentals) ★ Explore a partnership with the Harbourside Boys and Girls Club to utilize their space as an interim teen centre space ★ Explore opportunities to offer social/recreational and drop in programs at Rockheights Middle School and/or Esquimalt High School <p>2a) Seek and apply for funding opportunities and sponsorships for the redevelopment of the current location or the relocation of the teen centre. Utilize partnership opportunities in the application of grant funding.</p>			

Recommendation: Youth Friendly Outdoor Spaces

1. PROVIDE YOUTH DESIGNED SPACE WITHIN THE EXISTING PARKS STRUCTURE AND CLOSE TO THE TOWN'S CORE.
2. CREATE A MECHANISM FOR YOUTH INPUT INTO FUTURE PARKS CONSULTATIONS FOR DEVELOPMENT ISSUES.
3. DEVELOP EDUCATIONAL AND RECREATIONAL PROGRAMS FOR YOUTH WITHIN CURRENT PARK SPACE.

INPUTS	ACTION PLANS		PERFORMANCE INDICATORS	DEVELOPMENTAL OUTCOMES
	SHORT TERM (1-2 YEARS)	LONG TERM (3-5 YEARS)		
<p>47% of ALL youth surveyed indicated they would like to see Youth parks with things they like * most frequent response = Skate park*</p> <p>46% of ALL youth surveyed indicated an interest in parks with hoops or sand volleyball courts.</p> <p>41% of ALL youth surveyed indicated they were interested in Outdoor trails and Rock Climbing.</p> <p><i>"Vic West is extremely successful but it takes advanced skills, it's a more senior park. A junior park in Esquimalt would be well used."</i></p> <p>Community Member</p> <p>Video Interview Results: Q: Esquimalt needs more...</p> <p>A: <i>"Public places for youth to hang out."</i></p> <p>Q: If you had a million dollars, what would you buy Esquimalt?</p> <p>A: <i>"A skate park (2), a basketball court"</i></p> <p>Speak Yer Piece Brainstorming Lists Q: List all the things you'd like to see happen at the new Rec Centre.</p> <p>A: <i>"Skate park, BMX Trials Course, a graffiti wall."</i></p>	<p>1a) Through council and public consultation investigate the potential future use options of the warehouse space behind the old city hall as a possible youth friendly outdoor space such as a small skate park. (\$500)</p> <p>1 b) Create a basketball court option within the town core. Investigate the use of the parking lot behind the curling facility (\$5,000-10,000)</p> <p>2a) Conduct a park use survey during spring and summer to determine youth patterns of use in the primary parks of Esquimalt (\$300-700)</p> <p>2b) Utilize Parks and Recreation Leadership participants and connect with the Leadership classes at Esquimalt High School and Rockheights Middle School to recruit youth for parks development consultation process.</p>	<p>1c) Create a smaller version of the Vic West Skate park closer to the Town core with the potential for additional features to be identified through youth input (\$40,000-60,000)</p> <p>1 d) Utilize public consultation and survey information (see 2a) to enhance appropriate recreation opportunities for youth within existing parks such as designated areas for mountain biking, trials or disc golf.</p> <p>1 e) Establish youth activity alternatives within existing parks (\$2000 to \$8000 dependant on activity selection in #d)</p> <p>2c) Establish consistent and regular parks consultation role for Youth Leadership Team or Youth Advisory Council Members.</p>	<p>Minimum one youth participant involved in the community consultations</p> <p>Parks messages included in all marketing pieces targeting youth</p> <p>Deliver a minimum of one program in parks space by 2006</p> <p>Inventory of youth participation in parks by spring 2006</p> <p>Community consultation and youth parks forum completed by 2007</p> <p>Allocation of resources and space for the development of youth park activities in the town core</p>	<p>Increase opportunities for active lifestyle choices.</p> <p>Increase opportunities for creative use of time.</p> <p>Youth engaged in 3 or more hours per week of outdoor activities.</p> <p>Develop appreciation for the environment and the maintenance of sensitive ecosystems within parks.</p> <p>Community accepts and encourages appropriate youth parks usage.</p>

INPUTS	ACTION PLANS		PERFORMANCE INDICATORS	DEVELOPMENTAL OUTCOMES
	SHORT TERM (1-2 YEARS)	LONG TERM (3-5 YEARS)		
<p>Q: What makes Esquimalt a good place to live?</p> <p>A: <i>“Memorial Park, stairs for skateboarding, Sports fields, Biking a Fleming Beach, lots of playgrounds, Cairn Park, Saxe Point Park.”</i></p> <p><i>“Gorge Kinsmen neighbours complain of noise. Behind the hall (municipal) they put in gravel to stop youth from skateboarding because the neighbours had complained. But it’s a great location, heart of town and right beside the police station.”</i></p> <p>Community Member</p>	<p>3a) Offer summer programs for youth within park space such as Rock Climbing at Fleming Beach or Arts in the Parks with the potential to recover costs</p> <p>3b) Work in partnership with the schools to develop educational programs surrounding sensitive eco-systems, conservation and environmental stewardship</p> <p>3c) Create parks messages creating awareness for appropriate youth park space usage to be inserted in all marketing tools</p>	<p>3d) Create a Youth Internship work experience program during summer within the parks department (\$200 honorarium per student)</p> <p>3e) Encourage appropriate parks usage to youth via marketing recommendations. Have youth leaders act as park ambassadors during the summer months to offer education and awareness materials</p>	<p>Creation and development of basketball court space in Town Core.</p> <p>Creation of mini skate park option close to the Town Core</p>	

Recommendation: Youth service delivery

1. DEVELOP AN AGE APPROPRIATE PROGRESSION OF SOCIAL RECREATION AND PERSONAL DEVELOPMENT PROGRAMS FOR AGES 10-18 YEARS.
2. INCREASE PROGRAM OPTIONS FOR YOUTH IN THE AREAS OF JOB TRAINING AND LIFE SKILLS, HEALTH AND WELLNESS, OUTDOOR RECREATION AND ARTS.
3. ENHANCE LOW AND NO COST DROP IN OPPORTUNITIES FOR ECONOMICALLY DISADVANTAGED YOUTH.

INPUTS	ACTION PLANS		PERFORMANCE INDICATORS	DEVELOPMENTAL OUTCOMES
	SHORT TERM (1-2 YEARS)	LONG TERM (3-5 YEARS)		
<p>66% of ALL youth surveyed indicated they would be interested in a chill space consisting of pool tables, card playing and video games</p> <p>50% of youth aged 14-18 would be interested in more sports programs</p> <p>49% of youth aged 14-18 would be interested in more fitness/weight training programs</p> <p>49% of ALL youth surveyed indicated they would be interested in more drop in or low stress programs</p> <p>47% of youth aged 14-18 would be interested in more job training programs</p> <p>44% of ALL youth surveyed indicated they would be interested in more youth only programs</p> <p>41% of ALL youth surveyed indicated they would be interested in more outdoors programs</p>	<p>1a) Create a continuum of social recreation opportunities as follows:</p> <ul style="list-style-type: none"> ★ Increase in pre teen drop in times ★ Create Boys only and Girls Only programs ★ Increase in teen drop in times <p>1c) Create a Leadership continuum of services beginning with:</p> <ul style="list-style-type: none"> ★ Home Alone and Babysitting programs for preteens ★ Youth Leadership programs Levels I and II ★ Youth Internship and Volunteer Opportunities <p>2a) Develop Job Training and Life Skills programs such as: Foodsafe, Resume Building, Coaching, First Aid, Basic Cooking and Nutrition, Independent Living skills</p> <p>2c) Enhance Health and Wellness program options such as: Fitness Classes, Weight Training Club, Yoga</p>	<p>1b) Seek funding and support for expanded services by utilizing key partnerships as co-applicants for government grants</p> <p>1d) Create a tool for evaluating the qualitative aspect of programs and services based on Asset Building Framework</p> <p>2b) Partner with local businesses to create programs for life skill development including cooking, nutrition, employment skills and community involvement</p>	<p>Extension of Youth Only Friday nights after one year trial</p> <p>One new program offered per season for youth and teens</p> <p>One new program offered in partnership with another youth serving agency per year</p> <p>Increase youth participation rates in registered programs by 10% in first 2 years</p> <p>Deliver one week of summer outdoor adventure camp for youth in first year with subsequent increases in number of weeks as needed over consecutive years</p> <p>Offer one evening per week in the teen centre dedicated to structured youth development opportunities</p>	<p>Increase in constructive use of time for youth</p> <p>Increase in Service to others in the community for more than one hour per week</p> <p>Increase in opportunities for social competencies including planning and decision making</p> <p>Increase in opportunities for cultural competencies</p> <p>Increase opportunities for youth to perform creative activities</p> <p>Direct contact with non parental adult role models</p>

INPUTS	ACTION PLANS		PERFORMANCE INDICATORS	DEVELOPMENTAL OUTCOMES
	SHORT TERM (1-2 YEARS)	LONG TERM (3-5 YEARS)		
<p><i>"We want more drop in sports, it has to be free or cheap but still organized"</i> Esquimalt Youth Worker</p> <p><i>"Get them outdoors, too many kids sit in front of a computer, what about canoeing, camping, sailing opening opportunities to the outdoors"</i> Esquimalt Youth Worker</p>	<p>2d) Create Outdoor Recreation opportunities such as Sailing, Kayaking, Rowing, Rock Climbing, Orienteering and Mountain Biking</p> <p>2e) Increase art program support by developing mentorship opportunities with the delivery of workshops lead by local artists.</p> <p>2g) Take a leadership role in the building of relationships for the delivery and marketing of programs with other youth serving agencies such as:</p> <ul style="list-style-type: none"> ★ Harbourside Boys and Girls Clubs for youth leadership and outdoor recreation ★ Victoria Native Friendship Centre for the inclusion of First Nations youth during swimming and Youth Only nights ★ Military Family Resource Centre for additional drop in activities at Archie's Teen Centre ★ Rock Solid for youth art programs <p>e) Increase the awareness of LIFE program for youth through inter agency communication</p> <p>f) Offer more low cost drop in times for youth in recreational sports, swimming and weight room</p> <p>g) Investigate the opportunity to utilize school gym and field space during to facilitate active play for youth</p>	<p>2f) With the proposed development of a community arts centre, Parks and Recreation should play a lead role in facilitating the inclusion of youth opportunities for art programs and the display of youth art</p> <p>d) Offer participation incentives for youth volunteer initiatives</p>		

Recommendation: Staff Development

1. BROADEN THE SCOPE OF RESPONSIBILITIES OF THE TEEN CENTRE SUPERVISOR TO ASSUME THE RESPONSIBILITIES OF A YOUTH SERVICES SUPERVISOR
2. BUILD STAFF COMPETENCIES TOWARDS OUTREACH, COMMUNITY DEVELOPMENT AND SUPERVISION IN THE TEEN CENTRE
3. INCREASE STAFF AWARENESS AND APPLICATION OF THE PRINCIPLES OF DEVELOPMENTAL ASSET BUILDING

INPUTS	ACTION PLANS		PERFORMANCE INDICATORS	DEVELOPMENTAL OUTCOMES
	SHORT TERM (1-2 YEARS)	LONG TERM (3-5 YEARS)		
<p><i>"The centre should be open more often; it provides a safe warm place to get away from peer pressure. The staff are good role models."</i> Esquimalt Youth Worker</p> <p><i>"Esquimalt youth need informal recreation opportunities, they need someone to hook them, someone that can make a connection."</i> Esquimalt Youth Worker</p> <p><i>"We need staff training in dealing with emergencies and developmental assets. We see lots of drug and alcohol issues and lots of home issues."</i> Esquimalt Youth Worker</p>	<p>1a) Broaden the responsibilities of the Teen Centre Supervisor to evolve into the Youth Services Supervisor at 25 hours per week to include</p> <ul style="list-style-type: none"> ★ Outreach in the community ★ Marketing and promotion in the schools ★ Attendance of inter agency meetings such as GROOVY ★ Coordination of social dances ★ Development and supervision of partnership activities ★ Organization and planning of registered programs <p>1c) Community Services Programmer and Youth Services Supervisor to maintain regular communication schedule and evaluation periods</p>	<p>1b) Transition Youth Services Supervisor to full time status in conjunction with increased youth services, program options and marketing responsibilities</p> <p>2b) Create a detailed staff orientation package to include Developmental Asset Building, Child Protection, Teen Centre Policies and Procedures and inter agency awareness</p> <p>2e) Create opportunities for front line staff to increase outreach and visibility in the community</p> <p>2f) Investigate the option of a Teen Centre Leader position to specifically supervise drop in times thus creating future opportunities for front line staff thus increasing consistency in leadership</p>	<p>Teen Centre Supervisor established in the role of Youth Services Supervisor</p> <p>All Recreation Centre staff walking and talking the Asset Building language</p> <p>Conduct regular appraisals of Youth Services Supervisor to ensure job description is being met.</p> <p>Increased visibility of youth staff and/or Roving leader position in community</p> <p>Have a full time Youth Services Supervisor in place by 2008-2009</p>	<p>Young person receives support from other non parent adults in the communities</p> <p>Youth experience caring neighbourhood</p> <p>Adults in the community role model positive behaviour</p> <p>Youth feel safe in their community</p> <p>Youth experiences a sense of belonging and/or ownership of recreation centre</p>

INPUTS	ACTION PLANS		PERFORMANCE INDICATORS	DEVELOPMENTAL OUTCOMES
	SHORT TERM (1-2 YEARS)	LONG TERM (3-5 YEARS)		
<p><i>"Staff should be fixtures in the community, youth will now who is in charge. It's important to try to keep staff around for a long time."</i></p> <p>Esquimalt Youth Worker</p> <p>*NOTE: Archie's Teen Centre leaders were listed as Adult Role Models within the community of Esquimalt within the Brainstorming Speak Yer Piece Segment*</p>	<p>2a) Provide regular opportunities for youth staff to participate in training such a conflict resolution, crisis management, coping strategies</p> <p>2c) Enhance opportunities for front line staff to learn about the functions and services of other agencies</p> <p>3a) Develop an in house training session lead by staff on the principles of Developmental Asset Building</p> <p>3c) Train all Youth Services staff members in the Developmental Asset Building Framework through in house leadership</p>	<p>3b) Train all front desk, maintenance and frontline recreation centre staff in the Asset Building framework</p> <p>3d) Develop training or information sessions for all municipal departments especially police and fire.</p>		<p>Community takes on responsibility to monitor young persons behaviour</p> <p>Community encourages young person to do well with high expectations</p>

Recommendation: Marketing

1. ESTABLISH RELATIONSHIPS AND COMMUNICATION LINKS WITH THE ESQUIMALT HIGH SCHOOL ROCKHEIGHTS MIDDLE SCHOOL AND OTHER YOUTH SERVING AGENCIES.
2. PROVIDE OPPORTUNITIES FOR YOUTH FEEDBACK & INPUT IN THE DEVELOPMENT OF MARKETING TOOLS, SPECIFICALLY WEBSITE AND BROCHURES.
3. ENSURE THE PROMOTION OF HEALTHY LIFESTYLE CHOICES FOR YOUTH AND TEENS THROUGH LOCAL MEDIA.

INPUTS	ACTION PLANS		PERFORMANCE INDICATORS	DEVELOPMENTAL OUTCOMES
	SHORT TERM (1-2 YEARS)	LONG TERM (3-5 YEARS)		
<p>49% of youth surveyed indicated that posters in school would be an effective means of advertising</p> <p>43% of youth surveyed indicated that school bulletin boards and newsletters were effective means of advertising</p> <p>47% of youth surveyed indicated that they would prefer to be told by friends and 38% felt that word of mouth would be the most effective marketing methods</p> <p>37% of youth surveyed indicated that a website would be useful</p> <p>43% of youth surveyed indicated that they did not know a particular program existed</p> <p>*NOTE: 51% of youth surveyed indicated the use of television ads would be preferred, however when asked they referred to the main cable networks such as Fox. This presents an unrealistic cost for a municipal parks and recreation department.*</p> <p><i>“Give us the information about your services, we need to know your staff and build relationships. That’s how you bridge the gap.”</i></p> <p>Native Friendship Centre worker</p>	<p>1a) Secure bulletin boards and/or poster board space within Rockheights Middle School and Esquimalt High School to be maintained by the Youth Services Supervisor</p> <p>1c) Conduct classroom and school presentations of youth services bi-annually to establish recognition and connection with youth centre staff</p> <p>1e) Utilize PAC and School newsletter, emails or websites to promote youth services and events.</p> <p>1f) Create a regular email newsletter to be sent to other youth serving agencies to communicate Parks and Recreation Department Initiatives</p>	<p>1b) Investigate the possibility of presenting youth services and social/recreational based programs in classrooms at middle and senior high schools</p> <p>1d) Play a leadership role in creating regular information and resources sharing opportunities with youth serving agencies in this community</p> <p>2b) Utilize or train youth leadership participants to act as school liaisons and/or marketing reps in the schools</p> <p>2d) Have teen centre participants actively engaged in contributing to the youth page of the Esquimalt Recreation Centre Website on a regular basis</p>	<p>Students are kept informed on a monthly basis of new programming initiatives and opportunities for them within their schools</p> <p>Classroom presentations completed bi annually</p> <p>Regular inclusion of promotional material in school and PAC newsletters</p> <p>Teens utilizing the Recreation Centre effectively advertise youth programs in their schools for all special events</p> <p>At least one contributor to the youth web page per month</p> <p>At least one feature on local youth initiative or achievement per 3 months</p>	<p>Youth experience caring school climate, caring neighbourhood</p> <p>Youth are seen as resources</p> <p>Youth perform a service to others</p> <p>Youth experience positive peer influence</p> <p>Youth experience a bonding to their school, neighbourhood</p> <p>Youth are involved in planning and decision making process</p> <p>Youth are involved in creative activities</p> <p>Youth experience positive identity and positive power</p> <p>Youth express positive values such as caring and responsibility</p>

INPUTS	ACTION PLANS		PERFORMANCE INDICATORS	DEVELOPMENTAL OUTCOMES
	SHORT TERM (1-2 YEARS)	LONG TERM (3-5 YEARS)		
<p><i>“We need more interagency communication to build that comfort level so that we can easily refer families and youth to other services in the community and feel confident that they are getting good service. We need to have more intimate details of what each other are doing.”</i> Esquimalt Youth Worker</p> <p><i>“Use the Rockheights newsletter, presentations to classrooms would be very effective, even just 10 minutes but the style and presentation of the leader are key.”</i> Esquimalt Youth Worker</p> <p><i>“Market through other agencies, let us know what’s going on and we can pass it along to our clients.”</i> Esquimalt Youth Worker</p> <p><i>“We Need direct access to the schools, hand billing works and bulletin boards at the schools.”</i> Esquimalt Youth Worker</p>	<p>2a) Offer incentives (free passes) for youth participants to market programs and events, such as wearing t-shirts with advertising</p> <p>2c) Create a youth driven website highlighting youth initiatives and youth contributions as an attachment to the municipal website.</p> <p>2e. Conduct youth focus groups to facilitate feedback on print material including brochures and posters</p> <p>3a) Connect with the local media to create stories about positive youth participation, achievements and the benefits of healthy lifestyle choices to be featured on in local media presentations</p>	<p>2f) Create a marketing role for Youth Leadership or Youth Advisory Council members</p> <p>3b) Create a consistent and reliable relationship with one major news personality for the purposes of reporting on positive youth initiatives</p>	<p>Hold at least one youth focus per year by 2007</p> <p>One email newsletter distributed for each Active Living Guide period</p> <p>Youth driven website completed with a tracking of usage system in place</p>	

appendices

1. SURVEY RESULTS (ALL)
2. SURVEY RESULTS (11-13 YRS OLD)
3. SURVEY RESULTS (14-18 YRS OLD)
4. PROFESSIONAL & COMMUNITY INTERVIEWS
5. SPEAK YER PIECE FORMAT ONE
6. SPEAK YER PIECE FORMAT TWO
7. AGREE/DISAGREE
8. CREATE A PROGRAM

appendices

Town of Esquimalt Youth Development Strategy

Youth Survey Results - ALL

TEEN 14-18 YEARS OLD N=619 surveys collected

Orange = % of respondents out of 619 total

DNA – Did Not Answer this question

PART A: Living in Esquimalt

1. How do you feel about living in Esquimalt? Do you agree or disagree with the following statements

	YES	%	NO	%	I Don't Know	%	DNA
Esquimalt is a tight knit community.	185	30	146	24	278	45	10
I feel safe walking alone in Esquimalt.	359	58	180	29	71	11	9
I know my neighbours enough to say hello.	413	67	128	21	64	10	14
I feel welcome at most stores and businesses.	432	70	113	18	67	11	7
There are enough recreation programs for youth	244	39	219	35	146	24	10
The Teen Centre is a place I would consider going to.	209	34	276	45	124	20	10
There is adequate park space for youth activities	280	45	167	27	146	24	26
Many youth use drugs and/or drink alcohol	403	65	75	12	132	21	9
I feel valued and respect by my community	285	46	136	22	182	29	16

2. Have you ever been personally affected by any of these issues or concerns?

	YES	%	NO	%	I Don't Know?	%	DNA
Violence	226	37	349	56	26	4	18
Bullying	267	43	314	51	13	2	25
Poverty/ Lack of Money	197	32	348	56	52	8	22
Relationships with Parents	240	39	305	49	55	9	19
Drug and Alcohol Related Problems	132	21	435	70	29	5	23
Esquimalt youth have a bad reputation	274	44	239	38	84	14	22
Lack of things to do	287	46	256	41	53	9	23
Finding Employment	203	33	274	44	122	20	20

PART B: Parks and Recreation Services in Esquimalt

1. What type of programs would you be most interested in doing? Check as many boxes as you need.

Chill space, hanging out, playing cards, pool, vids, etc.	408	66%	Sports programs	304	49%
Parks with hoops or beach volleyball	286	46%	Art Programs	191	31%
Training for Jobs – Foodsafe, Computers	241	39%	Cooking and Nutrition	183	30%
Teen Swimming Times	250	40%	Fitness – weight training, aerobics	279	45%
Skate, Blade and BMX Park	227	37%	Performing Arts – guitar, Dance, Theatre	210	34%
Teens only skating	159	26%	Dances - High school	244	39%
Youth Arts Centre	107	17%	Archie’s Teen Centre	162	26%
Outdoor Trails/Rock Climbing	256	41%	Computers and Gaming	228	37%
Other ideas:			Dances - Middle school	149	24%

2. Do the any of these make it difficult for you to use the services listed above?

	YES	%	NO	%	SOME TIMES	%	DNA
Costs too much	229	37	226	36	137	22	27
I’m just too busy	211	34	225	36	155	25	28
Friends don’t want to do it	183	30	248	40	152	25	36
Programs are at the wrong time for me	203	33	200	32	181	29	35
I didn’t know the program existed	268	43	198	32	116	19	37
No transportation, I can’t get there	133	21	346	56	104	17	36
Not enough things to do that I like	234	38	217	35	137	22	31
It’s just not cool.	78	13	370	60	146	24	25

3. What do you think are the best ways that the people at Esquimalt Parks

and Recreation can help youth? Check as many boxes as you need.

Improve Teen Centre	336	54%	Offer “Youth or Teen Only” access to the Recreation Centre	271	44%
Lower the cost	381	62%	Promote programs in a variety of ways	218	35%
Create a Youth Park with things we like	291	47%	Build more basketball courts	176	28%
Offer more registered programs	159	26%	Offer more art programs	156	25%
Offer training and work experience	267	43%	Involve youth in planning programs.	157	25%
Provide Transportation	187	30%	Offer a place for youth to display art	144	23%
Create a Youth Advisory Committee	120	19%	More drop in or “low stress” type programs	305	49%

Other options: Skatepark, Teen centre open more, more sports programs, more teen centre hours Mtn Bike Park, Movie nights, life skills, Competitions, skatepark

4. How do you want to hear about our programs? What are the best ways for Esquimalt Recreation to tell you about their programs? Check as many as you need

Active Living Guide	121	20%	Word of Mouth	235	38%	Newspaper ads	210	34%
Email Newsletter	186	30%	Special Events	219	35%	Television	319	51%
Radio Ads	244	39%	School Bulletin Boards and Newsletters	264	43%	Website	227	37%
To be told by friends	291	47%	Let our Parents know	144	23%	Posters in schools	306	49%
Notice Boards in places we hang out	250	40%	Handouts	241	39%			

PART C: YOUth

1. Where do you spend your most of your time on weekdays after school and on weekends? Check as many as you need

At home	417	67%	Mostly at a friends place	323	52%
At Work	113	18%	Hanging out	131	21%
At a Park	120	19%	At the Teen Centre	118	19%
Volunteering	77	12%	With Family	201	32%
Skate Park	109	18%	At the Recreation Centre	93	15%
Playing Sports	215	35%			

2. Do you agree with the following statements?

	YES	%	NO	%	SOME TIMES	%	I DUNNO?	DNA
I enjoy being at school	163	26	155	25	256	41	9	36
Hanging out with friends is very important.	459	74	35	6	71	11	16	38
I am able to talk to my parents about problems.	269	43	140	23	159	26	17	34
I never have enough money to do what I want.	203	33	206	33	155	25	14	41
I like to play sports.	338	55	108	17	133	21	7	33
I like to be creative.	350	57	63	10	154	25	16	36
I enjoy reading books.	243	39	145	23	186	30	13	37
It's important to have rules to live by.	286	46	92	15	180	29	26	35
I feel like I can go wherever I like.	268	43	148	24	158	26	21	24
I like to have a place where I feel I belong	425	69	59	10	90	15	22	23
Surveys are good for finding out my opinions.	310	50	84	14	132	21	55	39
Nothing ever happens from these surveys.	167	27	164	26	133	21	121	34

TOTAL NUMBER OF SURVEYS = 361

Male: 301 Female: 269 Did Not Answer = 49

11 yrs 42	12 yrs 59	13 yrs 121	14 yrs = 82	15 yrs = 84	16 yrs = 99	17 = 83	18 = 6
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Did Not answer ages: 43

Town of Esquimalt Youth Development Strategy

Youth Survey Results 10-13 yrs

TEEN 11-13 YEARS OLD N=258 surveys collected

Orange = % of respondents out of 258 total

DNA – Did Not Answer this question

PART A: Living in Esquimalt

3. How do you feel about living in Esquimalt? Do you agree or disagree with the following statements

	YES	%	NO	%	I Don't Know	%	DNA
Esquimalt is a tight knit community.	72	28	61	24	120	47	5
I feel safe walking alone in Esquimalt.	139	54	77	30	35	14	7
I know my neighbours enough to say hello.	188	73	49	19	19	7	2
I feel welcome at most stores and businesses.	171	66	59	23	23	9	5
There are enough recreation programs for youth	124	48	68	26	59	23	7
The Teen Centre is a place I would consider going to.	113	44	90	35	55	21	0
There is adequate park space for youth activities	121	47	71	28	61	24	5
Many youth use drugs and/or drink alcohol	148	57	43	17	65	25	2
I feel valued and respect by my community	129	50	53	21	69	27	7

4. Have you ever been personally affected by any of these issues or concerns?

	YES	%	NO	%	I Don't Know?	%	DNA
Violence	93	36	137	53	16	6	12
Bullying	128	50	106	41	6	2	18
Poverty/ Lack of Money	74	29	142	55	28	11	14
Relationships with Parents	100	39	117	45	30	12	11
Drug and Alcohol Related Problems	45	17	181	70	16	6	16
Esquimalt youth have a bad reputation	76	29	126	49	44	17	12
Lack of things to do	105	41	110	43	33	13	10
Finding Employment	70	27	103	40	70	27	15

PART B: Parks and Recreation Services in Esquimalt

5. What type of programs would you be most interested in doing? Check as many boxes as you need.

Chill space, hanging out, playing cards, pool, vids, etc.	186	72%	Sports programs	125	48%
Parks with hoops or beach volleyball	124	48%	Art Programs	89	34%
Training for Jobs – Foodsafe, Computers	90	35%	Cooking and Nutrition	89	34%
Teen Swimming Times	115	45%	Fitness – weight training, aerobics	103	40%
Skate, Blade and BMX Park	105	41%	Performing Arts – guitar, Dance, Theatre	103	40%
Teens only skating Ages? _____	75	29%	Dances - High school	103	40%
Youth Arts Centre	48	19%	Archie’s Teen Centre	91	35%
Outdoor Trails/Rock Climbing	108	42%	Computers and Gaming	123	48%
			Dances - Middle school	122	47%

Other Options: skateboarding

6. Do the any of these make it difficult for you to use the services listed above?

	YES	%	NO	%	SOME TIMES	%	DNA
Costs too much	81	31	90	35	68	26	19
I’m just too busy	58	22	109	42	72	28	19
Friends don’t want to do it	59	23	106	41	70	27	23
Programs are at the wrong time for me	63	24	87	34	84	33	24
I didn’t know the program existed	95	37	90	35	45	17	28
No transportation, I can’t get there	54	21	136	53	41	16	27
Not enough things to do that I like	103	40	80	31	60	23	15
It’s just not cool.	22	9	161	62	59	23	16

7. What do you think are the best ways that the people at Esquimalt Parks and Recreation can help youth? Check as many boxes as you need.

Improve Teen Centre	163	63%	Offer “Youth or Teen Only” access to the Recreation Centre	113	44%
Lower the cost	173	67%	Promote programs in a variety of ways	84	33%
Create a Youth Park with things we like	133	52%	Build more basketball courts	86	33%
Offer more registered programs	58	22%	Offer more art programs	66	26%
Offer training and work experience	96	37%	Involve youth in planning programs.	65	25%
Provide Transportation	91	35%	Offer a place for youth to display art	54	21%
Create a Youth Advisory Committee	50	19%	More drop in or “low stress” type programs	132	51%

Other options: Skatepark, Teen centre open more, more sports programs, more teen centre hours Mtn Bike Park, Movie nights, life skills, Competitions, skatepark

8. How do you want to hear about our programs? What are the best ways for Esquimalt Recreation to tell you about their programs? Check as many as you need

Active Living Guide	62	24%	Word of Mouth	87	34%	Newspaper ads	95	37%
Email Newsletter	93	36%	Special Events	100	39%	Television	146	57%
Radio Ads	99	38%	School Bulletin Boards and Newsletters	111	43%	Website	107	41%
To be told by friends	124	48%	Let our Parents know	83	32%	Posters in schools	125	48%
Notice Boards in places we hang out	124	48%	Handouts	118	46%	Other:		

Other options: Neighbourhood flyers, Malls

PART C: YOUth

**3. Where do you spend your most of your time on weekdays after school and on weekends?
Check as many as you need**

At home	182	71%	Mostly at a friends place	121	47%
At Work	18	7%	Hanging out	60	23%
At a Park	47	18%	At the Teen Centre	48	19%
Volunteering	21	8%	With Family	102	40%
Skate Park	70	27%	At the Recreation Centre	41	16%
Playing Sports	87	34%			

4. Do you agree with the following statements?

	YES	%	NO	%	SOME TIMES	%	I DUNNO?	DNA
I enjoy being at school	56	22	79	31	102	40	7	14
Hanging out with friends is very important.	191	74	15	6	24	9	14	14
I am able to talk to my parents about problems.	112	43	54	21	71	28	9	12
I never have enough money to do what I want.	92	36	83	32	57	22	8	18
I like to play sports.	139	54	54	21	49	19	6	10
I like to be creative.	140	54	22	9	69	27	9	18
I enjoy reading books.	102	40	55	21	86	33	8	7
It's important to have rules to live by.	114	44	37	14	74	29	21	12
I feel like I can go wherever I like.	87	34	75	29	66	26	16	14
I like to have a place where I feel I belong	189	73	15	6	24	9	14	16
Surveys are good for finding out my opinions.	126	49	26	10	57	22	32	17
Nothing ever happens from these surveys.	58	22	67	26	54	21	55	24

TOTAL NUMBER OF SURVEYS = 258

Male: 127 Female: 112 Did Not Answer = 19

11 yrs = 42	12 yr = 59	13 = 121	14 yrs = 10	15 yrs = 0	16 yrs = 0	17 = 0	18 = 0
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Did Not answer ages: 268

Town of Esquimalt Youth Development Strategy

Youth Survey Results – 14-18 yrs old

TEEN 14-18 YEARS OLD N=361 surveys collected

Orange = % of respondents out of 361 total

DNA – Did Not Answer this question

PART A: Living in Esquimalt

5. How do you feel about living in Esquimalt? Do you agree or disagree with the following statements

	YES	%	NO	%	I Don't Know	%	DNA
Esquimalt is a tight knit community.	113	31	85	24	158	44	5
I feel safe walking alone in Esquimalt.	220	61	103	29	36	10	2
I know my neighbours enough to say hello.	225	62	79	22	45	12	12
I feel welcome at most stores and businesses.	261	72	54	15	44	12	2
There are enough recreation programs for youth	120	33	151	42	87	24	3
The Teen Centre is a place I would consider going to.	96	27	186	52	69	19	10
There is adequate park space for youth activities	159	44	96	27	85	24	21
Many youth use drugs and/or drink alcohol	255	71	32	9	67	19	7
I feel valued and respect by my community	156	43	83	23	113	31	9

6. Have you ever been personally affected by any of these issues or concerns?

	YES	%	NO	%	I Don't Know?	%	DNA
Violence	133	37	212	59	10	3	6
Bullying	139	39	208	58	7	2	7
Poverty/ Lack of Money	123	34	206	57	24	7	8
Relationships with Parents	140	39	188	52	25	7	8
Drug and Alcohol Related Problems	87	24	254	70	13	4	7
Esquimalt youth have a bad reputation	198	54	113	31	40	11	10
Lack of things to do	182	50	146	40	20	6	13
Finding Employment	133	37	171	47	52	14	5

PART B: Parks and Recreation Services in Esquimalt

9. What type of programs would you be most interested in doing? Check as many boxes as you need.

Chill space, hanging out, playing cards, pool, vids, etc.	222	61%	Sports programs	179	50%
Parks with hoops or beach volleyball	162	45%	Art Programs	102	28%
Training for Jobs – Foodsafe, Computers	151	42%	Cooking and Nutrition	94	26%
Teen Swimming Times	135	37%	Fitness – weight training, aerobics	176	49%
Skate, Blade and BMX Park	122	34%	Performing Arts – guitar, Dance, Theatre	107	30%
Teens only skating Ages? _____	84	23%	Dances - High school	141	39%
Youth Arts Centre	59	16%	Archie’s Teen Centre	71	20%
Outdoor Trails/Rock Climbing	148	41%	Computers and Gaming	105	29%
Other ideas:			Dances - Middle school	27	7%

Other Options: Teen Idol, Night Club, Talent Shows, Chess, Table Games, Camping

10. Do the any of these make it difficult for you to use the services listed above?

	YES	%	NO	%	SOME TIMES	%	DNA
Costs too much	148	41	136	38	69	19	8
I’m just too busy	153	42	116	32	83	23	9
Friends don’t want to do it	124	34	142	39	82	23	13
Programs are at the wrong time for me	140	39	113	31	97	27	11
I didn’t know the program existed	173	48	108	30	71	20	9
No transportation, I can’t get there	79	22	210	58	63	17	9
Not enough things to do that I like	131	36	137	38	77	21	16
It’s just not cool.	56	16	209	58	87	24	9

11. What do you think are the best ways that the people at Esquimalt Parks and Recreation can help youth? Check as many boxes as you need.

Improve Teen Centre	173	48%	Offer “Youth or Teen Only” access to the Recreation Centre	158	44%
Lower the cost	208	58%	Promote programs in a variety of ways	134	37%
Create a Youth Park with things we like	158	44%	Build more basketball courts	90	25%
Offer more registered programs	101	28%	Offer more art programs	90	25%
Offer training and work experience	171	47%	Involve youth in planning programs.	92	26%
Provide Transportation	96	27%	Offer a place for youth to display art	90	25%
Create a Youth Advisory Committee	70	19%	More drop in or “low stress” type programs	173	48%

Other options: Skatepark, Teen centre open more, more sports programs, more teen centre hours Mtn Bike Park, Movie nights, life skills, Competitions, skatepark

12. How do you want to hear about our programs? What are the best ways for Esquimalt Recreation to tell you about their programs? Check as many as you need

Active Living Guide	59	16%	Word of Mouth	148	41%	Newspaper ads	115	32%
Email Newsletter	93	26%	Special Events	119	33%	Television	173	48%
Radio Ads	145	40%	School Bulletin Boards and Newsletters	153	42%	Website	120	33%
To be told by friends	167	46%	Let our Parents know	61	17%	Posters in schools	181	50%
Notice Boards in places we hang out	126	35%	Handouts	123	34%	Other:		

PART C: YOUth

5. Where do you spend your most of your time on weekdays after school and on weekends?

Check as many as you need

At home	235	65%	Mostly at a friends place	202	56%
At Work	95	26%	Hanging out	71	20%
At a Park	73	20%	At the Teen Centre	70	19%
Volunteering	56	16%	With Family	99	27%
Skate Park	39	11%	At the Recreation Centre	52	14%
Playing Sports	128	35%	Other: Biking, Movies		

6. Do you agree with the following statements?

	YES	%	NO	%	SOME TIMES	%	I DUNNO?	DNA
I enjoy being at school	107	30	76	21	154	43	2	22
Hanging out with friends is very important.	268	74	20	6	47	13	2	24
I am able to talk to my parents about problems.	157	43	86	24	88	24	8	22
I never have enough money to do what I want.	111	31	123	34	98	27	6	23
I like to play sports.	199	55	54	15	84	23	1	23
I like to be creative.	210	58	41	11	85	24	7	18
I enjoy reading books.	141	39	90	25	100	28	5	30
It's important to have rules to live by.	172	48	55	15	106	29	8	20
I feel like I can go wherever I like.	181	50	73	20	92	25	5	10
I like to have a place where I feel I belong	236	65	44	12	66	18	8	7
Surveys are good for finding out my opinions.	184	51	58	16	75	21	22	22
Nothing ever happens from these surveys.	109	30	97	27	79	22	66	10

TOTAL NUMBER OF SURVEYS = 361

Male: 174 Female: 157 Did Not Answer = 30

11 yrs = 0	12 yrs = 0	13 yrs = 0	14 yrs = 72	15 yrs = 84	16 yrs = 99	17 = 83	18 = 6
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Did Not answer ages: 17

Community Interviews

TRANSCRIPTION

YOUTH SERVICES AND COMMUNITY MEMBER INTERVIEWS

Selected notes, quotes and text deemed most relevant to the project.

PART A: QUESTIONS 1&2

IMPRESSION/PERCEPTION OF THE COMMUNITY OF ESQUIMALT

- Esquimalt is “the hood,” or the wrong side of the tracks
- It’s eclectic, you have the upper class in Saxe point, Military, 2 reserves and lots of low income families.
- Lots of folks have been here for a long time, they know each other well, very “small town,” feel.
- Friendly, cooperative, healthy – this community is striving to be a strong unit.
- Very diverse socio-economic situations.
- For youth – we’ve got athletes and artists.
- There are a lot of differing perspectives, often seen as the “underdog.”
- People have a built in defence mechanism.
- Perception of Esquimalt as a second class city, we always feel like we have to defend ourselves.
- There is a real connection between Vic West and Esquimalt. For some it’s not a problem finding identity.
- There is community pride. It often comes out in tagging but its an organic pride.
- Safe place to live, compared to other parts of the world.
- “This community actually cares about young people, they just don’t know how to show it” mk
- Kids would be very narrow minded if they stayed in this community.
- Esquimalt High School. “The teachers there are good, they treat them like individuals, they treat them respectfully”
- Strong knit community. Advantages of a small town while being close to a city.
- Changing. Increase in the number of families – one of few places to not have any school closures. Increased investment in the community and we may see an increase in the median income.
- Half of the residents are renters, the other half has lived here for generations.
- It’s got potential that I don’t think it’s ever lived up to.
- The community wants to value youth, they have the desire to do the right thing but it seems to lack follow through.
- Everybody wants to have their voice heard and acted upon.
- Lots of potential but needs to be re-branded, the spin always seems to go against Esquimalt but it has changed a lot in the past 2 years.
- “Staunchly proud”
- Politically closed for business if you were not born and raised here.

A-3 CHALLENGES AND ISSUES FACING YOUTH IN ESQ

- Most folks attached to this agency – Esq Neighbourhood House do not use rec. services, they are disenfranchised, there is no parent driving them or paying for their programs.

- Poverty – “We make many referrals to the LIFE program.
- Adult perception that “youth are bad.”
- Fragmented families, single parents with a teenager and then much younger siblings.
- Transportation, it’s tough to get that type (fragmented) of family up and going whether it be to a program or a soccer game at the Gorge on a Saturday morning.
- Context of Poverty such as ill health, poor diet and nutrition, lack of opportunities.
- They (kids, children) are not getting into opportunities at a young age so there is no attachment early on.
- Not able to participate in team sports and miss out on some essential skills provided by teams.
- Most youth are disenfranchised by the time they are that age.
- The struggle starts early for youth and families. If they don’t feel the rec. centre is a viable option for them from an early age they won’t remain engaged.
- Perception that life is boring.
- It’s a challenge to stay in Esquimalt, 50/50 stay or go, many go off to university or travel and then come back years later.
- Influence of the media
- Does the local government really value youth? Youth are mostly seen as or labelled as problems, the “nameless graffiti taggers,”
- Youth are marginalized, the teen centre is thrown together – its not valued at the government level.
- Establishment of rivalries – not often played out on the sports field anymore. They don’t just represent Esquimalt, there is a crossover of community sports as they may be kids from all over on any team.
- Demographics – there are lots of youth in lower SES, more working core people, single parent families which has a bearing on self worth.
- Lots of youth not properly dressed or even fed, this has a bearing on they perceive themselves.
- There are not enough jobs. Not enough programs for teens. Tough to get jobs for the new generation.
- The working class – it makes people more sceptical of young culture – hair and body piercing. I always say, “I’m not worried about what’s on their head but what’s in their head.”
- Vic West area has lots of latchkey, single parent families.
- First Nations youth – seeds of gang mentality, seeking belonging and identity in the form of gangs.
- “The reputation of Esquimalt works against youth. They can fight it or live up to it. They’re from the wrong side, they have to be tough to live up to that image.”
- “Does the local government really value youth? Youth are mostly seen as or labelled as problems, the nameless graffiti taggers.”
- There is an image challenge. Good things are not celebrated. The press is generally negative.
- We need to make the general public less fearful of youth.
- “There are lots of youth in lower SES, more working core people, single parent families which has a bearing on self worth.”
- “Lots of youth not properly dressed or even fed, this has a bearing on they perceive themselves.”
- Characteristics of Families – Poverty, addiction issues, mental health issues, working a lot in low paying jobs, single parents
- Single parent families, youth are lacking parental support.
- What ever happened to just hanging out and connecting – why is this type of thing scary to adults?
- What do youth need? Friendship, connecting, bonding – fitting in and self esteem.

A-4 RESOURCES IN/AROUND ESQUIMALT FOR YOUTH THAT ARE WELL USED.

- Skatepark in Vic West
- Basketball courts at Shoreline and Rockheights
- Use of parks is popular but not for socially accepted behaviours – drinking and partying.
- No question of the power of the Vic West skatepark, “it’s a real piece of pride,”
- The Trackside Art Gallery – how do we continue to involve youth in this?
- The rec centre is huge, lots of kids are waiting for it to open.
- Esquimalt High has great Jazz, graphic arts and metal works classes.
- “Some good recreation programs...”
- You can find help. There are resources but only if you’re extremely in need.
- The high school is extremely good. They do an extraordinary job.
- Rock Solid is good but has that police connection or arts only – lots of kids don’t want to be part of that.
- Boys and Girls Club
- Archies – the younger teens parents love it, but not so much the teen crowd. It then becomes associated with a pretty sketchy crowd.
- There are a lot of park space for youth – Bullen park for soccer and baseball, Lampson for ball, but these are all organized and structured activities.

A-5 GAPS IN SERVICES TO YOUTH

- More outreach support – outreach at the skatepark.
- Connecting different communities such as the reserves and Pacific Village
- The use of parks space seems to invite reproach, someone will call the police as soon as there are more than 3 youth at any one time.
- Arts opportunities – this community is big in the arts, many youth are interested and involved in the arts.
- Mentorship/Leadership – where do they learn?
- “the kids in the middle,” lots of services for the upper echelon and the at risk youth but the largest portion of youth in the middle seem to be lacking services.
- Need a youth advisory body, should compare to the level of involvement in other municipalities.
- Arts and culture and music. There’s not a real connection for youth in this community. Need more opportunities for this. The rec. programs are not great in this area. Arts are more of a natural part of culture in Esquimalt.
- Need to expose youth to a global consciousness. They need to go out and see the world. Go and come back to contribute to the community.
- Life skill training – coping skills, managing time, money, preventing pregnancy.
- Increase literacy.
- “It seems they have to go outside of Esquimalt to get into things, then transportation becomes an issue.”
- “There seems to be lots of services for the upper echelon and the at risk youth but the largest portion of youth in the middle seem to be lacking services.”
- There is not enough to do for the kids in the middle, the kids that are less likely to go to centres, they may be more likely to go to basketball courts.
- How to serve them? Increase diversity/spectrum/range of program offerings.
- “There’s not a lot out there for 14-18 year olds, it’s kind of bleak. Where can they even work? It doesn’t surprise me there’s trouble.”
- Esquimalt doesn’t have a lot to offer, no cycling trails, not many options to stay out of trouble. Often youth have to go out of Esquimalt to do the things they want to do

- Where in Esquimalt can they go for work, there are relatively few stores. Lacking skills training opportunities for future jobs.
- The Teen centre does not cater to the majority of the older youth.
- “We need more interagency communication to build that comfort level so that we can easily refer families and youth to other services in the community and feel confident that they are getting good service. We need to have more intimate details of what each other are doing.”
- There is only one centre or place for teens to call their own. Any pool halls, they (youth) say they can go there under the influence, it’s not a great choice.
- Few of these youth (Archies Teen Centre youth) could volunteer, very few are mature enough, they’re lacking coping skills, some basic life skills.
- In order to volunteer, they have to pay \$50 up front for a crim records check, many families and teens can’t afford that so they just don’t bother.
- The Rec centre being down has caused a huge gap.
- Unstructured rec opportunities, a place to feel safe and wanted or a park or place to hangout.
- Youth are rarely given enough consideration and input into the park planning process.
- Two gaps – one is the so called middle section of the population or those youth that are not at risk or exceptional and the older teens.
- Lack youth friendly spaces that are safe and comfortable.
- What is the value of drop in programs, need to track numbers and then relate that to the public. The numbers are smaller, but the intensity of the relationship is bigger. (referring to teen centre participants)

PART C: ESQUIMALT PARKS AND RECREATION SERVICES

C-1: GENERAL KNOWLEDGE OF ESQUIMALT PARKS AND RECREATION SERVICES

- Most frequent response theme: “I don’t really know too much, what do they offer for youth and teens?”
- “The youth I see rarely use Archies Teen Centre, it’s not even a referral option for me.”
- Too much emphasis on structured, fee for service type programs
- The Active Living Guide has been my only source of what’s happening in Esquimalt Parks and Rec.
- “I know we have missed having the centre open, dances have been missed by the teens. Those are very popular.”
- Would like to see a partnership, channel of communication, that “one stop shop” idea where we can make referrals or take referrals.
- Friday nights the rec centre will be for youth only for a one year trial. But will youth be given some flexibility to be teens, freedom to be youth, to swear, etc. They need to maintain some level of respect.
- For the Friday nights, the commission took a stand as only teens. We need to advocate for teens. This has big political ramifications, they had to think outside the box.
- How do they define youth, I’m not even sure what ages they mean?
- Getting kids to sign up for 8 weeks is a big commitment and hard to do. (referring to more traditional registered programs)
-

C-3 MARKETING IDEAS TO BETTER REACH YOUTH.

- Pocket sized cards or schedules.

- Informal Word of mouth is key
- Let youth and family counsellors know of opportunities and they can talk it up to their clients.
- Building community relations, presentations to community and school groups.
- Use of Rock Solid to perhaps share a website or link to a website. They (Rock Solid) will have a new site up and running soon.
- Website – music is a huge key, youth involvement is needed, maybe use the Esq high school graphic arts dept to help develop a website or the look of a website.
- Use the youth themselves. Ask and be prepared to act upon what you hear. Adults often filter information.
- If using the internet, we need to dedicate resources to do so. Construction and ease of navigation.
- Needs lots of promo when the pool opens, many kids and families are waiting for it to open
- Use the Rockheights newsletter, presentations to classrooms would be very effective even just 10 minutes but the style and presentation of the leader are key.
- Need to send the message that the “community cares.”
- Use them, have to be into what their into, what’s been done in the past has not worked.
- Cell phone, computers, text messages.
- Market through other agencies, let us know what’s going on and we can pass it along to our clients.
- Involve the media – newspaper articles about what is happening and the benefits involved for youth.
- Need direct access to the schools, hand billing works and bulletin boards at the shools.

C-4 STAFFING AND LEADERSHIP - DEVELOPMENTAL ASSET BUILDING THEMES

- Informal recreation opportunities – need someone to “hook them,” someone that can relate to youth, make a connection.
- Needs to be a community wide message about what is health, what are developmental assets.
- Youth need to know that their ideas are respected, they have responsibility. They need to be nurtured and to grow. It’s important to help them become leaders, to mentor them.
- Potential mentors in Esquimalt should know about this. Maybe there’s some opportunities for the rec centre to offer training to the local business people.
- “Voice is needed but structured so that they (youth) can hold open forums, something more creative than holding meetings in an adult oriented manner.”
- “Kids need more adult time but adults are busy. I hear kids say, Mom never talks to me she’s always on the computer.”
- “We need to give kids time, other adults (non parents) can fill this role, could just be playing basketball with them. Consistency is the key to building relationships.”
- We (the municipality) needs strong leadership, we need a vision for Esquimalt.
- These youth are looking for mentorship, looking to meet folks that have the some interests.
- Leadership is key. Need to be mentoring and supporting programs and special events that can offer good modeling of community participation.
- The staff should be fixtures in the community, youth will know who is in charge and that consistency is huge.

C-5 WHAT COULD/SHOULD ESQUIMALT PARKS & RECREATION BE DOING AND/OR DOING BETTER?

- Arts – teaching, display and an outlet for youth art, performing art opportunities

- Music is big for this age group.
- A youth or teen only night is a good idea, but promoting it will be a key.
- Learn from others, check out services in other low income neighbourhoods
- Dance, Hip Hop even the music form that speaks to youth.
- Use of nature, connecting themselves to the community.
- Partner with RS, Vic West, Big bros/sis to offer a mentorship program.
- Offer exchange programs – sharing and seeing other parts of the world. Consider ways to promote experiences outside of here.
- Teach awareness of other opportunities and how to make it happen.
- Stop letting adults dictate programming. Do what's meaningful. Integrating youth classes into the whole. We may have to hear loud music. We often fall short in favour of other groups or users. "youth know when they are being marginalized.
- Council to adopt a policy or mission statement committed to youth as a primary focus and an objective. Youth policy could be built into the official community plan
- Gorge Kinsmen neighbours complain of noise. Behind the hall (municipal) they put in gravel to stop youth from skateboarding because the neighbours had complained. But it's a great location, heart of town and right beside the police station.
- "Create a youth festival where we expose teens to the public, displaying their good side and their talents."
- "Potential mentors in Esquimalt should know about this. Maybe there's some opportunities for the rec centre to offer training to the local business people."
- "Arts and culture and music. There's not a real connection for youth in this community. Need more opportunities for this. The rec. programs are not great in this area. Arts are more of a natural part of culture in Esquimalt."
- "We need some more drop in sports, it has to be free or cheap but still organized."
- "Get them outdoors, too many kids sit in front of a computer, what about canoeing, camping, sailing, opening opportunities to the outdoors."
- "The use of parks space seems to invite reproach, someone will call the police as soon as there are more than 3 youth at any one time."
- "The rec centre needs to be youth friendly, teens can be easily intimidated as adults attach their negative stigma."
- "Archies could use a drop in 5 days a week, more stuff directly afterschool, but they have to build a comfort level with staff, they are not going to go there by themselves."
- Vic West is extremely successful but it takes advanced skills, it's a more senior park. A junior park in Esquimalt would be well used.
- "Archies could be open 5 days a week. When finances are low, they are not joining other things, they are not being driven other places. We need more stuff directly afterschool." WM
- In the future if we can improve their physical health, their mental health will come. Need to push a healthy diet.
- Teen talent nights, arts for teens.
- Festivals and parades, expose teens to the public. Teen festival and/or art gallery and gaming. Have it open to the public, geared to openness to teens. Display the good side of teens. It should be teen driven. Use teen buskers and musicians/ dancers.
- Archies centre could be open more often, it's a warm safe place. Lots of these youth are high risk, they can get away from peer pressure. Some of the youth are in foster care, during the days they get locked out of their homes and they're not in school. Where do they go then? Downtown.
- Will the gym be available for teens? Some drop in sports that require less commitment than competitive leagues would be a great option for youth.
- Need to make more of a presence, to market the benefits of recreation to youth, invite youth to participate, give a new role for youth in Esquimalt.
- Affordable, drop in, blow off steam time.

- Community volunteering, providing opportunities to make their community better.
- Take hold of the Community Development Model – not just lip service but talk with the youth, it will involve some risk taking but you need to be in touch with youth and that needs to be heard by council.
- The teen centre should be a flagship, not a hidden child.
- There is a need for some youth park space in the core area, such as a basketball court or a place to skate but it needs to be in the right place and with the right measures in place to be considerate of other user groups.
- How can Parks and Rec hear from youth, what are they looking for because if they have no place to go we end up with conflicts.
- To provide for youth a taste of the opportunities that are out there, stuff that they couldn't do on their own.
- Define how they measure success – what is a success in the teen centre because it certainly won't be money coming in.
- Need some youth park space in the city, in this part of town, like a mini skatepark or basketball court. Why not somewhere in the main municipal corridor – if those awful warehouses ever come down.

PARTNERSHIP OPPORTUNITIES

- Partner with aboriginal communities, marry programs with the needs of those communities.
- There must be municipal grants available to conduct youth forums with aboriginal youths and their families. Take a leadership role in connecting with these groups.
- Partnership with the Esquimalt Theatre, where has that gone?
- The foundation has been laid for a lot of good partnerships, they just need to keep the ball rolling.
- Rock Solid can help cover the costs of programs for volunteer work. They offer scholarships and bursaries.
- Archies Teen Centre – can Rock Solid run a night at the teen centre. It's a good service but it needs to grow.
- First Nations – kids are integrated into schools. Victoria Native Friendship centre.
- The community resource committee used to be in existence but it has fallen down. We try to stay connected as part of general networking but to get everyone together was very difficult to do.

C-4: SUCCESS STORIES

- “We received funding to send a youth to Camp Thunderbird for one week in the summer. Here was a kid that was overweight and uninvolved and he absolutely loved canoeing and hiking. He wants to be a counsellor now, well first he wants to go back for two weeks next summer. Create that sense of belonging and make an impact from there.”
- “Success stories come in big and small packages – one kid gets off of crystal meth for example. It's about having trust in their abilities, liking themselves, even just a little – that's a success story”
- Marketing of success stories to change perception. Youth who get to school despite home life, addicted parents, abuse – overcome challenges to be successful.

Speak Yer Pi ece

ON CAMERA SURVEY RESULTS

FORMAT TWO

QUESTION ONE/TWO: FINISH THIS SENTENCE - ESQUIMALT _____, WHY?

Positive responses

1. Rocks/rules (4)
2. is fun (4)
3. is a nice community to live in (3)
4. is a good place (3)
5. is cool (2)
6. is a damn good place to live
7. is diverse and accepting
8. is normal
9. is mediocre
10. is pretty good

WHY?

- it's a friendly environment
- it's big
- nothing bad happens here
- sometimes there's fun stuff to do
- there's lots to do here
- it has lots to offer
- the Skate park is so close
- the Teen centre and McDonalds
- you can be who you want to be

Negative responses

1. is boring (2)
2. is ghetto (2)
3. is kind of a dangerous place
4. is kinda plain
5. is blah
6. is not close knit
7. is full of old people

WHY?

- because its Esquimalt
- because of junkies and broken bottles
- not enough to do
- I don't know everyone in my neighbourhood yet
- there's not enough young people
- there's too many different people in too small a community

QUESTION THREE/FOUR: FINISH THIS SENTENCE: ESQUIMALT NEEDS MORE _____, WHY?

Responses

1. youth activities (12)
2. drop in classes(2)
3. Music venues (2)
4. swim times for teens
5. more places to hang out
6. programs for pre teens
7. pool tables

WHY?

- there aren't enough programs for us
- there's only swimming and skating
- so all ages can go see bands
- a lot of kids need more to do on Friday night
- cause McDonalds sucks
- cause we can only go there once a week
- for the Teen Centre

- | | |
|---|------------------------------------|
| 8. restaurants and stores | - so we can go shopping more often |
| 9. coffee/donut shop for teens only | - cause we want to hang out |
| 10. public entertainment - parades | - to raise community involvement |
| 11. public places for youth | - cause playgrounds are fun |
| 12. trash cans | - there's just not enough of them |
| 13. a new gym | - for sports activities |
| 14. money | |
| 15. community interest in their schools | |

QUESTION FIVE: FILL IN THE BLANKS - WHEN IT WAS OPEN, I WENT TO ESQUIMALT RECREATION CENTRE ABOUT ____ TIMES PER MONTH.

Responses

1. 0 times per month (7)
2. 1 time per month (5)
3. 2 times per month (5)
4. 3 times per month (1)
5. 4 times per month (6)
6. 5 times per month (2)
7. many times per month (ten or more) (5)

QUESTION SIX: IF YES FOR WHAT?

Responses

1. Swimming (17)
2. weight training (3)
3. Boys & Girls Club visits (2)
4. dances (2)
5. ice skating (2)
6. summer camp
7. teen centre
8. theme swims
9. after school care

QUESTION SEVEN: FOR THOSE WHO ANSWERED 0 TIMES PER MONTH WE ASKED WHY NOT?

Responses

1. I don't live anywhere near it
2. I don't have time to go
3. there's nothing to do there
4. I used to go when I was little
5. I'm not interested in going there

QUESTION EIGHT: WHAT IS THE MAIN THING YOU DO AFTER SCHOOL BESIDES HOMEWORK?

Responses

1. Hang out at friends house (5)
2. play on the computer (5)
3. watch TV (4)
4. dance classes (4)
5. play video games (2)
6. play music (2)
7. more homework (2)
8. work (2)
9. teen centre (2)
10. talk on the phone (2)
11. skateboarding
12. walking at Flemming or Memorial Park
13. band practice
14. go to the gym
15. attend youth group at the fire hall
16. play chess
17. play Stratego
18. play golf
19. hang at 7/11

QUESTION NINE: IF YOU HAD A MILLION BUCKS, WHAT WOULD YOU BUY ESQUIMALT?

Responses

Practical

1. a music venue (2)
2. a skate park (2)
3. a basketball court
4. a better gym
5. grocery stores
6. a lazer tag arena
7. a pool hall
8. rock climbing facility
9. an arcade

Dreamy

1. a multiplex
2. a shopping mall
3. a theme park
4. waterslides
5. a pro hockey team
6. a paintball arena
7. a half pipe in town square
8. a statue of myself
9. horses

Socially minded

1. more police
2. paint
3. library books
4. upgrade the ice rink
5. a Sunday market
6. a photography centre
7. give to community
8. better school equip.

QUESTION TEN/ELEVEN: TRUE OR FALSE - ESQUIMALT HAS A BAD REPUTATION. WHY OR WHY NOT?

TRUE responses (17)

1. the opinions are formulated by outsiders
2. it has been blown out proportion
3. my cousin is in a gang
4. other school teams when we play them ask me if I know gang members and if people get shot here
5. everyone thinks we are drug addicts here, that's what all my friends who don't live in Esquimalt tell me

6. we had a bad rep and we trying to pull ourselves out of it but then a few bad apples have to spoil it again
7. because of the Nicholas Johnson beating
8. people are so closed minded – they ask me if I get shot at if I wore red and I say no, there's just a bunch of old people here – no gangs.
9. people make stuff up about Esquimalt all the time
10. kids are disrespectful to the elderly here
11. it depends on your age – if you're young then yes, if you're old then no
12. old people are afraid of kids in Esquimalt
13. the gang activity in a small community is really noticeable

FALSE responses (12)

1. other places may have bad reps. but not Esquimalt
2. we are a new generation in Esquimalt, we are more tight knit
3. only ignorant people who listen to the media think so
4. every place is the same in Victoria, they all have bad areas
5. its not such a bad place, its actually pretty good, there are a lot of nice people here

QUESTION TWELVE/FOURTEEN: ARE WE THE SAME AS EVERYWHERE ELSE OR WHAT MAKES US DIFFERENT?

Responses

1. No – we are safer, more calm place
2. No – we are closer knit as a community
3. our 4C program makes us different
4. our diversity makes us more accepting of others
5. we're considered high risk so we're different
6. drugs and graffiti make us stick out
7. all kids get peer pressured to start smoking pot in grade six here, but not anywhere else

Speak Yer Pi ece

BRAINSTORMING LISTS RESULTS

FORMAT ONE

LIST ALL ADULT ROLE MODELS IN THE COMMUNITY OF ESQUIMALT.

- Archie's teen centre leaders
- Hockey coaches
- Soccer coaches
- Firefighters
- Fitness trainers
- Municipal Hall workers (who give out Slurpee coupons)
- Police officers
- Next door neighbour (age 16)
- Grandparents
- Lifeguards/pool organizers
- People at the Army base
- Drama teacher
- Teenage volunteers
- The mayor
- Police liaisons

LIST ALL THE THINGS YOU'D LIKE TO SEE HAPPEN AT THE NEW ESQUIMALT RECREATION CENTRE.

- Dances for 12-14 year olds
- Indoor skate park
- Lazer tag Arena
- Indoor rock climbing wall
- Scuba diving
- Diving programs at Saxe Point
- Organized water games
- Food courts and change machine
- Arcade
- Friday night swimming for 11-14 year olds
- Swim & dance combined
- Volleyball
- Floor hockey
- Dodgeball
- Water gun games and water activities in the summer
- Bungee jumping

(con't)

- Waterslides
- Paintball
- Girls night/guys night programs
- Ice cream shop
- Wrestling
- Youth run concession
- Referees school or courses
- Weekend ply metrics class
- Pilates for youth
- Hockey
- Babysitting courses
- Beginning Life guarding courses
- Home Alone course
- Larger skating rink
- Indoor archery
- Underwater tube you can watch people swim from
- Larger (higher) diving boards
- Breakdance competitions
- Skateboard halfpipes and ramps
- Filmography – video editing suites
- BMX trials course
- Movie nights
- Salsa dancing courses
- Karaoke
- Karate
- A place to get your ears pierced
- A graffiti wall
- Clothing design classes
- Café with video games
- Art programs
- Bead shop
- Restaurant
- A 10ft. diving board
- Water trampoline for the pool
- More activities while swimming in the pool

WHAT MAKES ESQUIMALT A GOOD PLACE TO LIVE?

- The Esquimalt Plaza
- Archie's Teen Centre
- Stairs for skateboarding
- Memorial Park
- Dances for pre teens
- The library
- The cop shop for Slurpees
- 7/11

(con't)

- Sports fields
- Lots of playgrounds
- Ice cream truck
- Tim Horton's
- All the pizza shops
- Virtuality
- Biking at Flemming Beach
- New McDonalds
- Christmas lights around town
- Feel safe in the neighbourhood
- Next door neighbours
- Salty's fish and chips
- Archie Browning Sports Arena for hockey
- Cairn Park
- Saxe Point

ESQUIMALT NEEDS MORE...

- Pre teen and teen activities
- Grade 6,7,8 dances
- Video games
- Vending machines and better food in them (candy too)
- Computers
- Trampoline zone and foam pit
- Waterslides
- Basketball courts
- A sunroof at the recreation centre
- Skateparks
- Garbage cans
- Drop in programs
- Sailing lessons
- Less graffiti
- A "pub" for kids (a hangout)
- Old fashioned Ice cream parlour
- A bus to the Teen Centre
- More places to eat by the school
- A wave pool and boogie boards
- Whale/dolphin fountains in the pool
- Go carts and a batting cage
- A water fountain that serves fruit punch
- Nice people
- Role models
- Law enforcement
- Lots of cool places to play
- Paintball
- Better umpires and referees

(con't)

- Bowling Alley
- Music venues
- Multipurpose venues
- A repertory theatre
- Art programs
- A club Hollywood
- A driving range
- Mini put (indoor – glow in the dark)
- A warehouse for youth
- A facility for rent to youth
- Drop in sports with youth targeted times
- University style clubs

Agree/Disagree

TOPICS OF DISCUSSION FEEDBACK FROM FOCUS GROUPS

Esquimalt High School and Rockheights Middle School

1. STATEMENT: ESQUIMALT HAS A BAD REPUTATION FOR CRIME.

AGREE

- Esquimalt is not nearly as violent as it seems
- The violent reputation is based on past events such as the Reena Virk incident and the Nicholas Johnson beating, things that didn't even take place in the township limits
- The media places a poor spotlight on Esquimalt
- Esquimalt feels like it has been getting a lot better lately
- One more incident could ruin Esquimalt's reputation all over again

DISAGREE

- Within Esquimalt, people aren't as scared of each other as others are afraid of people from Esquimalt
- The downtown core is far more violent than Esquimalt
- If you're not from Esquimalt than you really don't know what goes on around here
- The bad reputation comes from the outsiders
- People who live up to or embody the image that is given to them (ie – gangsters) are at the heart of the problem
- Teaching respect could remedy the issue and talking to the youth themselves

2. STATEMENT: YOU WOULD FIND THE SAME TYPES OF YOUTH IN ESQUIMALT AS YOU WOULD OAK BAY.

AGREE

- There aren't any huge class differences between the two
- Both have the same ideas
- Esquimalt youth create their opportunities whereas Oak Bay youth simply follow the ones laid out for them
- Your surroundings create who you are, otherwise kids are just kids wherever
- Kids are the same but the issues may be different

DISAGREE

- Kids in Esquimalt are more diverse

- Kids in Oak Bay are richer therefore snottier
- Kids in Oak Bay stick to their cliques for status purposes
- They are more financially secure and have more opportunity
- They expect to have better treatment at school and applying for work
- Esquimalt geographically is closer to the reserve, therefore making youth more culturally accepting and diverse
- Oak Bay kids receive better coaching for sport and more funding
- Oak Bay municipality has more money for programs overall, Esquimalt doesn't even compare
- They simply have different opportunities in Oak Bay
- Esquimalt youth have more perspective because they work for everything they get, Oak Bay youth are given things

3. **STATEMENT: THERE IS LOTS OF STUFF TO DO IN ESQUIMALT ON THE WEEKENDS.**

AGREE

- Hopefully when the Recreation centre opens soon
- Bored people are boring people
- There are lots of opportunities but they aren't necessarily appealing
- Most things are geared towards younger kids

DISAGREE

- There aren't many things that appeal to youth
- The things that are offered are for low income people
- The Recreation centre is too repetitive, they need more variety in their programs
- All the good concert venues are not in Esquimalt
- The concerts that do play here are held in locations that only attract a certain type of crowd
- You mostly have to go outside of Esquimalt to have fun or create your own things to do
- The new Recreation centre will only benefit the younger kids
- Old people don't want to help youth
- Esquimalt is so diverse that there are just too many needs to fill here

4. **STATEMENT: TEENS IN ESQUIMALT ARE GIVEN ACTIVE ROLES IN THEIR COMMUNITY.**

AGREE

- If you have money you can go do a lot of things in the community
- There is lots of things to do but not enough people know about it
- You have to be a sports team to have an active role
- You don't necessarily need more things to do, people just have to attend the things that are happening

DISAGREE

- Some people don't have enough money for activities so they can't participate as much as they want too
- Therefore all program should be affordable
- There aren't enough things open when we want them to be open, ie - the teen centre needs to be open on the weekends for pre teens
- The library needs to extend their hours on the weekends

5. STATEMENT: ESQUIMALT RECREATION CENTRE STILL WONT HAVE THE THINGS I WANT TO DO WHEN IT OPENS.

AGREE

- they wont have enough money to get all the things we want to use such as a waterslide, drop off slide and wave pools
- they still wont have after school programs for 11-14 year olds
- they wont have cool fun organized swim activities like Oak Bay pool has

DISAGREE

- the pool area is bigger therefore it will be way more fun no matter what
- with all the kids pooling their ideas together through these focus groups and surveys there is no way there won't be enough activities
- Esquimalt Recreation Centre has always had enough activities for my age group

6. STATEMENT: ESQUIMALT YOUTH HAVE A BAD REPUTATION.

AGREE

- The reputation comes from one major incident from the past
- The reputation has come from a bunch of minor incidents that keep on happening, like kids smoking marijuana behind the school all the time
- Youth can even go up to an elderly man to get drugs in Esquimalt
- There is gang activity here
- There are more serious drugs being used here like ecstasy and crystal meth
- Kids bring the reputation on themselves

DISAGREE

- Other people and adults make Esquimalt youth out to be bad
- The media, word of mouth and rumours all contribute to the negative image
- Issues surrounding Halloween certainly add to the problem as well
- Mostly it's just one major incident that gives a false impression of all the kids

Create a Program

PROGRAM IDEAS CREATED FROM FOCUS GROUPS

In this focus group, youth were broken up into smaller sub-groups of 5-7 kids each and given a topic for a program that was to take place locally in their neighbourhood within the community or at the recreation centre. The groups brainstormed together within the allotted time frames to come up with what could be either a social or recreational program, drop in or registered in format. Guidance was given by the facilitator as to how to devise certain aspects of the program.

- ★ a name
- ★ time frame (how many hours, sessions, weeks)
- ★ synopsis (a brief overview of the program objectives)
- ★ target demographic (who is the clientele you wish to attract)
- ★ benefits (to the community sector you wish to involve)
- ★ cost to participants

Group One - Esquimalt High School students and graduates

MULTI PURPOSE CAFÉ

Synopsis - The Multi purpose café would require a somewhat large open space in the recreation centre itself or be a stand alone facility somewhere centrally located in the community. Aside from operating as a traditional café for socializing and light refreshments, the key activities taking place would be video gaming sessions during weeknights and weekends, culminating into one large group (lan) tournament per month. The space would also boast a stage area and be available to host local youth bands and poetry readings once per week for all ages and showcase youth art on a rotational basis.

Time frame - Drop in during evenings and weekends, open late.

Benefits - The benefits of the space is to provide a safe place for youth to socialize and experience new things.

Target demographic - The space would be open to all members of the general public but focus on a youth clientele.

Cost - Drop in would be free but the cost to participants would be in the range of \$5-10 for video game tournaments and local shows would average \$5 per ticket. Youth volunteers would be responsible to a large degree for staffing.

Group two - Esquimalt High School students and graduates

BAND OF FACES

Synopsis - Band of faces gives youth in Esquimalt a chance to explore their musical curiosities. There will be sessions of basic music theory, performances and workshops by local professionals and frequent free form jam sessions for all those interested, creating a unique forum for potential band mates to meet. Many different musical genres will be explored and encouraged allowing participants the chance to culminate their energies into stage performances once a month. Attendance would not be mandatory as it would be a casual drop in based program.

Time frame - The location would be within the Recreation centre facility and run on Tuesdays during the after school hours.

Benefits - benefits would include learning from professionals, meeting new people and becoming aware of new genres of music.

Target demographic - Ages 13-18 would be encouraged to attend.

Cost - The drop in cost would be \$2 per session.

Group three - Esquimalt High School students and graduates

DROP IN ARTS CENTRE

Synopsis – A youth oriented drop in arts centre would provide a relaxed atmosphere where youth can drop in and have easy access to a variety of materials for the creation of artwork as well as a designated indoor space to display it. Artistic mediums offered would include things like a pottery room, dark room for photography, paints such as acrylic and watercolour, even an area designated for spray painting.

Time frame – the time frame would be 7-9pm weeknights and weekends, 3 times per week.

Benefits – a great atmosphere to learn new artistic mediums, a chance to develop fundraisers, hold gallery showings, gain work experience and express creativity at an earlier age.

Target demographic – two different times are suggested for the separate age categories – splitting into two groups, preteens aged 10-13 on some nights and teens aged 13-18 on others.

Cost – the accent here is on affordability, either dirt cheap or free to utilize.

Group four – Rockheighs Middle School students

COLLAGE MINI THEATRE

Synopsis – would be a registered program that you could take at the recreation centre where youth could learn the art of stage performance and all the other stage crafts that go along with it. Things like set design, make up, lighting and prop making would all be taught by the instructor and handled by the participants.

Time frame – sessions would last for two hours and be held twice per week.

Benefits – kids could build a lot of confidence through acquiring acting skills and use their performances as fundraisers for the group. Also learning from a professional doesn't hurt either.

Target demographic – for youth aged 10-14.

Cost - \$25 cost plus an additional costume fee, or the funds raised through performances could be pooled to cover the cost of costumes.

Group five – Rockheighs Middle School students

ALL SPORTS DROP IN

Synopsis – kids could drop in to the recreation centre every day of the week to participate in a variety of different sporting activities. Programs would range from basketball to hockey, baseball to soccer, hip hop dancing to tennis. Cooperation and fun are the main objectives behind the activities.

Time frame – the drop times would be the same for everyday, from 4 – 5:30PM and be held everyday of the week excluding weekends.

Benefits - obvious benefits would be the range in programming so as to never allow things to become boring. As well, kids would be able to play games in a recreational capacity rather than in a competitive atmosphere, making things a lot more fun. Also parents would benefit from knowing their kids were in a safe place during the after school hours.

Target demographic – Ages 10 – 16 would be allowed to sign up and participate.

Cost – the cost would be \$2 per drop in.

Group six – Rockheighs Middle School students

SUMMER SPORTS

Synopsis – summer sports would take place in the new pool at the recreation centre and mainly revolve around the creation of unique and competitive water sport games. Activities such as touch water football, underwater hockey, mat basketball and water volleyball would all be explored as teams would be mixed up every week into 4 groups of 5 to a maximum of 20 participants total.

Time frame – summer sports would take place every Saturday from 1 – 3PM in one of the pools.

Benefits – because of the fact that the sports are being played in the water, the participant's fitness levels would increase. The program is a great fit for younger, active teens that are looking for new challenges.

Target demographic – youth aged 11-14 would be allowed to register.

Cost – the cost would be \$35 for two months in the summer (8 sessions total).

Group seven – Rockheighs Middle School students

DARKNESS FALLS

Synopsis – despite its edgy title, Darkness Falls is a family program – a family paintball program that is that utilizes a warehouse space that would act as the arena for play. The warehouse space would have to be fully equipped with various obstacles and apparatus to both climb upon and use for shelter from rival gunfire. The objective is to include parents and siblings alike to partake in the fun that is not just meant for young boys. Darkness Falls combines the experiences of lazer tag and regular outdoor paintball all into one (don't forget the fog machines) for a unique gaming experience in the city.

Time frame – the warehouse would be open on Fridays 4 – 10PM, Saturdays 2 – 10PM, Sundays 9-5PM and Mondays 4 – 7PM.

Benefits – a family oriented program for ages 10 and up, it would give adults and kids a chance to bond and spend fun time together, as well as have a separate area for younger kids to play.

Target demographic – Ages 10 and up may participate though 10-11 years olds MUST be accompanied by an adult.

Cost - \$15 for 10 – 15 year olds and \$20 for 16 and up.

DROP IN ARTS CENTRE (II)

Synopsis – a casual drop in opportunity for youth to have access to art supplies, support and advice from art instructors who will supervise the group. Weekly workshops for crafts will run and an empty wall within the centre will be available for murals. At the end of the year, art will be put up for silent auction for fundraising purposes or donated to the Rock Solid trackside gallery. The facility would be maintained by youth volunteers and be situated within the recreation centre itself.

Time frame – Wednesdays after school and Saturday mornings.

Benefits – access to free art supplies (possibly donated from art stores), drop in classes with professional instructors, gallery showings/auctions, mural wall access and possible credits for school could be earned here.

Demographic – the target ages are 13-19 years old but it will remain flexible and open to adults as well. Target group sizes are 6-12 people at a time.

Cost – you could pay a yearly membership or a drop in fee of \$2 each time you visit.