

# **Promoting Community Belonging**

By: Brooke Janes

FRSC 4890Y: Community-Based Research Project

Trent University

Faculty Supervisor: Sharon Beaucage-Johnson

TCRC Project Coordinator: John Marris

Host Supervisor: Dave Jarvis

Host Organization: Haliburton/Kawartha/Pine Ridge Regional Human Services and  
Justice Coordinating Committee

April 2015

## Abstract

Previous research has determined that having a sense of community belonging can help reduce youth's criminal involvement. Given this, the HKPR Regional HSJCC initiated the current project to explore and identify youth programs that promote and/or create the conditions to enhance youth's sense of belonging. The aim of this project was to determine what types of programs promote community belonging; identify how these programs were distributed within Haliburton, the City of Kawartha Lakes and Northumberland; and analyze how these programs were structured in terms of barriers and commonalities. Using a qualitative approach data was collected through a literature review, an environmental scan and interviews. Results revealed that multiple terms indicate community belonging, and that a diverse range of programs can help enhance this feeling. Programs identified in each of the research areas tended to be located within close proximity to one another, and were not evenly distributed. Comparisons of the programs also revealed that the most common barriers youth face to participation are financially and accessibility related. Future suggestions include: addressing these barriers, and working to better inform these communities of the impact that having a sense of community belonging can have for youth. Considering educationally based programming, program structures that view at-risk youth positively, and incorporating positive role models are recommended as future directions in developing an ideal youth program. Involving youth in continued research is also strongly suggested to enhance their sense of belonging while mitigating potential criminal involvement.

**Key Terms:** Community, Community Belonging, Youth Crime, Mitigating Youth Crime, Haliburton, The City of Kawartha Lakes, Northumberland, and HSJCC

## **Acknowledgements**

I cannot express enough thanks to the individuals who have supported me through the course of this project. I would like to thank my Professor, Sharon Beaucage-Johnson for her dedication to providing continuous encouragement, support, and guidance through challenges I faced. A sincere thank you also goes to John Marris, for his constant advice, enthusiasm, and genuine interest in my work that kept me on track through the year. I would also like to express thanks to the HKPR Regional HSJCC for providing me the opportunity to work with a passionate committee, and my host Dave Jarvis for his knowledgeable insights, valued involvement, and motivation towards this project. A large thank you also goes to the interviewees who took the time to talk with me, Rob Orłowski for compiling youth crime statistics, and fellow students of FRSC 4890Y for their sharing of ideas, insight and advice.

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## Key Terms

**At-Risk Youth:** Youth who have an increased risk of danger in contact with the Criminal Justice System, or engagement in criminal behaviours (2).

**Community:** “A group of people with diverse characteristics that are linked by a variety of factors including social ties, common perspectives, values, interests, activities, geographical location or setting” (2,3).

**Community Belonging:** “The degree to which an individual is connected/attached to their community. This sense of connectedness is based on participation and social attachments among individuals within the community and interactions with the community as a whole” (2,3).

**HKPR Regional HJSCC:** Haliburton/Kawartha Lakes/ Pine Ridge District Regional Human Services and Justice Coordinating Committee.

**Indicators of Community Belonging:** Terms that may imply or indicate a focus of community belonging.

**Non-Profit Organization:** A group organized for purposes other than generating profit.

**Organization:** An organized body of people with a particular purpose; especially a business, society, or association (29).

**Program:** Specific group, service or gathering offered through an organization.

**Provincially Funded Organization:** Organizations that receive financial support from the Ontario Government.

**Registered Charity:** “An organization established and operated for charitable purposes, and must devote its resources to charitable activities” (27).

**Youth:** For the purpose, of this project, as well as defined by Canada’s Youth Criminal Justice Act, youth refers to individuals between 12-18 years of age (25).

## Promoting Community Belonging

### **Previous Research**

Over the past two years projects completed through Trent University's Forensic Community-Based Research Course (FRSC 4890Y) have led to the development of this project. In particular, former Trent student Angela Skyopk completed a report titled *Analyzing the Effects of Criminal Diversion Programs on Young Adults with Mental Health Issues* during the 2012/2013 academic year (1). Through her research, Skyopk focused on the impact that a mental health diversion program had for young adults who had engaged in criminal activity and came into contact with the justice system (1). Her findings suggested that community services are beneficial, however, a sense of community belonging was determined to be low amongst the individuals accessing these services (1).

From Skypok's findings two additional projects emerged in the 2013/2014 academic year. Students Hannah Malloy and Adam Majid investigated the relationship between community belonging and youth's criminal involvement for individuals 11-15 and 16-20 years of age (2, 3). Malloy's report *Community Belonging as a Factor in Youth Crime* concluded that a lack of community belonging among other factors played an essential role in youth crime and mental health (2). Malloy also found that youth's emotional, social and overall well-being was impacted by their sense of belonging (2). Similarly, Majid's research titled *Analyzing the Effects of Community Belonging on Young Adults in Urban Communities and Rural Communities* revealed that having a sense of community belonging played an essential role in decreasing young adult crime (3).

Findings from the three reports suggest the need for continued research within the areas of community belonging and youth programming that can enhance this feeling. Not only have programs that promote community belonging been found to reduce youth's contact with the justice system, they also hold potential to impact other aspects of youth's development (2, 3). The current project is aimed to continue research based on these findings.

### **Host Agency**

The Haliburton Kawartha Pine Ridge (HKPR) Regional Human Services and Justice Coordinating Committee (HSJCC) expressed interest in facilitating the present project. The HSJCC is a provincially-based organization that is comprised of Provincial, Regional and Local Committees (4). Together, these committees work to support the implementation of policy frameworks set forth by the Government of Ontario (1997) regarding individuals who have needs that can be met by provincial human services, and come into contact with the justice system (4). As one of the Regional Committees, the HKPR Regional HSJCC effectively coordinates resources and services across Haliburton, the City of Kawartha Lakes, Peterborough and Northumberland for individuals who are in danger of criminal involvement and may have a mental illness/condition, addiction or developmental disability (5). Representatives of this committee include individuals from; The Ontario Provincial Police (OPP), municipal police services, adult mental health, courts, corrections, probation and parole services, children's mental health and adult protective services, among others (4, 5). The chair of the HKPR Regional HSJCC and consequently the host supervisor for this project is Dave Jarvis, manager at Haliburton Highlands Mental Health Services (5).

### **What is Community?**

Defining the concept of community can be a complex process. Along with traditional definitions, modern interpretations of the term have developed over time. Due to the nature of the current project, and the fact that it proceeds research with a primary focal point of community, the definition previously used will be continued throughout this project. That in mind, community can be defined as “a group of individuals who share common characteristics, interests, values or geographical settings that perceive itself as distinct in some respect from larger society” (2, 3). This definition is also utilized within a community-based research study whereby it is suggested that ‘community’ be interpreted broadly. This research further supports the approach to defining community for the current project (6).

### **What is Community Belonging?**

Community belonging itself can be defined in a number of ways. Not only can the term be interpreted objectively or through a technical definition, but community belonging can also be explained through one’s subjective perspective. That is, what forms one’s idea of belonging can go beyond a written definition to include personal thoughts or opinions that comprise one’s sense of belonging. For the purpose of this project a technical definition of community belonging will be a continuum of the definition used in previously completed research. This definition describes community belonging as “the degree to which an individual is connected and/or attached to their community. This sense of connectedness is based on participation and social attachments among individuals within the community and interactions with the community as a whole” (2, 3). To demonstrate the broadness of this term, language that implies community belonging can range from ‘feeling personally accepted’, to being ‘socially integrated’, and ‘perceiving peer support’

through connections with others (7). That said, because a sense of community belonging is subject to multiple definitions, specific language that may indicate community belonging will be noted in forming a working definition of the term.

### **The Problem**

Previous research highlights the need to continue to investigate youth programming that promotes a sense of community belonging (1, 2, 3). One of the main issues found through previous work suggests youth are not as connected to their communities as they could be (1). Additionally, the difficulty in defining key terms such as ‘community’ and ‘community belonging’ adds complexity in conducting straightforward research in this field.

One of the biggest problems in this area of research is a lack of knowledge regarding the actual promotion of community belonging. Programs that may enhance youth’s sense of belonging may be unaware that they do, or have never considered enhancing youth’s sense of belonging as an outcome goal of their programs. Part of the reason for this may be a lack of awareness of the significance that having a sense of belonging can have for youth. These factors create another degree of difficulty in directing youth towards programs to help them succeed within their communities, and avoid conflict with the law.

The occurrence of youth crime within the research areas is a critical point of interest. While national youth crime statistics show a general decline over the past decade, it is important to consider the smaller picture (8). In 2013 alone, over 900 counts of criminal offenses were recorded for youth (ages 12-18) within Haliburton, Northumberland and the City of Kawartha Lakes (9). By September 2014, nine months into the 2014 year, youth within these areas had already surpassed the total number of offenses recorded in 2013 (9). This suggests that although

Statistics Canada (2012) reports a decrease in youth's criminal involvement since 2009 (8), the occurrence of crime within smaller geographical areas should not be overlooked.

To sum up, research regarding communities and community belonging is a challenging task given the difficulty in simply defining key terms. In addressing the availability and distribution of youth programs that promote a sense of belonging, problems arise given the lack of awareness regarding the impact that having a sense of belonging can have for youth. Youth are disconnected from their communities and contact with the justice system has not declined, contributing to the need for the current project.

### **The Current Project**

The present research aims to explore and identify existing community programs that enable, promote and/or establish a greater sense of community belonging for at-risk youth. The chosen geographic focus for this project is: Haliburton, the City of Kawartha Lakes and Northumberland. The proposed research aims to address the following questions:

- 1) What types of youth programming or organizations hold the potential to encourage, support or enhance a positive sense of community belonging?
- 2) Where are the programs identified in step one located throughout the research areas?
- 3) How are the programs identified in previous steps structured in terms of barriers and commonalities?

In short, this project aims to identify youth programs that promote and/or establish a greater sense of community belonging for youth who participate in them. It is hoped to gain a better understanding of the distribution of these programs, how they are structured, and barriers that may prevent youth's participation. The HKPR Regional HSJCC intends to use this research

to gain a better understanding of options for directing at-risk youth, as well as to develop potential diversion programs for youth who have had contact with the justice system.

## Methods

### **Initial Steps**

The project was carried out over the span of the 2014/2015 academic year. An initial meeting occurred in early September (2014) at the Trent Community Research Centre to review the project proposal, determine technicalities, and narrow the scope of the research. It was decided to include individuals' between the ages 0-24, residing in Northumberland, Haliburton and the City of Kawartha Lakes. The target age range was kept broad in order to encompass a wide range of programs. A brief discussion regarding how the research could be conducted also occurred. This included a literature review, environmental scan and collection of interview data; however, there was flexibility in conducting this research as it could veer off in various directions as the project progressed.

### **Background Information**

Following the initial meeting I began to collect data regarding the demographic structure of the research areas, and data of youth's criminal involvement. The collection of this data served to familiarize myself with the research areas and gain a better understanding of the residing youth. I contacted Chad Bark with the Haliburton Highlands OPP who connected me with Rob Orłowski, a crime analyst within the same OPP detachment. Rob Orłowski compiled youth crime statistics through the OPP detachments for youth ages 12-18 across Northumberland, Haliburton and the City of Kawartha Lakes. Rob was also able to provide statistics from the municipal police services within these areas, including Port Hope Police Services, Cobourg Police Services and Kawartha Lakes Police Services. These statistics allowed for a fully encompassing picture regarding the number of youth offenses committed, offenses

discharged, and rates of reoffending among other variables. Dates obtained were categorized into two subgroups based on what year the offenses occurred. A full year of statistical reports (2013) comprised one set of statistical data, where the second set of statistics included from January 2014 to September 2014 (9 months). Both sets of data were obtained to compare the most recent full-year statistics with the most current, and note any increases, decreases or trends.

I also visited Statistics Canada online to gather geographical demographic information. Through census profiles I collected data for Northumberland, Haliburton and the City of Kawartha Lakes. This data contributed to understanding the research areas in terms of age and populations characteristics.

## **Literature Review**

An important component to this research project involved conducting a review of past literature. As ‘community’ and ‘community belonging’ were defined through previous work, it was decided to use these definitions throughout the present report. Therefore, the purpose of reviewing literature was to determine indicators of community belonging, and what types of youth programs best promote or create the conditions to enhance a sense of belonging. Given these findings, a framework regarding what programs to include and exclude within the environmental scan was established.

### *Indicators of Community Belonging*

To determine indicators of community belonging I utilized online scholarly search engines to access previous literature. This part of literature review was conducted prior to determining what types of programs best promote a sense of belonging, so the indicators found

could be applied in locating a broader selection of youth programs. To compile relevant literature I employed a variety of search terms across PsycINFO, Scholars Portal and Google Scholar. For a complete list of search terms used see appendix A. These searches allowed me to gather research that provided a comprehensive list of potential indicators of community belonging. The identified indicators could then be applied to the next stage of the literature review.

### *Types of Programs that Best Promote Community Belonging*

To determine types of programs that best promote and/or establish a sense of community belonging for youth I followed a similar method as above. Using PsycINFO, Scholars Portal and Google Scholar I searched numerous combinations of terms. To see the complete list of search terms used see appendix B. This review allowed for me to gain an understanding of the types of programs that have successfully promoted or enhanced ones sense of belonging. Findings created the basis for the types of programs to include within the environmental scan. Specifically, the types of programs that have shown success in promoting community belonging were included in the environmental scan, where the types that show little to no support were not included.

### **Environmental Scan**

I began an environmental scan to determine what programs throughout Northumberland, Haliburton and the City of Kawartha Lakes knowingly or unknowingly promote a sense of belonging for youth. As a basis for exclusion it was decided not to include sports teams or clubs within the research. This was a decided to keep the scope of this project manageable. Religious programs were also not included in the environmental scan, as barriers that are based on religious affiliation are evidently present.

Using the findings from the literature review (indicators and best types of youth programming) I utilized Google and Yahoo search engines to locate programs. To complete a thorough yet manageable scan I first searched broadly for ‘Youth Programs in Haliburton’, ‘Youth Programs in Northumberland’ and ‘Youth Programs in the City of Kawartha Lakes’. I also changed the word format across all research areas; for example, I searched ‘City of Kawartha Lakes Youth Programs’. I scanned the first five pages of results, recording the programs that met the research criteria.

After documenting programs found through the broader search terms I completed additional searches. These searches included the indicators and program types found through the literature review. For a complete list of the terms used see appendix C. I scanned the first three pages of the results and recorded the programs that met the research criteria.

I then composed a list of towns within the research areas to discover a wider range of programs. Using Google and Yahoo search engines I searched ‘Youth Programs in [place]’, scanned the results until page three, and recorded programs that met the research criteria. To see the extensive list of the specific areas subbed in for ‘[place]’ see appendix D.

All programs found through the environmental scan that met the research criteria were organized into charts that aimed to gather information pertaining to answering the research questions. More specifically, the charts displayed data of how the programs are structured, and barriers to participation that youth may face.

To be included in the environmental scan each program had to mention a focus of ‘community belonging’, ‘belonging’ or an indicator that implies that the program may create the conditions to enhance a sense of belonging. When answers to the chart headings were not clearly indicated online, connections were made based on the information gathered through the literature

review. These connections were then applied to complete those sections of the chart. For example, if a program did not specifically mention any focus of community belonging, but did indicate a focus on positive peer relationships, then under the ‘Indicators of Community Belonging’ column ‘Fosters Peer Relationships’ would be entered for that program. Alterations were also made to the charts through the research process, where it was decided to include how the programs were funded. To see a blank template of the program charts see appendix E.

The program charts were reviewed with Dave Jarvis and John Marris for their input, and to determine the next steps of the project. It was decided to disregard any programs that were for children under the age of 12, as 12 is the age in which an individual can legally be charged in Canada (10). Therefore, the focus shifted away from including younger children for this reason. It was also decided to go forth with conducting interviews to understand on a deeper level how some of the identified programs operate. For charts of all programs identified that met the research criteria see appendix F.

## **Interviews**

To begin the interview process, phone calls were made to a number of programs and individuals. Initially, the goal was to conduct in-person interviews with two programs in each of the research areas, but due to time constraints and lack of responses, only two interviews were conducted. The purpose of the interviews was to gather information beyond what could be found online regarding the program’s structures, goals, and barriers. Interviewing individuals who work with youth regularly also allowed for a first hand perspective pertaining to youth’s belonging within the research areas. The two interviews conducted were with a Community Development

and Volunteer Services Coordinator at the Boys and Girls Club of Kawartha Lakes, and the Executive Secretary of the 4H Club of Haliburton/Kawartha Lakes.

Before conducting the interviews questions were drafted that focused on information that was missing from the program charts. The Boys and Girls Club of Kawartha Lakes was identified as an organization with a specific focus of promoting a sense of belonging, and there was a large amount of information available online. This interview focused on: how the programs work to promote community belonging, trends in youth's participation, and the potential to expand or improve aspects of their programming. In contrast, the 4H Club of Haliburton/Kawartha Lakes had a smaller amount of information online and had not stated, but seemed to hold the potential to enhance youth's sense of belonging. This interview focused on: the structure of the programs offered, indicators of community belonging promoted through their programs, and bringing to light the positive impact that community belonging can have for youth.

I conducted an in-person interview at The Boys and Girls Club of Kawartha Lakes on January 26<sup>th</sup>, 2015, and a telephone interview was conducted with the 4H Club of Haliburton/Kawartha Lakes on January 30<sup>th</sup>, 2015. Prior to each I obtained consent to record the interview and briefed the individuals as to who I was and the purpose of my research. Each interview lasted approximately 20 minutes, and 11 to 13 questions were asked. To ensure the questions did not breach confidentiality, Sharon Beaucage-Johnson, John Marris and Dave Jarvis reviewed them prior to the interviews. See appendix G for the interview questions and appendix H for the transcribed interviews.

## Results

### **Q1. Literature Review**

#### Indicators of Community Belonging

To be able to determine the types of programs that best support or enhance youth's sense of belonging it was fundamental to first determine terms that could indicate a focus on belonging, or lead to a development of a sense that they belong. Previous literature supports that the following terms may indicate, imply or allow for youth to establish a positive sense of community belonging.

I. Participation, social attachments/fostering social skills, social cohesion, social inclusion, social integration, equality, recognition, support networks, positive peer interactions, positive staff-youth-family interactions, fostering personal skills, interpersonal relationships and connectedness (7, 11, 12, 13, 14).

#### Programs that Best Promote Community Belonging

Research supports a diverse range of program types that display the ability to enhance a sense of community belonging. The indicator terms identified above were applied to determine what types of programs best support or enhance one's sense of belonging. A review of past research revealed the following types of programs have shown success in establishing a positive sense of community belonging for those who participate.

I. Programs that focus on the above indicators, programs that encourage parental involvement, educationally-based programs, arts programs, youth development programs, and youth mentoring programs (13, 14, 15, 16, 17,18, 19).

## **Q2: Physical Distribution of Programs throughout the Research Areas**

### Environmental Scan

Using findings from the literature review an environmental scan was completed. The identified organizations and programs only include those that met the criteria for the current project, and are not an exhaustive list of all of the youth programs available within the research areas. A total of 33 organizations, and multiple programs offered through these organizations were identified across Haliburton, The City of Kawartha Lakes and Northumberland. Below is a summary table displaying this data. Note that the summary table reflects the full program charts in appendix F, where specific programs that are not mentioned in the summary table are included. The summary table does not apply to all programs offered through the identified organizations if that organization offers more than one program to individuals. See appendix F for full program charts and details.

Table 1: Programs Identified Through the Environmental Scan

<b>Organization/Program</b>	<b>Location</b>	<b>Program Type</b>	<b>Specifies CB</b>	<b>Indicates CB</b>	<b>Barriers</b>
Abbey Gardens	H	Youth Outreach / Educational	N	Y	\$
Point in Time Centre for Children, Youth & Parents	H	Youth Program	N	Y	Focus on serving special needs individuals, but all youth & families welcome
Boys & Girls Club of Kawartha Lakes	CKL	Youth Development	Y	N	\$
The Warehouse Youth Centre	CKL	Youth Development	Y	N	\$
Gamiing Nature Centre	CKL	Youth Programs / Educational	N	Y	\$
Bowlaway Lanes	CKL	Recreational Youth Program	N	Y	\$
REACH Kawartha Lakes	CKL	Peer Support / Outreach	Y	N	\$, Only serves individuals with mental illness
Cobourg Police	N	Youth Outreach	N	Y	Pilot Project
Highland Shores Children's Aid	N	Youth Program	N	Y	Location
Journey Through The Arts	N	Arts Programs / Educational	N	Y	\$
Kawartha/Pine Ridge/ District School Board	N	Youth Mentoring / Educational	N	Y	Referral Needed
New Canadians Centre	N	Support Programs	N	Y	Only serves individuals new to Canada
Port Hope Youth Programs	N	Youth Programs	N	Y	\$
Rebound Child & Youth Services	N	Youth Mentoring / Development Programs	N	Y	Referral Needed
Town of Cobourg Youth Programming	N	Youth Programs	N	Y	\$
WrapAround	N	Family Support	N	Y	Age constraints, Only serves identified families

YMCA	N	Youth / Family Development Programs	N	Y	\$, Location
Youth Habilitation Quinte Inc.	N	Youth Support	N	Y	Location
Youtheatre	N	Theatre Group	N	Y	
Royal Canadian Air Cadets	N	Youth Development	N	Y	Location
Royal Canadian Army Cadets	CKL, N, H	Youth Development	N	Y	
Royal Canadian Sea Cadets	CKL, N, H	Youth Development	N	Y	
4H Clubs	CKL, N, H	Youth Programs	N	Y	\$
Canadian Mental Health Association	CKL, N, H	Support Groups	N	Y	Only serves LGBT individuals
Lions Clubs International	CKL, N, H	Youth Programs	N	Y	\$
Music for Young Children	CKL, N, H	Youth Music Program	N	Y	\$
Girl Guides	CKL, N, H	Youth Development	N	Y	Females only, \$
John Howard Society	H, CKL	Youth Development / Support	N	Y	Location
Kawartha/Haliburton Children's Aid Society	H, CKL	Youth Development	N	Y	Location
KINARK Child and Family Services	H, N	Youth Development/ Educational Outreach	Y	N	\$
CHIMO	CKL, N	Youth Development / Educational	N	Y	
Community Living	CKL, N	Support Programs/Services	Y	N	\$, Only serves special needs individuals, accessibility
Big Sisters Big Brothers	CKL, N	Youth Mentoring Program	Y	N	Accessibility

Note: H = Haliburton, CKL = City of Kawartha Lakes, N = Northumberland

Y = Yes N = No

\$ = Financial Barrier

Of the organizations and programs identified in Haliburton two were unique to that region, meaning they were not offered in the City of Kawartha Lakes or Northumberland. In contrast, 10 organizations were identified within Haliburton, but also offered programs throughout the other research areas. The majority of these programs were located near central Haliburton, with a one north of Haliburton, one in Minden and four with multiple locations throughout the Haliburton region.

For the City of Kawartha Lakes, five organizations were identified as being unique to the area. Twelve organizations offered programs within the City of Kawartha Lakes and the other research areas, where the majority of these programs were clustered in Lindsay. One program was located in Bobcaygeon, one in Fenelon Falls, and four with multiple locations throughout the region.

Organizations and programs identified in Northumberland tended to cluster around specific areas. Of the 13 organizations unique to Northumberland, the majority was located in Cobourg. There were also organizations in Campbellford, Port Hope, Brighton and eight with multiple program locations throughout the Northumberland region. Eleven programs were distributed throughout Haliburton and the City of Kawartha Lakes in addition to Northumberland.

### **Q3. Program Structures; Barriers and Commonalities**

An important aspect to this project was to determine the structures of the identified programs. The purpose of this was to be able to compare and contrast the programs in terms of how they were operating and what barriers youth may face to participation.

## Barriers

Comparisons of the programs revealed that the most common barriers youth face to participation are financially and accessibility related. Of the 33 organizations identified, 15 noted financial costs. Some programs were aware of this barrier and specified smaller program costs, or a subsidy to youth who require financial assistance. Other barriers identified less often include programs that required referrals, and programs that target specific individuals. For example, some identified programs focus exclusively on youth with a mental illness or special needs, youth new to Canada, Lesbian/Gay/Bi-sexual/Transgendered youth, or offer gendered programs (boys only, girls only).

The environmental scan also determined that the majority of the organizations and programs identified were located in clusters. Programs identified in each of the research areas tended to be located within close proximity to one another, and were not evenly distributed to allow for easy access. Youth who do not reside near these clusters likely face significant challenges regarding transportation and overall accessibility to participating in the programs. Availability to certain programs was also unequally distributed throughout the research areas. Some programs were found to be operating at multiple locations throughout one research area, but have no sites in the other two geographic locations.

## Commonalities

It was important to look at what is similar between the programs to fully understand how they operate. It could first be suggested that the information available online regarding the programs was not sufficient to inform the general public, or youth of the programs offered. Crucial information regarding the programs was often unclear, difficult to locate or missing

altogether. This could also be seen as a barrier, as youth who are misinformed may not participate in the programs at all.

In terms of structure, the identified programs offered little information online regarding youth participation rates. Programs also failed to display if they utilized evaluation tools or methods to measure any degree of success within their programs, or other program outcomes. In total, two of the organizations (The Boys and Girls Club of Kawartha Lakes, Youth Habilitation Quinte Inc.) specified a strategic plan or an extensive list of evaluation tools. It is unclear if the other organizations do evaluate components of their programs but have not made this available online, or if there are no assessments taking place altogether. Programs and organizations that were identified as recognizing community belonging were found to receive funding from the government, distinguish themselves as a non-profit organization, and depend largely on donations and fundraising to financially support their programs. Despite the inclusion of multiple program types, the majority of programs identified focus on supporting positive youth development, which could be understood as encouraging some sense of community belonging.

## Discussion

The purpose of this project was to explore and identify youth organizations and programs that create the conditions to enhance at-risk youth's sense of belonging. Part of this research was to also gain a more thorough understanding of the indicators of community belonging, and what types of programs best enhance a sense of belonging for youth. Results from the data revealed important findings, including those consistent with previous research, and findings that may require future exploration.

### *Understanding Community Belonging*

A sense of belonging has been recognized within the realms of psychology and human development as far back as the 1950's (20). Having a sense of belonging has been theorized as being a basic physiological need, and thought of as an important link to understanding mental health and illnesses (20). The need to belong has also been integrated as part of a theoretical hypothesis ('belongingness hypothesis') where it is suggested that humans have a motivating drive to establish and maintain interpersonal relations to feel connected with others (28).

Having a sense of belonging has been recognized as being important to the positive development of youth. That said, it is important to consider other terms that may indicate or imply a focus of belonging to understand how to enhance this feeling for youth. The results of the current project support multiple terms in leading to the development of a greater sense of belonging, however, the list of indicators determined for this project are not exhaustive. Instead, the list serves to highlight the broadness and subjectivity of the concept. What makes an individual feel that they belonging may be similar to others, yet also impacted by dimensions of external factors and personal influences. That in mind, many of the terms specified that indicate

community belonging tend to overlap with social constructs. Terms such as ‘social inclusion’, ‘social integration’ and ‘social cohesion’ support interconnections between community belonging and fostering relations in social environments. Other terms such as ‘equality’, ‘recognition’, and ‘fostering personal skills’ connect to community belonging indirectly. These connections may not be obvious, but nonetheless supported, where enhancing these feelings can lead to establishing a greater sense of belonging. The variability of community belonging was taken into account through the course of this project, and should continue to be considered in future research, and in interpretation of the results.

#### *Research Areas, Crime and Program Distribution*

In terms of the research areas it was confirmed that rates of youth crime were increasing despite statistics claim of a national decline (8, 9). It was also determined that Haliburton had the largest land area (21), yet the smallest amount of identified organizations and programs. In contrast, Northumberland had the smallest land area (22), yet the most organizations and programs. That said, Northumberland is more densely populated and is home to the largest amount of residents between 15-19 years of age, in comparison to Haliburton and the City of Kawartha Lakes (21, 22, 23). Population characteristics of Northumberland likely, but not definitely, support the larger amount of programs available for youth in this area. Consequently, this does little to support those who live in the more rural-based areas of the City of Kawartha Lakes and Haliburton. These findings highlight the need to provide more equal access to programs for at-risk youth. The youth crime statistics also displayed a major increase in youth crime within the City of Kawartha Lakes from 2013 to 2014, the amount of offences committed [441] was found to be nearly five times that of Northumberland [91] (9). The lowest number of

offenses occurred in Haliburton in 2013 [123] and 2014 [89] (9). Although deeper analysis regarding these findings was beyond the scope of this project, future research investigating why there has been an increase in youth's criminal involvement within these areas would prove beneficial. Further analysis may also uncover important factors to consider along with findings of the current research to help youth avoid engaging in criminal behaviours.

### *Programs that Promote Community Belonging*

Previous research confirms considerable variation in the types of programs that could hold the potential, or are already successful at enhancing youth's sense of belonging. These findings again, are not exhaustive, where the potential for other types of programs to enhance ones sense of belonging is entirely possible. As an important connection, programs that seem to enhance a sense of belonging tend to focus on supporting positive youth development. For example, programs noted through the literature review tended to focus on; providing opportunity to expand interests; enhancing social skills, and building peer relationships. This indicates that there is general focus in wanting youth to succeed, however, accomplishing this through the enhancement of ones sense of belonging may not be a key focus. Instead, enhancing a sense of belonging may be increased when considering indicators of community belonging, and emphasizing them as well.

The ranges of program types that have shown success at enhancing ones sense of belonging is seen across different environments, and include important figures that are present in youth's lives. Many programs found in the literature review and environmental scan are based in school or engaging community settings, and provide supportive role models as program facilitators. It could be suggested that when youth are given the opportunity to engage in

activities that directly interest them (creative arts, agriculture, cooking, animals, nature etc.), within an environment that includes positive role models (ex. parental figures, mentors, persons of high respect), then the development of a sense of belonging may be best supported. An example of this is demonstrated through research investigating youth's experiences with an afterschool arts program. The National Arts and Youth Demonstration Project (NAYDP) was offered at multiple urban and rural locations throughout Canada, where sessions comprised of theatre, visual and media art activities (13). Financial and transportation barriers had been addressed, and program facilitators were culturally diverse to make youth feel comfortable (13). There was also a large effort made to develop positive relationships with the youth and their families. This allowed for connections to be established where benefits could be continued outside of the program (13). Youth who participated reported that they "felt like they were a part of something", and that it was "such a good feeling" (13). At a five-year follow up it was determined that many youth had an easier time expanding their peer circles, and reported engagement in more community activities (13). Youth also reported that they had continued engaging in arts programs, and that they had less behavioural problems (13). This supports that providing an environment that fosters youth's interests while encouraging positive relationships among staff-youth and staff-family may positively enhance a sense of belonging.

### *Sense of Belonging and Barriers*

In terms of barriers, this research is consistent with previous work that has considered challenges that youth face while residing in more rural areas; including research that this project developed from (2, 3). The most common barriers determined through this research were financially and accessibility based. Nearly half of the organizations specified costs associated

with their programs. Accessibility to these programs was also limited in the sense that youth who do not live close to the program clusters are subject to unequal program access. Further, some programs identified in one geographic area were not offered in the others. This distribution issue adds an additional factor to consider regarding unequal access to the programs identified. These accessibility challenges might also suggest similar issues with youth's access to other resources and services within the research areas, which may influence youth's criminal involvement to some degree. That said, this cannot be confirmed through the current research. Nonetheless, this provides additional support suggesting that these barriers need to be addressed.

To address accessibility barriers I would suggest exploring the availability of public transportation within the research areas. Determine if public transit is offered, evaluate current routes and time schedules, and determine if these routes help to make the identified programs easily accessible to youth. I also suggest looking into if there are discounts available to youth, if routes could be changed to include the identified youth programs, and to consider the expansion of route schedules on weekends and evenings. This would help address accessibility barriers that youth face.

Another suggestion would be to explore the idea of offering programs within educational settings. This would first, address accessibility barriers as youth in remote areas are already provided transportation to attend school. Second, the potential to address financial barriers presents itself in that; there is a possibility to receive funding and grants from school boards to offset program costs. This in mind, transportation would have to be arranged for after-school structured programs. Programs that are worked into educational curriculums may also be a promising alternative. A program offered at Haliburton Highlands Secondary School (HHSS) has shown success in using this approach.

Mindfulness Martial Arts was first offered as an after school program for students attending HHSS. The program aimed to help youth with learning and behavioural challenges through enhancing self-control, self-regulation and discipline (30). To accomplish this, cognitive-behavioural therapy techniques, yoga and martial arts were included within program sessions (30). Youth who participated in this program when it was a pilot project reported, among other positive findings, that they felt that they belonged (31). Despite this, there was an issue with offering the program after school, and providing additional transportation to the rural areas of Haliburton. Given the success of the pilot program, educational funding was received and Mindfulness Martial Arts is now integrated into the educational curriculum at HHSS. Students receive credit for completing the program, do not have to arrange for additional transportation, and experience multiple benefits from participation. This program is currently a joint collaboration between Integra, Point in Time Centre, Trillium Lakelands District School Board and Ryerson University. Expanding this type of program structure could help target at-risk youth and their sense of belonging, while addressing the most common barriers youth face.

#### *Making Youth Aware of These Programs*

Another issue made relevant through the current research relates to the amount of information online regarding the identified organizations and programs. Information was often hard to gather or missing, which may misinform youth of programs available to them. This may prevent youth participation altogether given the miscommunication. To address this issue, I would suggest efforts be taken in providing program outreach to schools within the research areas. This would serve to capture youth's attention, properly inform them of what is available in their communities, and connect them with others who show interest in the same programs.

Alternatively, the construction of a website that displays local programs available to youth in each of the research areas may be an idea to future explore. One of the most important issues to work on is to get the youth through the door. Once that is accomplished then the youth themselves are already in a position where benefits can be seen.

### *Informing Programs of the Significance of Community Belonging*

While there tends to be a focus on the development and well-being of the youth within the research areas, there seems to be a lack of awareness of the positive impacts that community belonging can have for them. Only a small amount of organizations specified an awareness of community belonging, where it may be worthwhile to inform organizations within the research areas how important belonging can be for youth. Interestingly, ‘social inclusion’, an indicator of community belonging, is one of main objectives mentioned in Ontario’s Strategic Framework to Helping Youth Succeed (24). That said, the significance of community belonging may be indirectly known, where there seems to be room for improvement regarding its awareness. It is important to take steps towards reaching a general consensus in understanding community belonging across organizations that aim to help youth. Informing programs could alter how they market themselves, and reevaluate how they structure their programs so youth have the best chances of succeeding, while avoiding contact with the justice system.

### *Interview Data*

The interview data holds much importance in terms of understanding how programs within the research areas are operating. Through the interview with the Boys and Girls Club of Kawartha Lakes I was able to better understand their organization, program structures, and how

they work to install a sense of belonging for those who participate. The Boys and Girls Club has managed to provide a wide range of programs and resources to all ages, as well as families as a whole (25). They have recognized and addressed barriers (specifically accessibility and financially related) and aim to instill a sense of community through programs offered (25). The Boys and Girls Club views everyone as at-risk in some way, and works to decrease this risk as soon as youth make it through their doors (25). Of particular interest, the Boys and Girls Club views youth in a positive light and lets them have a say in their programs (25). The Boys and Girls Club recognizes that a lot of youth may not be in the greatest of circumstances, where efforts are made to empower, build resiliency and install confidence in those who participate (25). The Boys and Girls Club has also changed along with their clientele, and have seen at-risk youth succeed beyond the walls of their facility (25). The Boys and Girls Club utilizes evaluation tools and quality assessment measures to ensure that their own expectations, as well as those set by funding sources and regulators are met (25). The Boys and Girls Club has also collaborated relationships with other organizations, adding to the resources available to youth (25).

Overall, the Boys and Girls Club recognizes the significance of community belonging, and has done a commendable job in helping at-risk youth succeed. They see participation in their programs as a win-win situation for youth and the community, and encourage the community to be youth-friendly (25). During the interview, the possibility of expansion was mentioned, and it was positively received. Other areas would greatly benefit from the development of a Boys and Girls Club facility, or a program following a similar structure.

The interview with the 4H Club of Haliburton/Kawartha Lakes also revealed interesting findings. As an organization that indicates rather than specifies a focus of community belonging, it does seem to create the conditions to help youth feel that they belong. This gives some grounds

to support that the other programs that only indicate community belonging, may also enhance youth's belonging. This suggestion, however, is to be taken lightly as there is no concrete data to directly support this.

Similar to the Boys and Girls Club of Kawartha Lakes, the 4H Club of Haliburton/Kawartha Lakes focuses on a large range of programs, views youth positively, and takes their ideas into consideration for future programs (26). The 4H Club focuses on integrating youth into their communities, and works to have them become leaders (26). They address barriers by offering flexible club locations, and financial assistance is offered in cases where there is an identified need (26). Interestingly, when the awareness of community belonging was mentioned I received a positive response; it was communicated that the 4H Club strongly focuses on community belonging despite acknowledgment of this on their website. It was also expressed that the 4H Clubs hold the potential to mitigate youth's criminal involvement, and that youth commonly 'blossom' as they continue engaging in their programs (26). It was mentioned, however, that a lot of individuals are unaware of the types of programs that the 4H Club offers (23). For example, the 4H Club of Haliburton/Kawartha Lakes offers a canine club, a small engines club, a cooking club, a vet science club and a sewing club (26). The largest barrier the 4H Club of Haliburton/Kawartha Lakes personally faces is dispelling the idea that they are purely agriculturally based (26). It was mentioned they are working towards letting communities know what they are all about, and that they hope to reach out to more youth throughout the community (26).

### *Developing an Ideal Program for At-risk Youth*

An ideal program for enhancing youth's sense of belonging would consider a wide range of youth interests, provide support that youth may not receive in their home environment, and let youth have a say in aspects of the programs. Another important component would be for the program to include youth's parents/guardians. This would allow for staff/volunteers to voice suggestions that could help support youth outside of the program. It is important that at-risk youth have a place where they can feel that they belong, but it is also worthwhile expanding these feelings to environments outside of programs. Youth may be more inclined to develop a greater sense of belonging this way as there is some degree of consistency throughout their changing environments, and through difficulties that they face as they progress through an already challenging period of their lives. Considering the above, I suggest exploring the idea of developing educationally-based programs, working to develop a program similar to that of the Boys and Girls Club of Kawartha Lakes, and addressing the barriers that youth commonly face. In the development of an ideal program I also strongly recommend that input from the youth is considered. Youth have to want to participate, and may be more inclined to do so when their opinions are considered and integrated into the development of future programs.

### Limitations

While this research highlights a respectable amount of meaningful findings, it is important to consider limitations when interpreting the conclusions. First, the results relating to the indicators of community belonging and types of programs that best enhances youth's sense of belonging are not exhaustive. Beyond the concept's subjectivity, the body of knowledge and research that could be considered in answering those two questions is essentially endless. The

results are limited in that they do not display a concrete list of every possible finding. Similarly, the identified programs do not represent the total amount of youth programs available in the research areas, as that was beyond the scope of this project. The environmental scan was limited to online search engines, where organizations and programs that may not have a website could have gone unnoticed. A large amount of information displayed through the program charts was also not directly available online, and personal discretion was used in completion of the program charts based on knowledge gained through the literature review. Time constraints also limited the interview process; additional interviews would have contributed to a more in-depth look at the identified organizations and programs. Lastly, this research does not include the direct involvement of any youth participants. This could be viewed as having a significant impact on the findings. Youth have been the main target population of this research, as well as in the research that this project developed from; yet have had no direct voice in the research to date.

### Implications

As mentioned, the current research holds the ability to benefit and impact youth considerably. Through investigating the research questions findings hold the potential to aid in helping courts offer alternative choices in youth diversion programs and court orders throughout Haliburton, Northumberland and the City of Kawartha Lakes. Additionally, this research informs the HKPR Regional HSJCC of the physical distribution of the existing programs; highlights significant barriers to participation that youth face; suggests what programs are doing a respectable job in the promotion of belonging, and how this can best be incorporated in the near future to helping youth succeed and avoid conflict with the justice system. Results of the present research also hold the potential to lead to the development of an ideal program for enhancing

youth's sense of community belonging. The development of future studies given the suggestions from this project will also contribute profoundly to the growing body of research investigating the mitigation of youth's criminal involvement and enhancing ones sense of belonging.

### Future Research

An important aspect to this research is considering how to incorporate and expand the current findings through additional investigation. I would suggest continuing to explore organizations and programs offered for youth within the respective research areas. As mentioned, the results from this project are not exhaustive and there is still much more to be explored. I also suggest addressing the identified barriers through continued research as they have been recognized for some time, yet not effectively managed or overcome. Specifically, look at public transportation options within the research areas and address these findings accordingly to provide reliable, more extensive transportation for youth. Most importantly, I suggest constructing future research that includes the direct involvement of youth within the research areas. Asking the youth themselves what community belonging means to them, and how this is best accomplished would give direct insight in how to best support this in the development of youth programs. Programs that include what the youth ask for may also work to help mitigate their potential criminal involvement.

### Conclusion

In summary, community and community belonging are largely defined, falling subject to multiple and often individualized definitions. Programs that enhance or promote youth's positive sense of community belonging are also very diverse. This added a significant degree of difficulty in conducting the current research; where many results are not extensive, but still reveal

important findings. Results concluded that programs that hold the potential to enhance youth's sense of belonging are not equally distributed throughout Haliburton, the City of Kawartha Lakes or Northumberland, nor do a large amount of programs recognize community belonging specifically. Additionally, youth face accessibility and financially related barriers, and may be misinformed of the programs available to them. To address these findings it is important to continue research in the areas of community belonging, youth programming, and mitigating youth's criminal involvement. It is suggested to investigate how to improve youth's accessibility to programs via public transit, explore educationally based programs, and increase awareness of the positive impacts that having a sense of belonging can have for youth. Providing outreach to youth and considering program structures that identify at-risk youth in a positive light, while pushing them to succeed may best enhance one's sense of belonging. Involving youth in continued research is also strongly suggested in the development of an ideal program to enhance one's sense of belonging while mitigating their criminal involvement.

## **Appendices**

### **Appendix A – Search Terms for Indicators of Community Belonging**

Search terms included: ‘What is Community Belonging’, ‘Indicators of Community Belonging’, ‘Sense of Belonging Indicators’ and ‘Sense of Belonging’

**Appendix B – Search Terms for the Best Programs for Enhancing a Sense of Belonging**

Search terms included: ‘Youth Programs for Belonging’, ‘Youth Programs that Promote Belonging’, ‘Gaining a Sense of Belonging for Youth’, ‘Gaining Community Belonging and Youth’, ‘Community Programs and Youth Development and Social Inclusion’, ‘Community Programs and Youth Social Inclusion’, ‘Youth Programs and Connectedness’ and ‘Youth Integration Programs’.

### Appendix C - Program Search Terms 1

Below displays search terms used that include the indicators and program types found through the literature review.

<b>Search Term (Google &amp; Yahoo Search Engines)</b>	<b>Subbed in Area</b>
'Social Youth Programs in [...]'	Haliburton; Northumberland; City of Kawartha Lakes
'Peer Youth Groups in [...]'	Haliburton; Northumberland; City of Kawartha Lakes
'Interactive Youth Groups in [...]'	Haliburton; Northumberland; City of Kawartha Lakes
'Interactive Social Groups in [...]'	Haliburton; Northumberland; City of Kawartha Lakes
'Youth Connectedness Programs in [...]'	Haliburton; Northumberland; City of Kawartha Lakes
'Equality Youth Groups in [...]'	Haliburton; Northumberland; City of Kawartha Lakes
'Arts Programs for Youth in [...]'	Haliburton; Northumberland; City of Kawartha Lakes
'Youth Mentoring Programs in [...]'	Haliburton; Northumberland; City of Kawartha Lakes

## Appendix D - Youth Programs in [place]' List

Below include towns that were subbed in during the search ' Youth Programs in [place].'

Haliburton Youth Programs in [place]	Northumberland Youth Programs in [place]	City of Kawartha Lakes Youth Programs in [place]
Harcourt Minden Wilberforce Tory Hill Gooderham Eagle Lake Cardiff	Brighton Colborne Grafton Cobourg Port Hope Roseneath Gores Landing Baltimore Castleton Bewdley Campbellcroft Codrington Warkworth Campbellford	Kirkfield Kinmount (Boarder Town) Cameron Bethany (Boarder Town) Pontypool Janetville Omemee Little Britain Lindsay Oakwood Manilla (Boarder Town) Woodville Dunsford Bobcaygeon (Boarder Town) Fenelon Falls Bexley

**Appendix E – Organization/Program Charts: Blank Template**

<b>Organization / Program</b>	
<b>Location &amp; Contact Info</b>	
<b>Program Type</b>	
<b>Community Belonging Indicators</b>	
<b>Program Goals</b>	
<b>Age Range</b>	
<b>Participation Rates</b>	
<b>Program Occurrence</b>	
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	
<b>Program Funding</b>	
<b>Additional Notes</b>	

## Appendix F- Identified Organization/ Program Charts

Area: **Haliburton**

<b>Organization / Program</b>	Abbey Gardens - <i>Multiple Programs</i>
<b>Location &amp; Contact Info</b>	1012 Garden Gate Drive, Haliburton Ontario  705-754-4769  <a href="http://schoolshows.ca/listing/abbey-gardens/">http://schoolshows.ca/listing/abbey-gardens/</a>
<b>Program Type</b>	Youth Outreach / Educational Program
<b>Community Belonging Indicators</b>	Programs provide interactive learning experiences and focuses on social inclusion and interaction  Programs also provides a educational environment to develop peer relationships and engage in ones community
<b>Program Goals</b>	Programs are based on local food. Growing it, selling it and educating about it  Programs aim to provide accessible programming for all community groups and members
<b>Age Range</b>	Kindergarten – Grade 12
<b>Participation Rates</b>	
<b>Program Occurrence</b>	
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	Financial Barrier. However program costs will be determined as appropriate for each group
<b>Program Funding</b>	Not-for profit charity
<b>Additional Notes</b>	Abbey Gardens also offers school field trips, seasonal programming, adult and youth workshops, interpretive tours and volunteer opportunities to teach and share knowledge  Curriculum linkages are available and they will customize programming to meet needs  <i>Programs of Interest:</i> Garden Quest Passport, Nature Quest Passport, Earthwalk, Maple, Snowshoes, Tomatoes ... Oh, Yes!, One Plant, Two Plants, Three Plants ... Garden!, The Local Taste Sensation Tour, Movin' & Groovin' Seed, It's All Elementary

Area: Haliburton

<b>Organization / Program</b>	Point in Time Centre for Children, Youth and Parents – <i>Multiple Programs and Services</i>
<b>Location &amp; Contact Info</b>	<p><u>Haliburton</u> 69 Eastern Avenue Box 1306 Haliburton (705) 457-5345</p> <p><u>Minden</u> 114 Bobcaygeon Road RR 3 Minden, ON K0M 2K0</p> <p><a href="http://www.pointintime.ca/about.html">http://www.pointintime.ca/about.html</a></p>
<b>Program Type</b>	Youth Programs
<b>Community Belonging Indicators</b>	Fosters inclusion, expansion of peer circles provides support for youth and helps establish connections within communities/engagement in the community
<b>Program Goals</b>	Point in Time identifies needs, provides supports, and services enabling residents of Haliburton County to function at their highest potential
<b>Age Range</b>	12 -18
<b>Participation Rates</b>	
<b>Program Occurrence</b>	Year round
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	Focus on disability/ special needs individuals
<b>Program Funding</b>	Registered Charity
<b>Additional Notes</b>	<p>Youth Outreach Program that can include HYPE (helping youth perform and excel), an 8-10 week life skills group (focus on communications, conflict resolution, anger management etc.) may be of interest</p> <p>INTEGRA Mindfulness Martial Arts Program, Youth Justice Programs and Mental Health Services Groups of interest</p>

Area: **The City of Kawartha Lakes**

<b>Organization / Program</b>	The Boys and Girls Club of Kawartha Lakes - <i>Multiple Programs</i>
<b>Location &amp; Contact Info</b>	Head Office 107 Lindsay St. S Lindsay, Ontario K9V 2M5  705-324-4493
<b>Program Type</b>	Youth Development Programs
<b>Community Belonging Indicators</b>	Focus on <b>belonging</b> , respect, encouragement, working together, speaking out and social engagement
<b>Program Goals</b>	To provide a safe, supportive place where children and youth experience new opportunities, overcome barriers, develop positive relationships and build confidence and skills of life Organization also aims for children/youth to grow up to be healthy, successful and active participants in society.
<b>Age Range</b>	1 – 19+ Family programs also include parents
<b>Participation Rates</b>	
<b>Program Occurrence</b>	Various programs happen daily, focus on afterschool and critical hours
<b>Evaluation Methods/Tools</b>	<i>The Models for Success Measurement:</i> Developed by Boys and Girls Clubs of Canada highlights the common features / core programming areas offered & the positive outcomes for children/youth that are achieved through them.  Evaluation tools used to collect info are a variety of surveys and face-face meetings  <i>Assessment tools include:</i> -HIGH FIVE -RAISING THE BAR -DECA Devereux Early Childhood Assessment tool -CANS Child Adolescent Needs Assessment tool -Cafas (Child Adolescent functioning assessment scale) -Dessa Deveraux student strength assessment tool

## The Boys and Girls Club of Kawartha Lakes Continued.

<b>Barriers to Participation</b>	<p>Overcoming barriers – accessibility plan in place  Offers: Assistive devices and communication to assist those with disabilities, website is available to everyone, welcomes service animals &amp; support persons, transportation from local schools</p> <p>Barriers:  - Costs for memberships, although generally affordable and will assist members if needed</p> <p>\$50-150 annually</p>
<b>Program Funding</b>	Receives United Way funding, various donors fundraising
<b>Additional Notes</b>	Flex Your Head Program is designed to address mental health

<http://www.bgckl.com>

<https://www.bgccan.com/en/Pages/default.aspx>

Area: **The City of Kawartha Lakes**

<b>Organization / Program</b>	The Warehouse Youth Centre - <i>Multiple Programs</i>
<b>Location &amp; Contact Info</b>	107 Lindsay St. S. Lindsay, ON <a href="http://www.warehouseyc.com">http://www.warehouseyc.com</a>
<b>Program Type</b>	Youth Development Programs Drop- In Youth Centre
<b>Community Belonging Indicators</b>	Focus on youth's social engagement, peer relations, furthering education and skills development etc.
<b>Program Goals</b>	Each day of the week focuses on a different theme, including: wellness, life skills, fitness, art, media and youth leadership  Incorporates Rogers <i>Raising the Grade</i> program where personal interests and goals as well as supportive relationships with mentors are emphasized. Young people who participate in RRTG will be encouraged to achieve graduation from high school, gain a complete understanding of the grades and credits needed for post-secondary education, and setting goals for their future
<b>Age Range</b>	12 +
<b>Participation Rates</b>	
<b>Program Occurrence</b>	Open Monday – Friday 2:30pm – 9pm
<b>Evaluation Methods/Tools</b>	Not mentioned – May be the same as the Boys and Girls Club of Kawartha Lakes (associated facility)
<b>Barriers to Participation</b>	Financial Barrier, Membership Fee: \$20 annually
<b>Program Funding</b>	Receives United Way funding, various donors & fundraising
<b>Additional Notes</b>	Associated with the Boys and Girls Club of Kawartha Lakes

Area: **The City of Kawartha Lakes**

<b>Organization / Program</b>	Gamiing Nature Centre – <i>Multiple Programs</i>
<b>Location &amp; Contact Info</b>	1884 Pigeon Lake Rd, Lindsay, Ontario, K9V 4R5, 705-799-7083 <a href="http://www.gamiing.org/Nature_Club.php">http://www.gamiing.org/Nature_Club.php</a>
<b>Program Type</b>	Educational Youth Program / Outdoor Environmental Program
<b>Community Belonging Indicators</b>	Encourages socialization and peer relations
<b>Program Goals</b>	
<b>Age Range</b>	Various Ages
<b>Participation Rates</b>	
<b>Program Occurrence</b>	
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	Financial barrier, ranges depending on program
<b>Program Funding</b>	Non-profit registered charitable organization

Area: **The City of Kawartha Lakes**

<b>Organization / Program</b>	Bowlaway Lanes – <i>Youth Program</i>
<b>Location &amp; Contact Info</b>	6 William Street South, Lindsay, Ontario, Canada 705-324-7046
<b>Program Type</b>	Recreational Youth Program
<b>Community Belonging Indicators</b>	Focuses beyond the sport/game aspect, notes social recreation as a main goal  Includes opportunities to include families
<b>Program Goals</b>	
<b>Age Range</b>	Groups range between 3-18 years old
<b>Participation Rates</b>	
<b>Program Occurrence</b>	Saturdays at 9:30am and runs from the first Saturday after Labour day and finishes at the end of April
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	Financial Barrier: \$40 to register per season, \$7-\$11 per week
<b>Program Funding</b>	
<b>Additional Notes</b>	New members are always welcome at any point in the bowling season  The participants range in ages and are grouped together accordingly

[http://www.bowlaway.ca/index.php?option=com\\_content&view=article&id=57&Itemid=58](http://www.bowlaway.ca/index.php?option=com_content&view=article&id=57&Itemid=58)

<http://dde.tldsb.on.ca/youth-bowling-in-bobcaygeon/> (Similar Program in Bobcaygeon)

Area: **The City of Kawartha Lakes**

<b>Organization / Program</b>	REACH Kawartha Lakes – <i>Multiple Programs and Services</i>
<b>Location &amp; Contact Info</b>	Kawartha Lakes Office: 33 Lindsay Street South 2nd Floor, Unit C Lindsay, Ontario K9V 2L9  (705) 328-2704 or 1-(888) 454-8875  <a href="http://www.cmhahkpr.ca/program-and-services/kawartha-lakes/reach-kawartha-lakes/peer-support/">http://www.cmhahkpr.ca/program-and-services/kawartha-lakes/reach-kawartha-lakes/peer-support/</a>
<b>Program Type</b>	Peer Outreach / Peer Support for Individuals with a Mental Illness
<b>Community Belonging Indicators</b>	Focuses on increasing socialization, developing and building self-confidence, strengthen informal support contacts, fostering peer support and <b>belonging</b> to a supportive community setting
<b>Program Goals</b>	Programming aims to provide opportunities to improve social skills, quality of life and enjoyment
<b>Age Range</b>	16+
<b>Participation Rates</b>	
<b>Program Occurrence</b>	Open Monday - Friday from 9am-4pm, and Saturday from 11am to 3pm.
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	There are occasional participant fees for scheduled activities that have a cost associated with them. Fees may be set at \$1.00 to \$5.00.
<b>Program Funding</b>	Non-profit Organization
<b>Additional Notes</b>	

Area: Northumberland

<b>Organization / Program</b>	Cobourg Police - <i>Youth In Policing Initiative</i>
<b>Location &amp; Contact Info</b>	Cobourg Police Service 107 King Street West Cobourg, Ontario  905- 372 – 6821 <a href="http://www.cobourgpolic.com/youth-in-policing-initiative-c175.php">http://www.cobourgpolic.com/youth-in-policing-initiative-c175.php</a>
<b>Program Type</b>	Youth Outreach Program
<b>Community Belonging Indicators</b>	Focuses on expanding social circles and networks while engaging within the community  Fosters a sense of importance and making a difference in the community
<b>Program Goals</b>	The objective of this program is to help police and our youths in our community to better interact with each other. At the same time youth are given opportunities to work in our community in many different community centers and organizations. The kids will be challenged to work with groups of individuals that they normally wouldn't associate with
<b>Age Range</b>	
<b>Participation Rates</b>	
<b>Program Occurrence</b>	
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	
<b>Program Funding</b>	
<b>Additional Notes</b>	Local youths are employed by the Cobourg Police Service and then fulfill a number of functions in the community, from helping with children's programs at the local library, to cleaning up the town's parks.  The pilot project is a partnership between the Cobourg Police Services Board and the Ontario Ministry of Children and Youth Services

Area: Northumberland

<b>Organization / Program</b>	Highland Shores Children's Aid - <i>Me to We</i>
<b>Location &amp; Contact Info</b>	1005 Burnham Street Cobourg, ON  905-372-1821  <a href="http://highlandshorescas.com/youth/our-youth-programs">http://highlandshorescas.com/youth/our-youth-programs</a>
<b>Program Type</b>	Youth Program
<b>Community Belonging Indicators</b>	Youth are socially engaged, have the chance to expand their peer groups and give back to their communities
<b>Program Goals</b>	Program aims to help these youth experience what it is like to give back to others and feel that their actions can indeed make a difference
<b>Age Range</b>	
<b>Participation Rates</b>	
<b>Program Occurrence</b>	Meeting occur Thursday's throughout the year with a varying degree of regularity depending on what is on the agenda
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	Location – This Organization serves a broad area and it is not specified where this specific program is run
<b>Program Funding</b>	Government Funded
<b>Additional Notes</b>	Group attends We Day in Toronto together and then take action in the local community

Area: **Northumberland**

<b>Organization / Program</b>	Journey Through the Arts – <i>Multiple Programs</i>
<b>Location &amp; Contact Info</b>	27 Walton Street, 2nd Floor Port Hope, ON  905-885-0908  <a href="http://www.journeythroughthearts.com/index.html">http://www.journeythroughthearts.com/index.html</a>
<b>Program Type</b>	Arts Program
<b>Community Belonging Indicators</b>	Programs allow for youth to engage in personal interests with peers.  Workshops and clubs allow for personal expression, expanding of social circles and friendships
<b>Program Goals</b>	Provide music, art and drama programs for kids
<b>Age Range</b>	Depends on program, see website
<b>Participation Rates</b>	
<b>Program Occurrence</b>	Various times, see website
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	Financial Barrier (small fees)
<b>Program Funding</b>	
<b>Additional Notes</b>	Summer programs offered (ages 6-13)  In school Programs offered (K-Gr. 8, \$6/student)  Various Workshops offered for youth (Saturday Mornings, 10am-11. Ages 6-12)  Afterschool Arts Club offered (4:30pm-5: 30pm \$20/student per workshop)

Area: Northumberland

<b>Organization / Program</b>	Kawartha Pine Ridge District School Board – <i>Champions for Youth</i>
<b>Location &amp; Contact Info</b>	Education Centre in CDCI East  335 King St E Cobourg, ON  705-742-9773
<b>Program Type</b>	Youth Mentoring Program
<b>Community Belonging Indicators</b>	Mentoring helps youth to gain a sense of importance, improve confidence, find meaning in their lives, achieve greater, promote healthy relationships and engage positively in school and community environments.  Program also allows students to gain trust and support of mentor.
<b>Program Goals</b>	Program aims to help students who have had difficulty with the law succeed academically and socially  Program aims to provide mentorship through regular meetings; assist students in personal & academic goals; increase school attendance; improve student achievement; help students reach potential and contribute positively to society; reduce likelihood of further involvement with the Youth Criminal Justice System; provide community and school reintegration; engage youth in meaningful recreation activities
<b>Age Range</b>	12-17
<b>Participation Rates</b>	
<b>Program Occurrence</b>	All Year
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	Students have to be referred to the program.  Can be referred to by referred by a school counselor, the police, their probation officer, or any community partners who have interacted with the student and understand their situation.
<b>Program Funding</b>	
<b>Additional Notes</b>	Program identifies students who may be "at risk" and matches students with mentors from the community  Program Started in Peterborough, with funding grew to Cobourg.  CFY works in association with a number of community partners, such as Big Brothers and Big Sisters, Children's Aid Society and the Ontario Provincial Police

Area: **Northumberland**

<b>Organization / Program</b>	Settlement Worker in Schools Program of the New Canadians Centre - <i>Newcomer Youth</i>
<b>Location &amp; Contact Info</b>	289- 244-5176
<b>Program Type</b>	Youth Program / Youth Support
<b>Community Belonging Indicators</b>	Supports youth through a transitioning stage, helps develop confidence, expand social circles and networks, adapt to their community, learn about the culture and community and connect with other resources for youth
<b>Program Goals</b>	Program matches new youth to Canada with volunteers in their community who take part in various activities together  Activities may include: Games, Sports, Educational Trips, Help with schoolwork, cooking, arts, crafts, english conversation circles and workshops to help with independence.
<b>Age Range</b>	13-24
<b>Participation Rates</b>	
<b>Program Occurrence</b>	
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	Free Program newcomers to Canada
<b>Program Funding</b>	Non-Profit Organization
<b>Additional Notes</b>	Organization based in Peterborough, program ran in Northumberland

<http://www.newyouth.ca/immigration/permanent-resident/what-community-integration-network>  
<http://www.welcometonorthumberland.ca/en/dailyliving/youth.asp>

Area: Northumberland

<b>Organization / Program</b>	Port Hope Youth Programs – <i>Multiple Programs</i>
<b>Location &amp; Contact Info</b>	Park Recreation Centre at 62 McCaul Street, Port Hope 905-885-7908
<b>Program Type</b>	Children, Youth and Adult Programs
<b>Community Belonging Indicators</b>	Programs engage participants in activities that foster social skills, social inclusion, peer relationships, skill development and communications
<b>Program Goals</b>	Specific to each program offered. None are noted online
<b>Age Range</b>	1+, each program has a specific age target
<b>Participation Rates</b>	
<b>Program Occurrence</b>	Monday-Friday, 3-5pm, one program per night runs
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	Financial Barrier \$1-5/ program Monthly Rates Available
<b>Program Funding</b>	
<b>Additional Notes</b>	There are Drop-In sessions daily, including weekends (1-5pm)  Events are hosted for youth regularly Programs of interest: Skillz, Get in the Kitchen, Youth Art Studio and FUN4LIFE.  Multiple physical activity groups (dance, power up etc.)

[http://www.porthope.ca/en/residentservices/resources/PHLG\\_9thDraft22.pdf#youth%20programs](http://www.porthope.ca/en/residentservices/resources/PHLG_9thDraft22.pdf#youth%20programs)

[http://www.porthope.ca/en/residentservices/resources/PHLG\\_9thDraft26.pdf#adults](http://www.porthope.ca/en/residentservices/resources/PHLG_9thDraft26.pdf#adults)

Note: also various physical activity groups (dance, power up etc.)

Area: **Northumberland**

<b>Organization / Program</b>	Rebound Child & Youth Services Northumberland - <i>CHOICES</i>
<b>Location &amp; Contact Info</b>	700 D'Arcy St. N., Unit 20 Cobourg, ON K9A 5T3  905-372-0007  <a href="http://www.rcys.ca/cms_lib/rebound_rc_choices.pdf">http://www.rcys.ca/cms_lib/rebound_rc_choices.pdf</a>  rosemary@rcys.ca
<b>Program Type</b>	Youth Mentoring Program
<b>Community Belonging Indicators</b>	Fosters Peer Interaction and strengthening skills such as; communication, peers and bullying, conflict resolutions, decision making, anger management, goal setting, freedom and responsibility, respect for self and others planning for the future and drugs and alcohol
<b>Program Goals</b>	Rebound offers a wide range of supportive and proactive programming to empower children, youth and their families  Services are designed to provide cognitive, social skill development and behavioural modification
<b>Age Range</b>	12-18
<b>Participation Rates</b>	
<b>Program Occurrence</b>	10-week program taking place in Fall, Winter and Spring Sessions each year
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	
<b>Program Funding</b>	Non-profit organization, registered charity
<b>Additional Notes</b>	Accepts referrals to programs  Program Takes place in schools and community centers across Northumberland  Programs of interest offered: READbound Tutoring, Youth Justice Diversion Programs, Youth Mental Health Court Worker Program, Y.O.U.R.S (Youth Outreach Under 18 Responsive Service), ON TRAC, Free Guitar Lessons Program

Area: Northumberland

<b>Organization / Program</b>	Rebound Child & Youth Services Northumberland - <i>UR OMG</i>
<b>Location &amp; Contact Info</b>	700 D'Arcy St. N., Unit 20 Cobourg, ON K9A 5T3  <a href="http://www.rcys.ca/cms_lib/UR%20OMG%20-%20Rack%20Card.pdf">http://www.rcys.ca/cms_lib/UR%20OMG%20-%20Rack%20Card.pdf</a>  905-372-0007 ext. 223
<b>Program Type</b>	Interactive Workshops Program
<b>Community Belonging Indicators</b>	Fosters Positive peer role modeling, reinforcement of confidence and positivity  Provides support for youth  Fosters positive peer relationships and socialization
<b>Program Goals</b>	Program offers activities, crafts, and discussions surrounding themes such as self-esteem, body image, media awareness, nutrition and aspects of resiliency Including: support systems, positive relationships, self-care, and coping with stress
<b>Age Range</b>	Girls 11 - 15
<b>Participation Rates</b>	
<b>Program Occurrence</b>	Typically offered during March Break and Summer Holidays
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	Female only program
<b>Program Funding</b>	Non-profit organization, registered charity
<b>Additional Notes</b>	Program is free of charge  Lunch, snacks, and all activity supplies are provided  Program registration is required with a signed consent form

Area: Northumberland

<b>Organization / Program</b>	Rebound Child & Youth Services Northumberland - <i>BTW GUYS ROCK</i> and <i>ON TRAC</i> ( <i>Youth Transforming Relationships and Affecting Communities</i> )
<b>Location &amp; Contact Info</b>	700 D'Arcy St. N., Unit 20 Cobourg, ON K9A 5T3 <a href="http://www.rcys.ca/cms_lib/BTW%20Poster.pdf">http://www.rcys.ca/cms_lib/BTW%20Poster.pdf</a> 905-372-0007 ext.227
<b>Program Type</b>	<u>BTW GUYS ROCK:</u> Self-Esteem Program  <u>ON TRAC:</u> Youth Development Program
<b>Community Belonging Indicators</b>	<u>BTW GUYS ROCK:</u> Fosters peer interaction and inclusion. Promotes positive self-esteem for participants  <u>ON TRAC:</u> Builds on communication, relationship, personal and social skills
<b>Program Goals</b>	<u>BTW GUYS ROCK:</u> Not specified  <u>ON TRAC:</u> Social skills groups for eligible male & female youth, which assist them to build healthy relationships, include skills for anger awareness and interpersonal problem solving
<b>Age Range</b>	Not specifically noted for either program  In general Rebound serves youth 5-18
<b>Participation Rates</b>	
<b>Program Occurrence</b>	
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	
<b>Program Funding</b>	Non-profit organization, registered charity
<b>Additional Notes</b>	

Area: Northumberland

<b>Organization / Program</b>	Town of Cobourg Children/Youth Programming - <i>Multiple Programs</i>
<b>Location &amp; Contact Info</b>	750 D'Arcy Street, Cobourg, ON K9A 0G1  <a href="http://www.cobourg.ca/programs/youth-programming.html">http://www.cobourg.ca/programs/youth-programming.html</a>  905-372-7371
<b>Program Type</b>	Youth Programs
<b>Community Belonging Indicators</b>	Focus on youth socialization, peer relationships, skill development, communication and inclusion
<b>Program Goals</b>	Specific to each Program offered. None are noted online
<b>Age Range</b>	0 - 16
<b>Participation Rates</b>	
<b>Program Occurrence</b>	Weekly
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	Financial Barriers  Children/Youth Programs \$60 per 10 week session  \$5 per Drop-In Session  Additional yearly \$25 membership fee
<b>Program Funding</b>	
<b>Additional Notes</b>	Events are regularly offered at the community center

Note: Large amount of community centres throughout the research areas, not all included in this research.

Area: Northumberland

<b>Organization / Program</b>	WrapAround
<b>Location &amp; Contact Info</b>	204A Divison Street Cobourg, Ontario K9A 1K6  <a href="http://www.wraparoundnorthumberland.ca/key-elements/">http://www.wraparoundnorthumberland.ca/key-elements/</a>  905-372-2322
<b>Program Type</b>	Family Support Program
<b>Community Belonging Indicators</b>	Focus on family support, listening, emphasizing ones personal strengths and provides encouragement
<b>Program Goals</b>	Program focuses on a new approach to helping families and children with complex needs find solutions and have a better life  Teams of family, friends and professionals are built and come together to “wrap” individual families in community supports
<b>Age Range</b>	
<b>Participation Rates</b>	
<b>Program Occurrence</b>	Meeting times are arranged so that each family member can attend.  Family decides how long WrapAround services will be needed
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	One member in the family must be under 19 years of age  The family must also have a clearly identified level of need and meet pre-defined criteria
<b>Program Funding</b>	Non-Profit
<b>Additional Notes</b>	WrapAround believes that local communities are full of resources and creativity and that communities and individuals are enriched as people work together

Area: **Northumberland**

<b>Organization / Program</b>	YMCA - <i>Multiple Programs</i>
<b>Location &amp; Contact Info</b>	See list below
<b>Program Type</b>	Day camps, youth leadership programs, community initiatives
<b>Community Belonging Indicators</b>	Fosters peer relations and interactions, social inclusion, and supportive Environments  Focus on healthy development  Encourages family involvement
<b>Program Goals</b>	Promoting growth of all people in spirit, mind and body
<b>Age Range</b>	Youth and teen: 10-25
<b>Participation Rates</b>	
<b>Program Occurrence</b>	Weekly for most, various times.
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	Financial Barrier (See Chart)
<b>Program Funding</b>	Charitable Organization
<b>Additional Notes</b>	<u>Programs of Interest for Youth and Teens (10-15):</u> <ul style="list-style-type: none"> <li>- Outdoor Adventure</li> <li>- Glee Club</li> <li>- Lets Cook</li> <li>- Cooking for Teens</li> <li>- Fantastic Friday</li> <li>- CYOA</li> <li>- Photography</li> <li>- For The Boys</li> <li>- Scrapbooking</li> <li>- Girl Empowerment</li> </ul>

Note: There are no YMCA locations in the City of Kawartha Lakes (with the exception of child care centers), the next closest facility is Peterborough. Additionally, there are no YMCA locations in Haliburton (excluding a camp), the closest facility is Gravenhurst.

## 2014 MEMBERSHIP RATES

	Day Use	1 Month	3 Month	6 Month	12 Month	Continuous
<b>Family</b>	\$18	\$127	\$350	\$700	\$1,135 (+540 BFF)*	\$102 (+540 BFF)*
<b>Adult Couple</b>	N/A	\$115	\$318	\$636	\$1,025 (+520 BFF)*	\$92 (+520 BFF)*
<b>Zoomer Couple</b>	N/A	\$99	\$277	\$553	\$873 (+520 BFF)*	\$80 (+520 BFF)*
<b>Adult</b>	\$11	\$70	\$195	\$388	\$630 (+540 BFF)*	\$56 (+540 BFF)*
<b>Zoomer (60yrs+)</b>	\$8.50	\$62	\$172	\$345	\$545 (+540 BFF)*	\$50 (+540 BFF)*
<b>Student (14yrs+)</b>	\$6.75	\$45	\$125	\$250	\$398	\$36
<b>Youth (under 14yrs)</b>	\$3.85	\$42	\$117	\$234	\$369	\$34

### Locations:

170 Main Street, P.O. Box 47  
Brighton, ON K0K 1H0  
Phone: (613) 475-2887

339 Elgin Street West  
Cobourg, ON K9A 4X5  
Phone: (905) 372-0161  
(Admin/Association Offices)

YMCA Northumberland Cobourg  
258 Division Street  
Cobourg, ON K9A 3R1

YMCA of Brighton  
170 Main Street  
Brighton, ON K0K 1H0

Area: **Northumberland**

<b>Organization / Program</b>	Youth Habilitation Quinte Inc. (Youthab) - <i>Community Mental Health Program</i>
<b>Location &amp; Contact Info</b>	Career Edge 65 Bridge St. E. Campbellford, ON K0L 1L0  http://youthab-ca.dev.snapdesign.ca  705-632-0218
<b>Program Type</b>	Youth Support Program
<b>Community Belonging Indicators</b>	Focuses on personal, social, emotional or family related issues, encouraging youth to succeed
<b>Program Goals</b>	Help young people living in the Quinte area to obtain and maintain safe and affordable housing, good mental health and employment  Provide a spectrum of services which facilitate an individual's transition to independence
<b>Age Range</b>	16-24
<b>Participation Rates</b>	
<b>Program Occurrence</b>	Monday-Friday 8:30am - 12pm & 1pm -4:30pm
<b>Evaluation Methods/Tools</b>	Strategic plan in place:  <a href="http://www.youthab.ca/wp-content/uploads/2011/10/Strategic-Plan-2014-2017.jpg">http://www.youthab.ca/wp-content/uploads/2011/10/Strategic-Plan-2014-2017.jpg</a>
<b>Barriers to Participation</b>	
<b>Program Funding</b>	Community-based non-profit organization
<b>Additional Notes</b>	Free program, program is offered at more than one location (outside of research areas)

Area: Northumberland

<b>Organization / Program</b>	Youtheatre
<b>Location &amp; Contact Info</b>	C/O Andrea Smith 1020 Frei Street Cobourg, ON K9A 5L4  905-377-0002  <a href="http://youtheatre.webs.com/">http://youtheatre.webs.com/</a>  <a href="http://www.northumberlandarts.ca/arts-theatre.htm">http://www.northumberlandarts.ca/arts-theatre.htm</a>
<b>Program Type</b>	Volunteer theatre group
<b>Community Belonging Indicators</b>	Group allows for youth to explore personal interests while expanding social circles and friendships  Allows youth to get involved in their community
<b>Program Goals</b>	Group is dedicated to providing theatrical training for youth in the Northumberland area. Working towards creating a safe place where youth can learn about all aspects of stage, television, and radio
<b>Age Range</b>	
<b>Participation Rates</b>	
<b>Program Occurrence</b>	Regularly through the year, (including school breaks)
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	May be financial barrier – not specified
<b>Program Funding</b>	
<b>Additional Notes</b>	Group offers workshops, annual stage productions, mentoring from adult actors and drama classes

Area: **Northumberland**

<b>Organization / Program</b>	Royal Canadian Air Cadets (RCAC)
<b>Location &amp; Contact Info</b>	<p><b>COBOURG</b> Cobourg, K9A 4K5 905-398-6311</p> <p><b>PORT HOPE</b> 130 Highland Drive, Port Hope 289-251-4436</p> <p><a href="http://www.aircadetleague.on.ca">http://www.aircadetleague.on.ca</a></p>
<b>Program Type</b>	Youth Development Program
<b>Community Belonging Indicators</b>	<p>Most squadrons have an annual plan that includes special trips, community support, competitions, social events and special fundraising activities</p> <p>Air Cadets is committed to fostering citizenship and focusing on developing friendships</p> <p>Fosters development in youth of the values of self-confidence, self-discipline and leadership</p>
<b>Program Goals</b>	While there is much focus to promote and encourage youth to develop and maintain an interest in aviation air cadets also supports other elements such as leadership, effective speaking, music etc.
<b>Age Range</b>	12-18
<b>Participation Rates</b>	
<b>Program Occurrence</b>	Weekly for approx. 3 hours, plus additional special events and activities
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	
<b>Program Funding</b>	Civilian non-profit community based and volunteer led organization
<b>Additional Notes</b>	<p>Program offers awards, scholarships and bursaries and international exchanges</p> <p>Air Cadets offers other programs beyond flying, i.e., music and band, orienteering, biathlons, effective speaking and debate and marksmanship</p>

Areas: City of Kawartha Lakes, Northumberland, Haliburton

<b>Organization / Program</b>	Royal Canadian Army Cadets (RCAC)
<b>Location &amp; Contact Info</b>	See below
<b>Program Type</b>	Youth
<b>Community Belonging Indicators</b>	Importance of fostering and developing citizenship, leadership and friendships  Focus on contributing to the community
<b>Program Goals</b>	Cadets offer participants challenges, friendship and adventure. It's an opportunity to expand horizons, contribute to ones community and make friends for life.  Cadets take part in activities at a Cadets Corps within their local community where activities are designed to help one become more self-confident, develop leadership skills, improve physical fitness and communication skills, and to teach self-discipline through challenge training
<b>Age Range</b>	12-18
<b>Participation Rates</b>	
<b>Program Occurrence</b>	Once a week during the school year (training night)  Corps may also offer optional nights of the week dedicated to sports, drill, range, biathlon or others training  Select weekends many Corps engage in outdoor bush exercises, competitions or other trips  Summer camps offered (2-7 weeks)
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	
<b>Program Funding</b>	National Organization, Department of National Defense and the Army Cadet League of Canada (a civilian non-profit organization) work together to provide facilities and material required to operate each Army Cadet Corps
<b>Additional Notes</b>	Many Corps offer a music program  Scholarship and awards opportunities

Locations for Royal Canadian Army Cadet (RCAC) Programs:

**City of Kawartha Lakes Area**

- 1) RCSC , Coboconk Legion, Country Rd. 48 705-934-0212
- 2) RCAC, Lindsay ON, 210 Kent St W 705-324-0114

\*Next closest locations: Bracebridge, Peterborough

**Northumberland Area**

- 1) RCAC. Cobourg ON, 107 King St. W
- 2) RCAC. Cobourg ON, 650 Victoria St. 905-372-8444
- 3) RCAC. Cobourg ON, 210 Wilmott St. 905-373-6903
- 4) RCSC, Port Hope ON, 17 Mill Street St. 905-885-5659
- 5) RCAC, Port Hope ON, 34 South St. 289-771-2718
- 6) RCAC. Port Hope ON. 99 Toronto Rd. 905-885-3718
- 7) RCAC, Campbellford ON, PO BOX 1450 705-201-1047

**Haliburton Area**

- 1) RCAC, Haliburton, 719 Mountain Street, ON
- 2) RCSC , Coboconk Legion, Country Rd. 48 705-934-0212 (shared location with Kawartha Lakes)

\* Next closest locations: Bracebridge, Huntsville

Note: Issues with Haliburton and City of Kawartha Lakes locations, large barrier to access of the program. Transportation to such locations may not be attainable by youth living in the given rural areas.

Areas: **City of Kawartha Lakes**, **Northumberland**, **Haliburton**

<b>Organization / Program</b>	Royal Canadian Sea Cadets (RCSC)
<b>Location &amp; Contact Info</b>	See Above
<b>Program Type</b>	Youth Program
<b>Community Belonging Indicators</b>	Sea Cadets participate in ceremonial events and citizenship activities that allow them to connect to their Canadian naval heritage, and to each other, fosters peer interactions and friendship development
<b>Program Goals</b>	<p>Similar to RCAC, but youth learn about the naval and maritime environment by participating in a variety of activities on and off the water</p> <p>Program fosters the development of leadership skills, good citizenship and physical fitness and prepares today's youth to become tomorrow's community leaders</p>
<b>Age Range</b>	12-18
<b>Participation Rates</b>	
<b>Program Occurrence</b>	<p>Sept-June, one evening per week</p> <p>Sea Cadet Corps are also required to conduct a minimum of 4 weekend activities throughout the year</p> <p>Summer Training Centre offered for up to 8 weeks</p>
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	Summer camps free to attend (including meals, transportation and uniforms) cadets are provided a training bonus of \$60.00 per week. This ensures that no child is excluded because of financial circumstance
<b>Program Funding</b>	<p>National Organization</p> <p>Partnership between the Navy League of Canada and the Department of National Defense</p>
<b>Additional Notes</b>	<p>Hands-on activities, exciting challenges and leadership opportunities</p> <p>Sea Cadets have the opportunity to participate in international exchanges and cultural visits</p> <p>Scholarship &amp; award opportunities</p> <p>Large opportunities to grow and expand from participating in this program</p>

Areas: **City of Kawartha Lakes**, **Northumberland**, **Haliburton**

<b>Organization / Program</b>	4H Clubs - <i>Multiple Programs</i>
<b>Location &amp; Contact Info</b>	All of the clubs are distributed throughout the City of Kawartha Lakes, Northumberland and Haliburton
<b>Program Type</b>	Youth Programs, multiple clubs within
<b>Community Belonging Indicators</b>	<p>Focused on community involvement, safe and welcoming environments that foster personal growth and development. Encourages team collaboration, peer-to-peer support and independent learning</p> <p>Promotes socializations, expansion of peer circles and personal development</p>
<b>Program Goals</b>	<p>Goal is to deliver quality, innovative and sustainable leadership and life skill programs for youth and volunteers; which will benefit the citizens and communities in which they live.</p> <p>Leadership and life skills also equip 4H participants to reach their full potential, becoming conscious and contributing citizens</p>
<b>Age Range</b>	9-21
<b>Participation Rates</b>	
<b>Program Occurrence</b>	
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	Financial Barrier (can be addressed)
<b>Program Funding</b>	Federally incorporated charitable organization, non-profit
<b>Additional Notes</b>	<p>Types of clubs include: equestrian, farming, poultry, scrapbooking, woodworking, life skills and small engine clubs</p> <p>‘Learn to do by doing’ mentality, hands-on activities and mentorship</p> <p>4H clubs are structured in a manner that develops leadership skills; including public speaking, decision making, parliamentary procedure, meeting management and networking while educating members about the topic at hand</p> <p>Camps, conferences and exchanges available</p> <p>Scholarships available</p>

<http://www.4-hontario.ca/4h-in-my-area/northumberland.aspx>

<http://www.4-hontario.ca/4h-in-my-area/kawartha-lakes-haliburton.aspx>

Areas: **City of Kawartha Lakes**, **Northumberland**, **Haliburton**

<b>Organization / Program</b>	Canadian Mental Health Association – <i>Transgender Services and Support</i> <i>Gender Journeys</i> <i>Beyond Gender Journeys</i> <i>Youth Gender Journeys</i> <i>Family Support</i>
<b>Location &amp; Contact Info</b>	Jan Tkachuk, Program Coordinator <a href="mailto:jan@cmhahkpr.ca">jan@cmhahkpr.ca</a> 705-748-6711 ext. 2102  <a href="http://www.cmhahkpr.ca/program-and-services/peterborough/transgender-services-and-support/groups/">http://www.cmhahkpr.ca/program-and-services/peterborough/transgender-services-and-support/groups/</a>
<b>Program Type</b>	Support Groups
<b>Community Belonging Indicators</b>	Community support, community connection, respectful of participants diversity (acceptance)
<b>Program Goals</b>	To provide reliable, up to date information about the process of transitioning, provide a space that fosters community support and connection and be respectful of the diversity of gender possibilities
<b>Age Range</b>	‘Youth’, not defined on website
<b>Participation Rates</b>	
<b>Program Occurrence</b>	Periodically over the year, 8-10 week programs
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	Aimed at LGBT individuals
<b>Program Funding</b>	
<b>Additional Notes</b>	Programs are free  Programs range but in general address gender identity, gender roles, exploring sense of self, self acceptance, celebrating true self, coming out to family and friends, dealing with discrimination, self esteem and meeting others who are similar  Drop in groups also available to provide additional supports

Areas: **City of Kawartha Lakes**, **Northumberland**, **Haliburton**

<b>Organization / Program</b>	Canadian Mental Health Association – <i>LYNX Mental Health Program</i>
<b>Location &amp; Contact Info</b>	1-705-878-8900  <a href="http://lynxtracks.ca">http://lynxtracks.ca</a>  Serves City of Kawartha Lakes, Peterborough, Haliburton, and Northumberland Counties.  See additional notes for all numbers
<b>Program Type</b>	Intervention Program for youth experiencing psychosis
<b>Community Belonging Indicators</b>	In addition to treatment services LYNX focuses on inclusion of the individuals family, support for families, peer support, recreational outings and educational/vocational support
<b>Program Goals</b>	Works with individuals and their families to identify challenges and develop treatment plans
<b>Age Range</b>	14-34
<b>Participation Rates</b>	
<b>Program Occurrence</b>	Office open Mon-Fri 8am – 4pm
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	Aimed at LGBT individuals
<b>Program Funding</b>	Non-profit
<b>Additional Notes</b>	Campbellford 705-632-2015 Cobourg 905-377-9891 Lindsay 705-324-6111 x 0 Peterborough 705-748-6687 x 0 Haliburton 705-286-4575  Toll-free 1-866-990-9956

Areas: City of Kawartha Lakes, Northumberland, Haliburton

<b>Organization / Program</b>	Lions Club International – <i>LEOS &amp; ALPHA Clubs (Leadership, Experience, Opportunity)</i>
<b>Location &amp; Contact Info</b>	Locations in Oakwood, Haliburton, Brighton, Bobcaygeon, Fenelon Falls and Campbellford  <a href="http://members.lionsclubs.org/EN/leos/index.php">http://members.lionsclubs.org/EN/leos/index.php</a>
<b>Program Type</b>	Youth Program
<b>Community Belonging Indicators</b>	Focus on community volunteering, individual and social development. Learn valuable lessons and make connections that last a lifetime
<b>Program Goals</b>	Youth who join Alpha Clubs (ages 12-18) have fun, make new friends and experience rewards of serving others in their communities
<b>Age Range</b>	12-18
<b>Participation Rates</b>	
<b>Program Occurrence</b>	
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	Financial Barrier, one time \$100 USD membership fee
<b>Program Funding</b>	
<b>Additional Notes</b>	Youth camps and exchange programs offered Leos receive recognition for participation and contributions

Areas: **City of Kawartha Lakes**, **Northumberland**, **Haliburton**

<b>Organization / Program</b>	Music for Young Children - <i>Multiple Programs</i>
<b>Location &amp; Contact Info</b>	<p>Main Contact: 39 Leacock Way, Kanata, ON K2K 1T1 <a href="mailto:myc@myc.com">myc@myc.com</a></p> <p>Number on Kawartha Community Directory: 705-928-2340</p> <p>Note: Teachers who run programs live throughout Ontario and have separate contact information</p>
<b>Program Type</b>	Youth Music Program
<b>Community Belonging Indicators</b>	Parent involvement emphasized; focus on self-expression, self-esteem and self-confidence. Focuses on the development of peer relationships and socialization skills through music groups
<b>Program Goals</b>	Music program helps to expand youth's positive problem-solving skills, areas of self-expression, growth of memory skills, and helps to lead to excellent self-confidence and self-esteem. With these natural outcomes youth can easily take on the skills required to be successful in future endeavours
<b>Age Range</b>	All ages
<b>Participation Rates</b>	
<b>Program Occurrence</b>	Programs range, but generally participants meet weekly for an hour in their own age groups with a parent/guardian
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	Financial Barrier
<b>Program Funding</b>	
<b>Additional Notes</b>	While some of the programs MYC offers are more music lesson based, 'Drum-Fit'. 'My Choice' and 'Your Best Choice' may create the conditions to promote community belonging the most

Areas: City of Kawartha Lakes, Northumberland, Haliburton

<b>Organization / Program</b>	<p>Girl Guides of Canada  <i>Sparks</i> (Ages 5-6)  <i>Brownies</i> (Ages 7-8)  <i>Guides</i> (Ages 9-11)  <i>Pathfinders</i> (Ages 12-14)  <i>Rangers</i> (Ages 15-17)  <i>Trex/Extra Ops</i> (Ages 12-14+)  <i>Lones</i> (All Ages)</p>
<b>Location &amp; Contact Info</b>	Multiple locations, see below
<b>Program Type</b>	Youth Development Program
<b>Community Belonging Indicators</b>	<p>Fosters personal development, peer relations, social inclusion, community involvement and encourages family involvement</p> <p>Strengthens personal skills and promotes positive self esteem</p>
<b>Program Goals</b>	<p>Girl Guides aims to make a positive difference in the life of every girl and woman who experiences Guiding, so she can contribute responsibly to her communities. Enables girls to be confident, resourceful, courageous, and to make a difference in the world</p>
<b>Age Range</b>	See Organization / Program
<b>Participation Rates</b>	
<b>Program Occurrence</b>	<p><i>Sparks:</i> 1/week for 1 hour.</p> <p><i>Brownies:</i> 1/week for 1.5 hours.</p> <p><i>Guides:</i> 1/week for 2 hours.</p> <p><i>Pathfinders:</i> 1/week for 2 hours.</p> <p><i>Rangers, Trex/Extra Ops</i> and <i>Lones</i> not displayed on website.</p>
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	Female program only, uniforms can be expensive
<b>Program Funding</b>	Provincially Funded, participants also engage in a fair amount of fundraising for the program
<b>Additional Notes</b>	<p>Awards, scholarships, certificates and recognition badges offered throughout the program to help youth advance through and succeed in girl guides and within their communities</p> <p>Camping programs offered year round          Cookie selling can offset costs to camping</p> <p>Travel opportunities within Canada and Internationally</p>

<https://www.girlguides.ca/GGC/Default.aspx?hkey=f6cbd051-db58-4e5d-9cc8-a732f8b05586&WebsiteKey=aaa3528e-7748-497f-96cd-a4c39f08750d>

Locations:

### **Haliburton:**

Haliburton Public Library  
739 Mountain St

- Spark/Brownie Guiding Unit

Old Haliburton Public Library  
710 Mountain St

- Guide/Pathfinder/Ranger Guiding Unit

Minden Guide-Scout Hall  
55 Parkside Ave

- Spark/Brownie /Guide/Pathfinder Guiding Unit

Kinmount Community Centre (Boarders Haliburton Area)  
2 Dickson St

- Spark/Brownie/Guide/Pathfinder Guiding Unit (multi-branch unit)

St Mary Magdalene Anglican Church (Boarders Haliburton Area)  
1094 Main St

- Spark Unit

### **City of Kawartha Lakes:**

Cambridge Street United Church  
61 Cambridge St N

- Spark Unit

Janetville Community Centre  
693 Janetville Rd

- Spark Unit

Janetville United Church  
712 Janetville Rd

- Guide/Pathfinder/Ranger Guiding Unit

Bethany United Church  
1 Church St PO Box 68

- Spark Unit

Fenelon Falls United Church  
123 Colborne St, Box 14

- Spark Unit
- Brownie Unit

Kinmount Community Centre (boarders region area)  
2 Dickson St

- Spark/Brownie/Guide/Pathfinder Guiding Unit

Langton Public School Gym  
35 Wychwood Cres

- Guide Unit

Fenelon Falls Secondary School Gym 3  
66 Lindsay St

- Pathfinder Unit
- Ranger Unit
- Pathfinder Unit

Dr George Hall Public School Gym  
374 Eldon Rd

- Spark/Brownie/Guide/Pathfinder/Ranger Guiding Unit

Lindsay, ON

- Trex Unit

### **Northumberland:**

Cold Springs Memorial Hall  
RR #4

- Spark Unit
- Brownie Unit
- Guide Unit
- Pathfinders Unit

Port Hope United Church  
34 South St

- Spark Unit
- Brownie Unit
- Guide Unit

St Andrews Presbyterian Church  
200 King St W

- Brownie Unit
- Guide Unit
- Pathfinders Unit
- Rangers Unit

Brighton Municipal Building- Scouts Room  
35 Alice St, PO Box 189

- Spark Unit
- Brownie Unit
- Guide Unit
- Pathfinders Unit
- 

St Andrews Presbyterian Church  
20 Mill St, PO Box 118

- Spark Unit
- Brownie Unit
- Pathfinders Unit

Campbellford Baptist Church  
166 Grand Rd

- Spark Unit
- Pathfinders Unit

Christ Anglican Church  
PO Box 667 - 154 Kent St

- Brownie Unit
- Rangers Unit

Kinlee Terrace  
224 First St

- Guide Unit

Warkworth Seniors Building  
25 Old Hastings Rd

- Guide Unit

St Anthony Catholic School Gym Single  
74 Toronto Rd

- Pathfinders Unit

Note: Less Pathfinders units across the regions. Less units in Haliburton, further distances apart.

Areas: Haliburton, City of Kawartha Lakes

<b>Organization / Program</b>	John Howard Society - <i>Towards a Healthy Future</i>
<b>Location &amp; Contact Info</b>	<p><u>Main Office</u> 111 Peter Street, Suite 603 Toronto, Ontario M5V 2H1 Phone: 416-408-4282</p> <p><u>Program Coordinator for Lindsay:</u> Carla Cooper 705-328-0472 / 1-888-665-6615 ext. 918</p> <p><u>Program Coordinator for Haliburton:</u> Susan McClean 705-328-0472 / 1-888-665-6615 ext. 930 (Minden) or 939 (Lindsay)</p> <p><a href="http://www.johnhoward.on.ca/kawartha/services/community-youth-programs/">http://www.johnhoward.on.ca/kawartha/services/community-youth-programs/</a></p>
<b>Program Type</b>	Cooking Program
<b>Community Belonging Indicators</b>	Community connectedness, family togetherness. Assists youth in developing healthy communication techniques and coping strategies. Also assists in helping develop problem solving skills, decision making skills and healthy relationships with peers
<b>Program Goals</b>	<p>In general the John Howard Society works with at risk youth and adults through a variety of programs and services. They focus on youth who are having behavioural trouble in school</p> <p>This program targets safe food handling, following recipes, kitchen safety, community connectedness, and family togetherness</p>
<b>Age Range</b>	8-15
<b>Participation Rates</b>	
<b>Program Occurrence</b>	Once per week for up to 8 weeks Groups are ongoing throughout the year
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	No cost, aimed at those experiencing effects of poverty in City of Kawartha Lakes & Haliburton County
<b>Program Funding</b>	
<b>Additional Notes</b>	Program occurs in Lindsay and Haliburton

Areas: Haliburton, City of Kawartha Lakes

<b>Organization / Program</b>	John Howard Society – <i>Youth in Transition Worker</i>
<b>Location &amp; Contact Info</b>	<p><u>Main Office</u> 111 Peter Street, Suite 603 Toronto, Ontario M5V 2H1 Phone: 416-408-4282</p> <p><u>Emily Tilsworth</u> Attendance Centre Coordinator 705-328-0472 / 1-888-665-6615 ext 937</p> <p><a href="http://www.johnhoward.on.ca/kawartha/services/community-youth-programs/">http://www.johnhoward.on.ca/kawartha/services/community-youth-programs/</a></p>
<b>Program Type</b>	Youth Transition Support
<b>Community Belonging Indicators</b>	Focus on building connections within youths communities during transition stages from youth-adult
<b>Program Goals</b>	<p>Supports intended to assist youth in transitioning to adulthood</p> <p>Youth matched with a Case Worker who will give support in youth working towards their personal goals in relationships, health/well-being, housing, employment, education, life skills, specific programming, and building connections within their communities</p>
<b>Age Range</b>	
<b>Participation Rates</b>	
<b>Program Occurrence</b>	
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	
<b>Program Funding</b>	
<b>Additional Notes</b>	<p>Program developed in response to advocacy by youth who had prior involvement with the Children’s Aid Society</p> <p>Supports are available through individual and group sessions on a voluntary basis</p>

Note: The John Howard Society also offers other programs of interest, these include: Strategies, Options, Youth Justice Programs and Solutions (S.O.S). There is also an Attendance Centre for youth where intensive, individual support, counseling and programming for youth involved with the law is provided

<http://www.johnhoward.on.ca/kawartha/services/youth-justice-programs/>

Areas: Haliburton, City of Kawartha Lakes

<b>Organization / Program</b>	Kawartha-Haliburton Children's Aid Society - <i>Youth In Care</i>
<b>Location &amp; Contact Info</b>	<p><u>LINDSAY:</u> 42 Victoria Avenue North Lindsay, ON 705-324-3594</p> <p><u>HALIBURTON:</u> 83 Maple Avenue, HALCO Plaza Haliburton, ON 705-457-1661</p> <p><a href="http://www.khcas.on.ca/services/youth_in_care">http://www.khcas.on.ca/services/youth_in_care</a></p>
<b>Program Type</b>	Youth Development Program
<b>Community Belonging Indicators</b>	Program promotes healthy peer relationships, social inclusion/engagement and a supportive environment
<b>Program Goals</b>	The purpose of the group is to provide a safe opportunity for youth to share their experiences as youth in care by enhancing peer relationships with other youth in care, through a variety of activities including: Life skills training (cooking, budgeting, etc.); sexual health; physical activity and social events; and group discussions on drug and alcohol abuse, violence and personal safety
<b>Age Range</b>	13-18
<b>Participation Rates</b>	
<b>Program Occurrence</b>	Meets twice per month and plans additional social and recreational activities
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	
<b>Program Funding</b>	Financial support is provided by the Kawartha-Haliburton Children's Foundation
<b>Additional Notes</b>	<p>Program has created smaller youth groups to address emerging needs like youth at risk of exploitation</p> <p>Extra social recreational activities include: trips to sports games, musicals, events, movies crafts nights and games</p> <p>Note: All research areas have a Children's Aid Society – However most note resources and not specific programs like this</p>

Areas: Haliburton, Northumberland

<b>Organization / Program</b>	KINARK Child and Family Services - <i>Adventure Programming</i>  Information on other programs and services below
<b>Location &amp; Contact Info</b>	Multiple locations, see below
<b>Program Type</b>	School Based Recreational Program (Field Trip Program)  * Also offers programs for individuals with autism
<b>Community Belonging Indicators</b>	Activities completed are aimed to encourage trust of the participants, establish a sense of <b>belonging</b> in the group and affirm emotional safety levels  Programs focus on communication activities, personal challenge activities and other recreation activities that aim to help youth establish a greater sense of self-worth, more confidence, problem solve and recognize individual strengths
<b>Program Goals</b>	Enhance and foster youths physical and mental health
<b>Age Range</b>	
<b>Participation Rates</b>	
<b>Program Occurrence</b>	3,4 or 5 day visits to the Outdoor Centre KINARK Mental Health Centre is open Mon-Thurs: 9am – 8pm Fri: 9am-3pm
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	Financial Barrier <a href="http://www.koc.on.ca/contact-us/program-costs">http://www.koc.on.ca/contact-us/program-costs</a>
<b>Program Funding</b>	Non-Profit
<b>Additional Notes</b>	KINARK offers custom programs throughout the year  KINARK is also an accredited children's mental health center, see below for more information

<http://www.koc.on.ca/school-programs/adventure-programming>

<http://www.centraleasthealthline.ca/displayservice.aspx?id=50851>

Note: KINARK outdoor center also offers in-school programming where adventure activities are brought to the school.

- <http://www.koc.on.ca/school-programs/character-education---caring-classroom>

Locations:

- Minden Outdoor Centre: 1766 Queen's Line, Minden, ON. 705-286-3555
- Cobourg Office: 20 Strathy Rd, Unit 3, Cobourg, ON. 905-372-4361

Areas: **City of Kawartha Lakes**, **Northumberland**

<b>Organization / Program</b>	CHIMO - <i>Adventure Quest</i>
<b>Location &amp; Contact Info</b>	227 Kent St West, Lindsay, ON K9V 2Z1 705-324-3300 (office) <a href="mailto:info@chimoyouth.ca">info@chimoyouth.ca</a>  <a href="http://www.chimoyouth.ca/AQ.html">http://www.chimoyouth.ca/AQ.html</a>
<b>Program Type</b>	School Based Program for struggling youth
<b>Community Belonging Indicators</b>	Focus of fostering peer relations, encouragement, support and empowering youth and their families
<b>Program Goals</b>	Program helps students become more self-confident, communicate better at home and at school, work on group skills, establish peer relations, make smart decisions and solve conflicts
<b>Age Range</b>	Grades 6-8, groups consist of 6 - 8 co-ed youth
<b>Participation Rates</b>	
<b>Program Occurrence</b>	
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	
<b>Program Funding</b>	Non-Profit Organization
<b>Additional Notes</b>	<p>Focus on family involvement; program offers additional in-home support to assist families with their concerns such as communications, problem solving, setting limits, etc.</p> <p>Attempts to provide transportation</p> <p>CHIMO also offers programs in Kinmount, which borders the City of Kawartha Lakes</p> <p>In general, CHIMO also serves youth ages 12 - 17 from the City of Kawartha Lakes, Durham Region, Northumberland, Peterborough and Haliburton counties</p>

Areas: **City of Kawartha Lakes**, **Northumberland**

<b>Organization / Program</b>	CHIMO - <i>SNAP &amp; DRAMA</i>
<b>Location &amp; Contact Info</b>	227 Kent St West, Lindsay, ON K9V 2Z1 705-324-3300 (office)  <a href="mailto:info@chimoyouth.ca">info@chimoyouth.ca</a>  <a href="http://www.chimoyouth.ca/groups.html">http://www.chimoyouth.ca/groups.html</a>
<b>Program Type</b>	<u>SNAP</u> : Group that deals with issues such as: stealing, vandalism, breaking and entering, assaultive behaviours, setting fires, shoplifting and trespassing  <u>DRAMA</u> : Group that utilizes expressive art techniques ( drama, music & art) to help youth improve their interpersonal skills
<b>Community Belonging Indicators</b>	<u>SNAP</u> : Helps kids get back on track, opportunity to meet peers, learn, grow and succeed together  <u>DRAMA</u> : Improvement of interpersonal skills, less problems with authority, self-regulation, peer problems, and assertiveness
<b>Program Goals</b>	
<b>Age Range</b>	<u>SNAP</u> : 12 & under + parents  <u>DRAMA</u> : 12-18 + parents  Drama groups further separated 12-14 & 15-18
<b>Participation Rates</b>	
<b>Program Occurrence</b>	<u>SNAP</u> : runs 3 - 4 times a year for a period of 10 - 12 weeks at a time.  Group runs either in the mornings or early afternoons  <u>DRAMA</u> : Groups are run at the CHIMO office located in Lindsay and are for a period of 10 - 12 weeks at a time.
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	
<b>Program Funding</b>	Non-Profit Organization
<b>Additional Notes</b>	SNAP runs at the CHIMO office located in Lindsay, the Boys & Girls Club of Kawartha Lakes also located in Lindsay or at a local school that has requested the program

Areas: **City of Kawartha Lakes**, **Northumberland**

<b>Organization / Program</b>	Community Living – <i>Multiple Programs</i>
<b>Location &amp; Contact Info</b>	Multiple locations, see below
<b>Program Type</b>	Wide range of services/programs offered: skill development, social/recreational opportunities, community connecting, volunteering and social events
<b>Community Belonging Indicators</b>	<p>Community Living envisions a society where everyone <b>belongs</b>, have equality, respect and acceptance.</p> <p>Focus on support, social inclusion, peer interaction, promotion of social skills and developing positive peer relationships</p> <p>Focus on building youths independence and confidence</p>
<b>Program Goals</b>	“That all persons live in a state of dignity, share in all elements of living in the community, and have the opportunity to participate fully.”
<b>Age Range</b>	Changes with program
<b>Participation Rates</b>	
<b>Program Occurrence</b>	
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	<p>Programs focus on youth with intellectual disabilities</p> <p>Accessibility barrier – no locations in Haliburton, Kawartha Lakes location (Lindsay) serves Haliburton</p>
<b>Program Funding</b>	Registered Charity, Non- profit
<b>Additional Notes</b>	<p>Some programs are partnered with the Boys and Girls club of Kawartha Lakes</p> <p>Programs of Interest: Youth Engagement, Building Bridges.</p>

Locations:

Suite 200 205 McLaughlin Road Lindsay, Ontario. 705-328-0464  
 275 Cottesmore Ave, Cobourg, ON. 905-372-4455  
 65 Bridge St E, Campbellford, ON 705-653-1821  
 27 Doxsee Ave N, Campbellford, ON

Areas: City of Kawartha Lakes, Northumberland

<b>Organization / Program</b>	Big Brother Big Sisters – <i>Multiple Programs</i>
<b>Location &amp; Contact Info</b>	Multiple locations, see below
<b>Program Type</b>	Youth Mentoring Program
<b>Community Belonging Indicators</b>	Facilitates life-changing relationships that inspire and empower children and youth to reach their potential  Fosters self-worth, positive growth and a sense of belonging primarily through one-to-one friendships with mature and caring mentors
<b>Program Goals</b>	Promotes and monitors long-term supportive friendships for children through quality relationships with caring adults  Program matches a Little Brother/ Little Sister, from primarily a single-parent family with a Big Brother or Big Sister  Program aims to significantly contribute to the healthy development of children and youth through mentoring relationships
<b>Age Range</b>	6-16, varies among the other programs offered
<b>Participation Rates</b>	
<b>Program Occurrence</b>	Mentee and the mentor meet once a week for one hour during school hours with the purpose of raising the mentees self-confidence and self-esteem  Lindsay Office open Mon-Fri 8:30am - 4:30pm
<b>Evaluation Methods/Tools</b>	
<b>Barriers to Participation</b>	Lindsay location serves both The City of Kawartha Lakes and Haliburton – Accessibility barrier
<b>Program Funding</b>	Registered Charity
<b>Additional Notes</b>	Couples for Kids: Matches children with an adult couple, both 20 years or older, that have been together for over one year  In-School Mentoring Program offered. It matches a child between the ages of 6 and 12 with an adult mentor  In-School Coop Mentoring program offered as well as summer programs, special events, activates and outings  Other Programs offered: Little Buddies, Little Bears and Go Girls Group Mentoring

<http://www.bigbrothersbigsisters.info/index.htm>

<http://www.bigbrothersbigsisters.ca/northumberland/en/Home/default.aspx>

Locations:

Big Brothers and Big Sisters of Kawartha Lakes - Haliburton

17 Kent St W, Lindsay, ON 705-324-6800

Big Brothers Big Sisters of Northumberland

18 John Street, 2nd Floor, Port Hope 905-885-6422

## Appendix G – Interview Questions: Blank Template

### INTERVIEW 1

#### Boys & Girls Club of Kawartha Lakes

My name is Brooke Janes and I am a fourth-year student at Trent University studying Forensic Science and Psychology. I am completing a community-based research project through the Trent Centre for Community Based Education (TCCBE). On behalf of the HKPR Regional HSJCC I am exploring community organizations and programs that enable, promote and/or establish a greater sense of community belonging for youth or young adults who participate in the respective services or programs. The HKPR Regional HSJCC ultimately hopes to use this research in informing for youth court deposition orders and potential diversion programs. I greatly appreciate your and time contribution to this research.

Before we begin could I ask that it is ok to record this interview, and could you confirm for the record that you consent to this?

- 1) Could you explain your current position with the Boys & Girls Club and how long have you had this?
- 2) Could you tell me a bit about the Boys & Girls Club and the services/programs it offers for youth?
- 3) How does the Boys & Girls Club view or define ‘community belonging’ and how do they work to promote this within their programs?
- 4) Does the Boys & Girls Club in anyway measure success in terms of promoting community belonging? (This might include measurement of other indicators of community belonging)
- 5) What resources are used or drawn upon within the programs offered?
- 6) Where does the Boys & Girls club receive funding from?
- 7) Have you noticed any trends (negative or positive) in the youth who participate in your programs? (For example, improved social skills or communication skills for those who regularly participate? Or on the other side an increase in negative behaviours?)
- 8) How successful has the affiliated Warehouse Youth Centre been? (Has accessibility been an issue for youth?)
- 9) Could you see the Boys & Girls Club expanding to areas close by? (Peterborough, Northumberland, Haliburton)?
- 10) Is there anything you would change or like to improve about the Boys & Girls Club?

11) Do you have anything else to add on the topic of community belonging and youth?

## INTERVIEW 2

### 4H Club of Haliburton /Kawartha Lakes

My name is Brooke Janes and I am a fourth-year student at Trent University studying Forensic Science and Psychology. I am completing a community-based research project through the Trent Centre for Community Based Education (TCCBE). This work is being done for the HKPR Regional HSJCC. I am exploring community organizations and programs that enable, promote and/or establish a greater sense of community belonging for youth or young adults who participate in them. The HSJCC hopes to use this research to develop potential diversion programs for youth who have had contact with the criminal justice system. I greatly appreciate your time and contribution to this research.

Before we begin could I ask if it is ok for me to record this interview, and could you confirm for the record that you consent to this?

1) Could you tell me about the 4H Club and the programs it offers for youth? Are Programs different depending on geographical location? How many youth participate in the programs offered? (rough guess is ok)

2) What resources are used or drawn upon within the programs offered?

3) Would you agree that 4H clubs work to provide a welcoming environment that fosters personal growth and development, encourages team collaboration, peer-to-peer support and independent learning?

4) Would you say that the 4H clubs promote socialization and expansion of peer circles? Follow up with: can you talk about how they do this?

5) I'm just going to give you a quick definition of community belonging before I ask the following question.

**Community Belonging** refers to “The degree to which an individual is connected and / or attached to their community. This sense of connectedness is based on participation and social attachments among individuals within the community and interactions with the community as a whole”

Given this, would you say that 4H clubs in some respect promote community belonging through their programs? Follow up: Can you talk about how they do this?

6) Is the 4H club aware of the significance / impact that having a sense of community belonging can have for youth? Or have they ever thought that the programs they offer work to provide a sense of belonging? (Ex. Reducing contact with the justice system)

7) Would you be willing to incorporate or work towards promoting community belonging within your programs given the above?

8) Where do the 4H clubs receive funding from?

9) Have you noticed any trends (negative or positive) in the youth who participate in your programs? (For example, improved social skills or communication skills for those who regularly participate? Or on the other side an increase in negative behaviours?)

10) Are there any immediate barriers to participation in 4H programs you can think of? (Financial, accessibility etc.)

11) Is there anything you would change or like to improve about the programs within the 4H Club?

12) Do you have anything else to add on the topic of community belonging and youth?

## Appendix H – Transcribed Interviews

[...] = Omitted small amounts of unnecessary word(s)

### INTERVIEW 1

Interview with Aaron Graham, Community Development & Volunteer Services Coordinator at The Boys and Girls Club of Kawartha Lakes

Monday, January 26<sup>th</sup>, 11:00am

The Boys and Girls Club of Kawartha Lakes, 107 Lindsay St. S  
Lindsay, Ontario

**Brooke:** So before we begin can I ask that it is ok to record this interview and could you confirm for the record that you consent to this?

**Aaron:** Yes, absolutely.

**Brooke:** Can you please explain your current position with the Boys and Girls Club and how long you have had this?

**Aaron:** My current position is, I'm a coordinator of Community Development and Volunteer Services, so part of my portfolio is overseeing and managing our volunteer groups, from youth volunteers to our event volunteers [...] The other part of my portfolio is I'm responsible for some of our revenue generating aspects of our organization, so facility usage, some event planning that's not overseen by our foundation, and looking for opportunities to [...] develop revenue generation to offset our costs for our programs that don't run at a loss.

**Brooke:** Alright perfect. Could you tell me a bit about the Boys and Girls Club and the services and programs it offers for youth?

**Aaron:** Sure. Our club has been around for over 40 years in various capacities, servicing Lindsay and the City of Kawartha Lakes [...] We basically provide services to our members and families [...]. We have an infant development program that helps families who have infants and newborns with any kind of developmental delays, we have daycare services that we provide, and then our school aged programs for 4 to 14 year olds, and then youth programs. So we pretty much provide support services and programs for young people and their families from newborn up to completing high school.

**Brooke:** Perfect. How does the Boys and Girls club view or define 'Community Belonging', and how do they work to promote this within their programs?

**Aaron:** We are a community-based organization, so we look at servicing the entire city of Kawartha Lakes so that's first and foremost [...]. Our big thing is we have a lot of collaborative relationships with other organizations, we're not doing everything on our own so we really try to

insure that we're bringing all the resources available in the community to our members and their families. We [...] have a lot of collaborative programs running with other organizations, we try to instill in our programs for children and youth the sense of community and the importance of community and giving back. So [...] our kids you know are involved in some fundraising for United Way, we have youth projects [...] I remember a couple of years ago one of the youth came to me about a park clean up initiative they wanted to start so ,we have a number of different ways that we try to promote a sense of community and one of our big goals is insuring that children and youth are contributing members of their community as they get older so that they know what is out there and how they can give back and have an impact as well.

**Brooke:** So just to clarify, there are programs here that the youth participate in but then they also go within the community, and volunteer in a sense or complete programs within the community?

**Aaron:** Yeah, [...] there are opportunities for children and youth to get involved with some community projects. So, we've been discussing with the United Way about the possibility of starting a community garden down at the end of the street here. That, we would have a lot of involvement with. So, [...] we do a lot of things that are in-house but we also look for opportunities to collaborate with the community at large and kind of increase that awareness to the children and the youth that you know, there are a lot of things that you can get involved in that can affect your community in a positive way.

**Brooke;** So, what other organizations are you collaborated with that you mentioned?

**Aaron:** Um...

**Brooke:** Not all of them, but just off hand.

**Aaron:** Sure, yeah, the City of Kawartha Lakes and municipality, CHIMO Youth and Family Services, United Way, they are obviously one of our funding agencies, Community Living, Ontario Early Years Centers. So [...] if they have any involvement with children and youth we likely have some sort of collaboration set up with them.

**Brooke:** So there's a lot of overlap there?

**Aaron:** Absolutely.

**Brooke:** Alright, so what resources are drawn upon or used within your programs?

**Aaron:** Well, we're always looking for funding sources, it might be program specific funding, say for example, the Ontario Volleyball supporting our instructional programs for children and youth. It might be, you know, a number of community groups collaborating together for funding to help service the community better. We have a resource development arm of our Boys and Girls Club called our Boys and Girls club Foundation who run events and things like that throughout the year to raise money to help offset our costs. [...] Then we are definitely resourceful in that we use what we can and in as impactful was as we can so, it can be funding, it can be donations, it can be events and then [...]we also have a large community group that we

pull from for their insight and resources and things like that. So whenever we can collaborate and make something easier on everybody involved then we try to do that.

**Brooke:** That's good. So I guess kind of branching off of that, where does the Boys and Girls Club receive funding from?

**Aaron:** We're funded from the United Way, City of Kawartha Lakes, some of our programs receive funding from government sources, it just depends on what their mandate is in each of the programs. We seek out funding opportunities from municipal, provincial and federal funding streams, and then we have a number of donors and things like that we source through our foundation. So were always looking for different funding streams and things like that to help offset our costs.

**Brooke:** So as far as you know is there any specific funding that has gone towards promoting community belonging, or is there any specific government fund that have gone towards it to your knowledge?

**Aaron:** We actually have a program called leaders in training and it's always been a summer camp programs for youth to get involved with and help. They kind of learn what it's like to be a leader on the floor. They are paired with one of our summer camp leaders, they work 40 hours a week, it's a learning program. [...] There's been kind of an expansion of the program thanks to a local funder, so we're basically enhancing and creating a new leadership program. So youth involved in the program will have opportunity to have an impact on the community at large, not just the Boys and Girls Club but the community at large. So we're looking at trying to instill that a lot in our youth programming to increase community awareness, [...] and then kind of show that we're more than just the Boys and Girls Club here in the community, that we want to give back and get involved. So that's going to likely be our biggest piece, and like I said, that's kind of come from a new local funder and were hoping to get that rolling in this calendar year at some point.

**Brooke:** That's interesting.

**Aaron:** Yeah, it's a lot of fun and the LAT for the summer has always been a huge success, we get about 25 or 30 youth participating each year, and this is going to engage youth as young as 12 up to I think 17-19, depending. So were going to have a large group of youth in different stages of the program, learning what it's like to be a leader in the community not just the Boys and Girls Club.

**Brooke:** That's good. Have you noticed any trends, negative or positive, in the youth who participate in your programs? For example, improved social skills or communication skills or on the opposite side, negative behaviours?

**Aaron:** [...] I used the run the youth program, I ran it for 5 years and I think were seeing an increasingly [...]. The number of youth that are accessing our center are coming in with more complex needs and I think that that's something that we really, we see huge benefits from them being involved in our programs and even just coming into our center. We do a cooking program

every single day that they have to be a part of, our staff, they don't do it, it's the youth that are involved. We have an academic support program called Rogers Raising The Grade, and were providing significantly more opportunities for youth to find something that they really love, and find a path that might not have been there before. So, were also providing a lot more services for those youth who maybe require a little bit more assistance, but we are seeing great impacts from that. So you know, youth that might not even be in school are re-enrolling in high school or adult education and they're [...] realizing an importance in being engaged socially in the community. So we're definitely kind of changing with the needs of our cliental, particularly in the youth center and were definitely seeing a lot of positive impacts from it.

**Brooke:** Do you find that a lot of at-risk youth are utilizing these programs?

**Aaron:** Yeah, I would say a large component of our youth that are coming in. We kind of see everyone at risk in some way shape or form, but we definitely see a number of youth who might be having challenges with finding housing or things like that. We've got access to resources for those things so our whole objective is to get them in the center and then throw as many opportunities or supports in front of them as possible, in the hopes that we can help them get/find themselves in a better situation. We really empower the youth to take on a lot of this stuff so that they're not, so that they're learning while they're doing it, so that if we're not there someday that they can take on those things on their own [...]. We really like to try and build resiliency and empowerment and give them the confidence that they can handle themselves when things maybe don't go so well.

**Brooke:** Could you see the Boys and Girls club expanding to areas close by? So Peterborough, Northumberland or Haliburton?

**Aaron:** Yeah, I think so. I think that there has been some discussions in looking at providing additional supports outside of the city of Kawartha Lakes. We're one of the only Boys and Girls Clubs in the area. Durham has a couple but between us, and say Kingston, there's a large number of communities that could definitely use some support. [...] I think we're always kind of looking at different opportunities and sometimes were approached and we just have to look at it as whether we can handle any sort of expansion, or if there are other opportunities for other communities to provide some support for it then we would definitely [...]. Obviously our name signifies that were for the City of Kawartha Lakes but we think that Boys and Girls Clubs are important in every community so [...] were not limiting ourselves in anyway that's for sure.

**Brooke:** So how successful has the Warehouse Youth Centre Been?

**Aaron:** It's been extremely successful. We're seeing anywhere from, on average 25-50 youth a day. Starting at 2:30pm and afterschool and usually open until 9 o'clock. We do events, we do trips, there's a lot of things [...]. I remember when I ran the center we would see about 25 youth right after school until about 6pm, and it was like a shift change. Twenty-five would leave and 25 new youth would come in for the gym and the skate park and some evening programs. It's been pretty consistent and its been very well received by the community and were realizing more and more that it's a safe place to go for a lot of youth who maybe aren't in the greatest of circumstances where they live [...] or they have challenges at school and they can come in and

they hangout or they can take part in programs. Or they can do a bit of both. It's been very well received by the community.

**Brooke:** Has accessibility been an issue for youth?

**Aaron:** Um, not really. We provide a shuttle service to two out of three of the high schools in town that we just added this year. Particularly this time of year, in the winter its really tough for some of them to walk and they wont come in, so we've tried to increase accessibility that way. Memberships are \$20.00 a year, if anyone has any issues coming up with that we work on youth with possible payment plans or we subsidize when need be. So were trying to eliminate as many barriers as possible for them to come in, and we follow a positive space philosophy and we really try and make it as easy as possible for youth to get in there.

**Brooke:** Is there anything you would change of like to improve about the Boys and Girls Club?

**Aaron:** I think the big thing for us is we're e constantly growing and [...], we have a huge facility her in Lindsay but we don't take up all of it. We have other user groups using the facility and [...] every time that we think we've got enough space we need more. So I think one of the things is that were doing a lot. We have a large green space project that were completing over the next year or two. But we're also running, we need to kind of take back some of the space inside the building and it's a great problem to have because we are getting very busy but I don't think there is a whole lot if what we'd change in what were doing. Were doing more than we've even done and we think that we're doing the right things and a lot of good in the community. We're just constantly striving to provide as much as we can and maximize the resources that we have.

**Brooke:** I don't have this written down but I know that on your website you have evaluation tools that you mention. So there's some, DECA, Early Childhood Assessment tool and there's tools like that. So how would you use those within your programs?

**Aaron:** Our school age programs are primarily governed by, or we use an evaluation tool called HIGH FIVE, which is through parks and recs Ontario and its our quality assurance tool for all of our programs for around 6-12 year olds. We have some other tools for youth programing, our daycares are governed by the Day Nursery Act and a lot of the tools that you had mentioned. So we run a constant evaluation of our programs to make sure that we're fulfilling our expectations and quality levels as well as those set out by some of the funding sources and regulators. We also do outcomes measurement in some of our programs, particularly through United Way funding. So the United Way has provided us with an outcomes tool and [...] I think this year we're going to be looking at our homework program and things like that. So our pre-and post testing. We try to utilize a number of different quality assurance tools and measurements tools. Sometimes it can just come down to what we can manage. We'd like to do outcomes measurement on every program but it can be quite labor intensive sometimes. We use HIGHFIVE [...] we have a number of evaluators on staff so we go out to all of the community and do evaluations and things like that. Those are the tools that we primarily use.

**Brooke:** Do you have anything else to add on the topic of 'Community Belonging' and 'Youth'?

**Aaron:** I think one thing that we see is that there can be a bit of a disconnect between the community and youth, especially if a community maybe isn't as youth friendly as you would like to see. So we try to kind of turn that around and give youth opportunities to get involved in community initiatives that are fun and don't really feel like work, and are ways that they can be involved. It can also show the community that youth can have a positive impact on the community. I think that that's something that we're really striving for and [...] it was the same when I was growing up, youth aren't always looked at in a positive light [...], and so we're trying to provide opportunity for youth to kind of show their stuff and be involved in a win-win situation with the community and the youth.

**Brooke:** Alright, well that's all the questions I have so thank you.

**Aaron:** No problem.

End of Interview

Time Elapsed: 18:44 minutes.

## INTERVIEW 2

[...] = Omitted small amounts of unnecessary word(s)

Interview with Edna White, Executive Secretary at the 4H Club of Haliburton

Friday, January 30<sup>th</sup>, 7:15pm

Telephone Interview

**Brooke:** Can I ask that it is ok to record this interview?

**Edna:** You sure can.

**Brooke:** Okay, perfect. So could you tell me a little bit about the 4H Club and the programs it offers for youth? Are there any programs that are different depending on the geographical location?

**Edna:** There is a wide variety of programs, and they can be individualized for whatever area the members are from. There's [...] no excluding any members from any of the projects, if they live in town and they want to take a live stalk club, so they want to learn how to look after cattle, the leaders make that possible by providing them an animal to use and train and care for.

**Brooke:** So accessibility is kind of, it's been brought to attention already and is trying to be tackled?

**Edna:** Yeah, it's a very flexible program where we work with the membership - The leaders and the members - work together to put together a project that will be beneficial for the members and can fit into their schedules as well as the volunteer's schedules.

**Brooke:** Okay, and what kinds of programs are offered? Just in Haliburton for instance.

**Edna:** Actually, right now we have no members from Haliburton, but any of the clubs that we have going on in the City of Kawartha Lakes, if there was volunteers and members they could participate up there as well. So we have your live stalk clubs - beef and dairy and sheep. Then there's farm safety, there is [...] we actually have a canine club where the members and their dogs learn agility, we have a small engine club where the members learn the parts of a small engine, and they actually work on the small engines to get them running. There's cooking clubs, there's sewing clubs, there is a couple of what we call 'Christmas clubs' and they look at Christmas traditions around the world and with those clubs they end up doing Christmas baking, packaging the treats that they have made and going to a local nursing home and handing them out to the residents of the nursing homes.

**Brooke:** That's really good.

**Edna:** And [...] Vet science, there's a couple of different horse clubs.

**Brooke:** So there's a good range I'd say?

**Edna:** Oh yeah. Basically if there's an idea of something that is not covered then if we have a volunteer that's willing to put the time and effort into creating a project then you can create your own project too, it's very flexible.

**Brooke:** That's very good. How many youth participate in the programs would you say, just a rough estimate?

**Edna:** I think last year we had approximately 140.

**Brooke:** And that was throughout Kawartha Lakes and Haliburton?

**Edna:** Yeah.

**Brooke:** Ok. Would you agree that the 4H clubs work to provide a welcoming environment that fosters personal growth and development, encourages team collaboration, peer-to-peer support and independent learning?

**Edna:** Most definitely. We try to keep our club meetings to make everybody feel included, and I have personally seen where you take a 10/11/12 year old member who's shy, kind of backwards and by the time their 4H career is completed, they have just absolutely blossomed into leaders in the community. A lot of our members then go on once they've got their post-secondary education taken care off, whatever community they reside in, they go on to lead 4H clubs or they get involved in municipal politics, and just whatever they can do to give back to the community. The organization is [...] one of the things they focus on as well is parliamentary procedure, so how to run a proper meeting, also because we are supported by different companies within the area then the members, you know, they're responsible for thanking the companies that are assisting us, and it give them a better feel then for what it's like to just thank people, and they find that the more you thank somebody then the more willing they are to help you out in the future.

**Brooke:** Definitely, that's good. So following the same idea would you say that the 4H clubs promote socialization and expansion of peer circles?

**Edna:** Most Definitely. Our members [...] range in age from 10 – 21, and you can have somebody from each of the age groups, and what the older members will do is they will take the younger members under their wing and pass on their knowledge to them so that the younger members then start too look up and respect the older members. With some of the [...] regional, provincial and national opportunities that 4H provides, they really do get a chance to grow and they just blossom. We encourage the older members to help the younger members so that [...] sometimes the adults just can't get a thought through to the teenagers, but yet another teenager can and definitely reword it so that the other members understand it.

**Brooke:** Absolutely, so I'm just going to give you a quick definition of community belonging before I ask the following question.

**Edna:** Okay.

**Brooke:** 'Community Belonging' refers to "The degree to which an individual is connected and / or attached to their community. This sense of connectedness is based on participation and social attachments among individuals within the community and interactions with the community as a whole"

**Edna:** Okay.

**Brooke:** Given this, would you say that 4H clubs in some respect promote community belonging through their programs?

**Edna:** Most definitely. We do a lot of fundraising for the 4H organization and it involves the members getting out [...] for instance we have a food group that we do and so the members get to get out there and help with the food booth and in that respect then they get to meet different people, and they find different interest as well that once they become adults then they have other opportunities to join other organizations.

**Brooke:** So prior to this would you think that they 4H club is aware of the significance or impact that having a sense of community belonging can have for youth?

**Edna:** Most definitely. We try to encourage the members to get out there and do whatever they can to help their community, [...] we just feel that it is very important [...] its nice to stay on your own, so to speak, but its so much more rewarding, and our members find it more rewarding once they get out there and get involved in the community.

**Brooke:** Have you ever thought that through your programs that community belonging or the sense of community belonging could help mitigate youth crime?

**Edna:** I actually do believe that, and it's simply because [...] of the different activities they do, they really do learn respect for the community for their fellow members and volunteers, but they also learn to respect themselves. So in respecting - at least my belief anyways - if you respect yourself and you respect others, then you're less likely to do something that's going to hurt somebody else. Whether it be [...] stealing from them or just doing things that aren't socially acceptable.

**Brooke:** So would you be willing to incorporate or work towards promoting community belonging within your programs? Even though it's already established within the programs? But it might not be known to the community?

**Edna:** Absolutely, yep. Exactly, that is the one downfall I'm going to say that the 4H program has. [...] The lack of knowledge from the community to know what we are about. Quite often we will hear the comment 'Oh you don't want to be part of 4H, it's only for farm kids'.

**Brooke:** Yes, that's the stereotype. The 'Agricultural Clubs'.

**Edna:** Yes, exactly. So our job as 4H volunteers, is to dispel that myth and find programs or clubs that the members or anybody can get involved in.

**Brooke:** Alright, so where does the 4H clubs receive funding from?

**Edna:** [...] There are a lot of generous sponsors throughout the communities. The members do pay a membership fee, so that looks after a lot of the local expenses, and we do have a program in place within Kawartha Lakes / Haliburton where if we know of a family that would benefit from the program but they just cannot afford it, we will make sure that their kids can get involved. Through our community cooperate sponsors their membership is looked after, just as a way of [...] because we believe so strongly in the program, that if we can give them a little bit of an insight into what the program is then the parents will be more likely to [...] be able to figure out the funding. And it may not be full funding [...] if they can only afford half then as a board we would then look at all the ins and outs and say 'you know, yeah this family deserves some assistance'.

**Brooke:** That's good. Have you noticed any trends negative or positive in the youth who participate in your programs? I know you kind of already went over this so you don't necessarily have to [...]

**Edna:** No, it's fine. I am very proud of the members that we have. They all are very positive and just as an example my husband was a first time volunteer last year and he was blown away about how down to earth and just good these kids are and how they just, seemed [...] even by the end of the club they just seemed so eager and so thankful that we are giving our time to teach them something different.

**Brooke:** That's good.

**Edna:** Yeah. The kids [...] we've had members where when they first joined it's like pulling teeth to get them to say anything. One example is, I'm not even sure how old she is now, 19-20 somewhere in there, when she first began she was the little church mouse, you couldn't [...] I mean, she participated but she just didn't go out of her way to do things, and she won the Lindsay Fair Ambassador last year.

**Brooke:** Oh wow, good for her.

**Edna:** We've had a lot of members; a lot of the girls have gone on and become their local fair ambassadors.

**Brooke:** Well that's really good. We already kind of talked about barriers, so are there any other barriers that you can think of that haven't been addressed? So I know that you guys do address financial barriers and accessibility barriers, but is there anything else sticking out to you?

**Edna:** Um, nothing really. As far as the members with mental or physical disabilities we've never really had any experience with that in our area. We've had a couple members who have some mental disabilities but our belief is, as long as you address their needs you don't treat them any different [...] Again they go on and just, it really is kind of a neat feeling watching somebody who you know is a little disabled mentally that, they blossom as well, because they aren't treated different. You know, if they have like a reading disability then you don't necessarily make them do any reading. You give them something else that they can do and some other way they can participate. We don't single anybody out, everybody is equal and whatever it takes to make them feel equal is what our volunteers do.

**Brooke:** That's good. Is there anything you would change or like to improve about the programs within the 4H clubs?

**Edna:** Um, I really wish we didn't have to charge the members, I was a 4H member - well I've been involved with the 4H program for almost 40 years - and back when I was a member everything was paid for because it was government funded. It was about 2000 it went to become a private organization. So I mean, other than the funding issue [...] because as I said, our volunteers are so enthusiastic about the program [...] if we could change non-4Hers opinion of the programs [...] And we're working on that, it's just something that takes time.

**Brooke:** Work in progress?

**Edna:** Yes.

**Brooke:** So do you have anything else to add on the topic of community belonging and youth?

**Edna:** I don't think so, think we pretty much covered it.

End of Interview

Time elapsed: 20:58 minutes.

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