EXECUTIVE SUMMARY:

In 2010, Council endorsed the Parks and Recreation Master Plan which included a recommendation for the City to develop a Youth Strategy. The Kingston Culture Plan, also approved in 2010, recommended inclusion of cultural activity in the Youth Strategy. In November 2011, Council passed a motion to reaffirm its support to the development of a youth strategy that promotes diversity and tolerance and provides inclusive programs and services for all young people.

The Kingston Youth Strategy and Community Action Plan is a result of an initiative, “Y2K Kingston”, which began with a strength-based community desire to be two things: youth friendly and inclusive. More than 700 youth, 100 adults and 40 organizations have been consulted to create this strategy. Two research reports, one a survey of schools and community organizations regarding their programs, and the second gathering youth input on their needs, have informed the process.

Forty plus community organizations made up the Youth Adult Partnership Team (YAPT); a core group (CAST-Collaborative Action Steering Team) which facilitated the progress of the strategy throughout the past two years.

- 18 separate organizations committed to taking action on the strategy recommendations;
- These organizations outlined 95 separate actions they could do to implement recommendations; and
38 of these actions were already in progress, 24 had full organization commitment, and 29 needed further consultation.

In order to achieve the eight (8) principles included in the Youth Strategy, four (4) key strategic priorities for action are identified:

1. Enhance youth voice, inclusion and positive interactions between youth and adults.
2. Increase communication, collaborative action and leveraging of existing resources among community stakeholders and the City.
3. Improve program accessibility and equity of services for young people of all ages (transportation, cost, services, program and employment).
4. Develop programs and services to address current gaps identified by young people.

City staff recognizes that a lot of work and effort has been put into this initiative and the need to maintain momentum in the community. In order to do so, City staff are recommending that the first year funding for the initial start-up of the CAST/YAPT be included in the 2014 operational budget and funded through the Working Fund Reserve. This funding will ensure that the CAST/YAPT continues its work; that an implementation plan is developed and that some of the recommendations be implemented. City staff are also working with community partners to seek grant funding that could be applicable to this initial investment.

City staff have also identified that the Youth Strategy, the Age Friendly Plan and the Poverty Reduction Strategy have many similar and common recommendations. Staff will look at how to better integrate and coordinate these three (3) strategies.

RECOMMENDATIONS:

THAT the Arts, Recreation and Community Policies Committee recommend that Council endorse the Y2K Kingston Youth Strategy and Community Action Plan; and

THAT the Arts, Recreation and Community Policies Committee recommend that Council direct staff to include an amount of $68,500 in the 2014 operational budget to be funded from the Working Fund Reserve, to cover Year One of the estimated facilitation costs for the continued project leadership; and

THAT the Arts, Recreation and Community Policies Committee recommend that Council direct staff to continue work with community partners and report back on the on details of the community action plan, including financial implications, to carry out the recommendations; and

THAT the Arts, Recreation and Community Policies Committee recommend that Council direct staff to continue to pursue funding options through grants and community partnerships.
AUTHORIZING SIGNATURES:

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<thead>
<tr>
<th>ORIGINAL SIGNED BY COMMISSIONER</th>
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<tr>
<td>Commissioner, Cynthia Beach, <em>Sustainability &amp; Growth</em></td>
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<td>Commissioner, Lanie Hurdle, <em>Community Services</em></td>
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<td>Gerard Hunt, Chief Administrative Officer</td>
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CONSULTATION WITH THE FOLLOWING COMMISSIONERS:

<table>
<thead>
<tr>
<th>Denis Leger, <em>Transportation, Properties &amp; Emergency Services</em></th>
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<tr>
<td>Jim Keech, <em>President and CEO, Utilities Kingston</em></td>
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| N/R |

*(N/R indicates consultation not required)*
OPTIONS/DISCUSSION:
In 2010, Council endorsed the Park and Recreation Master Plan which included the following recommendation:

“Develop a Youth Strategy in concert with youth and supportive community partners to ensure that engagement/empowerment and the resulting benefits to youth and the community continue to be a priority.”

On November 15, 2011 Council passed the following motion which reaffirmed its support of the development of a youth strategy that promotes diversity and tolerance and that provides inclusive programs and services for all young people:

WHEREAS a fellow City Councillor, Alan Hubley of Ottawa, and his family have suffered the death of their 15 year old son James; and

WHEREAS Councillor Hubley has described publically the efforts his gay son made to promote diversity even as he was bullied; and

WHEREAS our local school boards have policies in place regarding bullying and are concerned about the shortage of mental health services for young people; and

WHEREAS researchers, like Professor Wendy Craig at Queen’s University, are studying the devastating effects bullying has on both the victims and the perpetrators over time; and

WHEREAS National Bullying Awareness Week is November 13th to November 19th; and

WHEREAS the City of Kingston has committed to the development of a youth strategy in collaboration with local community partners;

THEREFORE BE IT RESOLVED THAT the Council for the Corporation of the City of Kingston supports the development of a youth strategy that promotes diversity and tolerance and that provides inclusive programs and services for all young people; and

THAT a copy of this motion be sent to The Rt. Honourable Stephen Harper, Prime Minister of Canada, The Honourable Leona Aglukkaq, Minister of Health, Ted Hsu, M.P. for Kingston and the Islands, The Honourable Dalton McGuinty, Premier of Ontario, The Honourable Deb Matthews, Minister of Health and Long-Term Care, The Honourable John Milloy, Minister of Community and Social Services, The Honourable Laurel Broten, Minister of Education, The Honourable John Gerretsen, Attorney General and MPP for Kingston and the Islands, and Ontario municipalities with a population of over 100,000, urging them to develop similar youth based strategies to ensure that all young people are given the chance to fulfill their potential.
To that end, Cultural Services and Recreation and Leisure Services Departments have combined efforts to act as a catalyst in rallying support from community organizations and schools to ensure Kingston provides its youth with a safe, healthy, and engaging community environment; a Youth Friendly community. Other agencies such as the United Way Kingston, Frontenac, Lennox & Addington (KFLA) and the Ontario Ministry of Tourism, Culture and Sport have joined as funding partners to expand the original scope of the Youth Strategy.

The development of this strategy has been a community effort. Young people and adults from across Kingston have not only contributed to researching and writing this strategy, but have also made the commitment to uphold and implement the recommendations it brings forward.

Over the past year, approximately 700 young people, 160 adults and over 40 organizations have given input and gathered information to create a Youth Strategy for the community of Kingston. There are several sources of information that were used as a basis for the strategy recommendations:

- **Initial youth strategy report:** Phase I Research: The City of Kingston commissioned a research report to provide an inventory of city-wide youth programming currently offered both in and outside of school to youth aged 13-24 years old.
- **Short paper survey:** A total of 450 youth and young adults (12-24) filled out this survey.
- **Long online survey:** A total of 191 youth and young adults (12-24) filled out this survey.
- **Focus groups:** Three focus groups with youth and young adults were held in the fall of 2012 with: 1) Queens students, 2) The New Mentality group (part of Pathways for Children and Youth), 3) Immigrant Services for Kingston and Area youth group.
- **Kingston Youth Forum notes:** In November of 2012, a City-wide Youth Forum was held to gather input on the Kingston Youth Strategy.
- **CAST and YAPT Meetings:** The Collaborative Action Steering Team (CAST) which has been the key planning body for the Youth Strategy met 32 times over the past year.
- **CAST Draft Strategy Writing Session:** In December of 2012, a group of youth and adult CAST members met to review the research results that had been compiled by the Students Commission.
- **Decision-Makers Focus Group:** In January of 2013, key community decision-makers were brought together to review and give input on the research and recommendations that had been generated to date. 43 adults and 3 youth attended this event. 19 community organizations and 7 different City departments were represented.

Through the consultation process, the following eight (8) guiding principles emerged as the foundation of the Kingston Youth Strategy and represent the collective community values:
1. Young people are involved in decision-making
2. Youth and adults communicate and collaborate on community issues
3. Neighborhoods, communities and organizations across the City are connected
4. Young people have opportunities for personal growth and employment
5. Programs and services are accessible to, and inclusive of, all young people
6. All young people have their basic needs met
7. The community has strong health and wellness services
8. Young people are able to hang out in safe and inclusive spaces and environments

The four (4) key strategic priorities for action identified in the Youth Strategy and in the Executive Summary of this report are organized into four (4) research areas in the Youth strategy Action Plan:

1) Voice, Communication, Collaboration and Decision Making
2) Programs and Opportunities
3) Environment and Spaces
4) Health and Wellness

At the Decision-Makers Forum, these research areas above were used to formulate tables made up of City and community representatives. Significant data was collected at each table, led by co-chairs (youth/adult), which informed the development of the recommendations. The co-chairs committed to continue to lead and mobilize their research area with community organizations in order to carry out the action plan recommendations over the next three years. This model with a shared use of existing staff and resources will enable a cohesive and cost effective approach to achieving the priorities set out in the Youth Strategy.

**Implementation**

To ensure continuity through the implementation phase of the Kingston Youth Strategy, it is essential that the Collaborative Action Steering Team (CAST), which has been the key planning body for the Youth Strategy, continues and be supported through a consistent leadership model. This can be achieved by engaging the Students Commission of Canada to continue to play a key role in the leadership of the community action plan over a three year period. The estimated cost for the first year start up implementation is $68,500. Staff are recommending that this amount be included in the 2014 operational budget and that it be funded through the Working Fund Reserve. This support will help leverage other funding opportunities including the Ontario Trillium Foundation, United Way and other levels of provincial and national funding as well as local service clubs and corporations.

Staff will work with other community partners to detail an implementation plan which will include City and community responsibilities as well as financial implications. This plan will be brought forward at a later date.
City staff will also be reviewing its recently endorsed Age Friendly Plan, Poverty Reduction Strategy and the Youth Strategy to ensure appropriate coordination as there are many similar recommendations across the three (3) plans and strategies.

EXISTING POLICY/BY LAW:
Parks and Recreation Master Plan
Kingston Culture Plan

NOTICE PROVISIONS:
N/A

ACCESSIBILITY CONSIDERATIONS:
This report is available in alternate formats.

FINANCIAL CONSIDERATIONS:
The recommended amount to support the start-up of the CAST is $68,500 for the first year. City staff is recommending that this amount be incorporated in the 2014 operational budget and be funded through the Working Fund Reserve. City staff are working with community partners to seek grant funding and other contributions that could reduce the City’s initial financial support. A detailed implementation plan, with potential financial implications, will be brought to Council at a later date.

CONTACTS:
Cynthia Beach, Commissioner, Sustainability & Growth  613-546-4291 ext. 1150
Lanie Hurdle, Commissioner, Community Services Group  613-546-4291 ext. 1231

OTHER CITY OF KINGSTON STAFF CONSULTED:
Annalee Adair, Manager, Community Engagement & Education, Cultural Services Department
Lynda Breen, Supervisor, Recreation Programs, Recreation & Leisure Services Department
Sheila Kidd, Director, Transportation Services
Cheryl Hitchen, Manager, Social Policy & Strategic Community Development
Sheldon Laidman, Director, Housing Department
Adele Lafrance, Director, Community & Family Services

EXHIBITS ATTACHED:
Exhibit A  Y2K Kingston Youth Strategy and Community Action Plan
"When I'm heard I feel valued, I want to engage more, I feel connected and I feel good inside."

Y2K Youth CAST

The Students Commission, June 2013
Thanks to the Collaborative Action Steering Team (CAST) Members

The development of the Y2K Kingston Youth Strategy took shape and was executed by a group of dedicated CAST volunteers. The CAST included youth 12 – 17, young adults 18 – 24, and adult allies from the community including those representing organizations and government. The CAST is facilitated as a fluid group; people come and go as they can, attending meetings and special events that coordinate with their schedules. Some meetings can have 10 – 12 people attend while others have almost 30. A BIG thanks to the CAST members who helped turn the idea of Youth To Kingston into the Y2K Kingston Youth Strategy:


Written by the Students Commission of Canada

The Students Commission was founded in 1991 with a mission to help young people put their ideas for improving themselves, their communities and their world into action. In the year 2000, The Students Commission became the lead for The Centre of Excellence for Youth Engagement, which networks academics, youth organizations and young people together to provide research and training to improve youth programs and youth engagement in Canada. An independent, charitable, non-governmental organization, The Students Commission is active across Canada, supporting young people to participate in the activities of local, provincial, national and international organizations and governments. The Students Commission has supported the development of municipal youth strategies for several other communities including, Dryden ON, Mississauga ON, and Halton Hills, ON. It has also supported youth governance strategies and program development for organizations such as YMCA Canada, Girl Guides Canada and the Kids Help Phone.

This strategy would not have been possible without the generous support of the Ontario Ministry of Tourism, Culture and Sport, The United Way of Kingston, Frontenac, Lennox and Addington, and the City of Kingston. Thank you! Also, thanks to all the Youth Adult Partnership Team members and local businesses that generously donated funds and resources throughout the development process.
Endorsements

The development of this strategy has truly been a community effort. Young people and adults from across Kingston have not only contributed to researching and writing this strategy, but also have made the commitment to uphold and implement the recommendations it brings forward. In its final stages, the strategy was posted on the Y2K website (http://www.studentscommission.ca/y2k/) for the community to review, provide feedback and endorse. At this stage, the following individuals and organizations have already made a commitment to upholding the recommendations in this strategy:

- Algonquin & Lakeshore Catholic District School Board
- Ann Blake
- Boys and Girls Club of Kingston & Area
- Brianne Peters-Librarian, Kingston Frontenac Public Library
- David Downes (Home Base Housing)
- DR Elizabeth
- Family and Children's Services Frontenac, Lennox and Addington
- Hart Studio
- Heart and Stroke Foundation
- Immigrant Services Kingston & Area (KCHC)
- Immigration Service Kingston and Area (ISKA)
- KEYS Job Centre
- KFL&A Public Health
- Kingston School of Dance
- Lorenzo Colocado, Queen's University
- Luke Kowalski
- Lydia Claire Wilton
- Maddy Ross
- Modern Fuel Artist-Run Centre
- Reelout Arts Project Inc.
- Sabrina Parker
- Street Health Centre
- Three Things Consulting; Kingston; Ontario
- Tristan Banyay, Youth Care Worker (YCW)
- Wendy Vuyk, Kingston Community Health Centres
- YMCA of Kingston
- Youth Diversion Program

“We are pleased to endorse the Kingston Youth Strategy, as it recognizes the importance of and promotes student voice, inclusion, health and well-being, and accessibility to quality community programs for the students whom we, as a Catholic school system, serve in the Kingston area.”
Louise Lannan, Algonquin & Lakeshore Catholic District School Board

The Boys and Girls Club of Kingston & Area are excited about enhancing youth development and engagement with our community partners.
Harold Parsons, Boys and Girls Club of Kingston & Area
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Introduction

Y2K Kingston began with a strength-based community desire to be two things: youth friendly and inclusive. Youth friendly is a community that:

“actively supports and provides opportunities for the growth and development of youth...through play. Play is any non-school activity that has elements of choice, leads to satisfaction, and encourages progressive learning and enjoyment. Activities can include – but are not limited to – recreation, sport, leisure, arts, drama, dance, civic engagement, youth activism, volunteerism, social clubs and youth leadership.” (Play Works)

Inclusive is a community that promotes diversity and acceptance, and provides inclusive programs and services for all young people. (City of Kingston, Council Resolution, Nov 15, 2011)

The process that has generated this strategy has exemplified both these principles. The work has been collaborative, involving a series of meetings and events, hosted by committed organizations from across the community and City staff. A group of volunteers from various organizations, calling themselves the Youth Adult Partnership Team (YAPT), has overseen the overall development of the strategy, facilitated by The Students Commission, lead of The Centre of Excellence for Youth Engagement. A smaller group, called the Collaborative Action Steering Team (CAST), has met more than 32 times and done the work of surveying, consulting, and drafting the strategy through a series of events and community outreach. During the past year they have engaged approximately 700 young people, 100 adults and more than 40 organizations in order to create two background research documents and then the strategy.

The final collaborative work has involved engaging community leaders to review and refine the recommendations of the strategy into actionable steps, indicating the support they could provide support during implementation.

There are issues to be addressed. According to Canadian Census data, approximately 25.8% of Kingston’s youth are in households living in poverty and Kingston youth scored higher than the provincial average in terms of crime rate, suicide and teenage pregnancy. Youth in Kingston have identified gaps in programming, housing, and mental health services. The initiative began when the City of Kingston’s Parks and Recreation Master Plan (May 2010) recommended the pursuit of a Youth Friendly City designation from the Province of Ontario. Not long after, 15-year-old Jamie Hubley committed suicide in October 2011, due to extreme bullying and relentless teasing about being gay. Kingston community members appeared before City Council and shared their thoughts about the death of Jamie and others like him. The merging of City and community interests received the go-ahead when on November 15th, 2011 Council passed a motion to support the development of a youth strategy that promotes diversity and tolerance and that provides inclusive programs and services for all young people.

THEREFORE BE IT RESOLVED THAT the Council for the Corporation of the City of Kingston supports the development of a youth strategy that promotes diversity and tolerance and that provides inclusive programs and services for all young people.

CARRIED UNANIMOUSLY.

1 2006 Canada Census data
KINGSTON YOUTH STRATEGY PLANNING PROCESS

STEP 1
Community Organizing/ Prioritizing

STEP 2
Assessment and Recommendations
Research Reports Phase 1, Phase 2

STEP 3
Systems Action Planning

COMMUNITY STAKEHOLDERS AND CHAMPIONS

The Students Commission

City: Cultural Services/Recreation and Leisure Staff

CAST
Collaborative Action Steering Team

Youth Adult Partnership Team (YAPT)

Programs & Opportunities Table

Health & Wellness Table

Environment & Spaces Table

STEP 4
Youth Strategy & Community Action Plan

STEP 5
Implementation
Outcomes
Community Based Evaluation

COMMUNITY STAKEHOLDERS AND CHAMPIONS

- Youth
- Adults
- Community organizations
- City

STEP 3
Systems Action Planning

YOUTH / ADULT ROUNDTABLE / COUNCIL
Monitors, oversees, evaluates, champions
Consultation

More than 700 youth, 100 adults and 40 organizations have been consulted to create this strategy. Their input was gathered through focus groups, events, surveys, in-depth discussions, and forums. Two research reports, one a survey of schools and community organizations regarding their programs, and the second gathering youth input on their needs, have informed the process. The CAST and the YAPT oversaw the generation and refinement of recommendations arising from the research, including a day-long review and commitment to action from key community stakeholders.

- 18 separate organizations committed to taking action on the strategy recommendations
- These organizations outlined 95 separate actions they could do to implement recommendations
- 38 of these actions were already in progress, 24 had full organization commitment, and 29 needed further consultation.

Y2K Principles

Through the consultation process, the following guiding principles emerged for all actions related to implementing the strategy. These principles are the foundation of the Kingston Youth Strategy and represent the collective community values.

In Y2K’s vision of a youth friendly community:

1. Young people are involved in decision-making
2. Youth and adults communicate and collaborate on community issues
3. Neighborhoods, communities and organizations across the city are connected
4. Young people have opportunities for personal growth and employment
5. Programs and services are accessible to, and inclusive of, all young people
6. All young people have their basic needs met
7. The community has strong health and wellness services
8. Young people are able to hang out in safe and inclusive spaces and environments

The Strategic Priorities

In order to achieve the principles, four key strategic priorities for action are identified, with recommendations for achieving the priority, as well as concrete next steps.

1. Enhance youth voice, inclusion and positive interactions between youth and adults
2. Increase communication, collaborative action and leveraging of existing resources among community stakeholders and the city
3. Improve program accessibility and equity of services for young people of all ages (transportation, cost, services, programs, employment)
4. Develop programs and services to address current gaps identified by young people
### Strategic Priorities

1. Enhance youth voice, inclusion and positive interactions between youth and adults
2. Increase communication, collaborative action and leveraging of existing resources among community stakeholders and the city
3. Improve program accessibility and equity of services for young people of all ages (transportation, cost, services, programs, employment)
4. Develop programs and services to address current gaps identified by young people

### Programs and Opportunities

**Recommendations for Action**

- Provide programming that meets the needs and interests of youth (arts, physical activity)
- Improve program accessibility for all young people (cost, transportation, accessibility, culture)
- Enhance personal and professional development opportunities for young people and increase graduate retention.
- Enhance awareness of programs and opportunities and establish a centralized channel of communication.

### Health and Wellness

**Recommendations for Action**

- Address the gap young people identify in mental health and addictions services.
- Support youth with rules, regulations and voice when it comes to their health and wellness.
- Address the stigma associated with language used to talk about mental health issues.
- Improve access to housing for marginalized youth.
- Expand access to healthy food/nutrition programs.
- Improve access to affordable physical activity.
- Improve program accessibility for young people with special needs.

### Environment & Spaces

**Recommendations for Action**

- Increase the number of free youth-friendly hangouts within the city.
- Establish partnership between Kingston Transit and Y2K in order to improve young people’s access to transit services.
- Support community collaboration with Kingston Police to improve safety for young people.
- Improve relationships between Kingston City Police and young people.
## Strategic Priorities and Areas for Action

The following charts summarize the key action items involved with implementing the strategy recommendations. These recommendations and actions items each support one of the 4 strategic priorities. Action items with an asterisk* are repetitive and thus represent how consolidated efforts can achieve multiple recommendations.

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<tr>
<th>Priority 1: Enhance youth voice, inclusion and positive interactions between youth and adults</th>
<th>ACTION ITEMS</th>
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<td><strong>RECOMMENDATIONS</strong></td>
<td><strong>ACTION ITEMS</strong></td>
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| 1) Actively engage youth in decision making and program development at all levels | A. Establish municipal youth advisory mechanisms  
B. Provide 3 years of program funding for youth advisory mechanisms (Facebook, populating youth portal…)  
C. Enhance youth governance in community organizations  
D. Provide start-up funding for CAST/YAPT meetings, events, space and administration* |
| 2) Enhance personal and professional development opportunities for young people and increase graduate retention | A. Youth-driven trainings, evaluation and program development*  
B. Inventory, promote and encourage mentorship and internship programs  
C. Explore options for young professional positions  
D. Create employers guide for hiring/coaching youth employees  
E. Submit all volunteer opportunities to the United Way database  
F. Explore start up grants for young entrepreneurs |
| 3) Support youth with rules, regulations and voice when it comes to their health and wellness. | A. Support youth engagement on health and wellness advisory committees*  
B. Support youth engagement in health policy design, implementation and evaluation*  
C. Create and/or identify evaluation tools to measure organizational readiness re: youth engagement* |
| 4) Enhance relationships between Kingston City Police and young people. | A. Explore options/opportunities to expand work with Integrated police and youth programs i.e. YIPI (Youth In Policing Initiative)  
B. Support the provision of adult ally training for identified community police officers  
C. Explore options/opportunities for one FTE Youth Policing Officer to have a presence in the community and to coordinate integrated youth and police programs |
## Priority 2: Increase communication, collaborative action and leveraging of existing resources among community stakeholders and the City

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| 5) Foster collaboration and partnership between community organizations | A. Continue YAPT and CAST to assist with implementing strategy*  
B. Invite City Council members to YAPT/CAST meetings  
C. Dedicated staff time participation in YAPT/CAST* |
| 6) Support community collaboration with Kingston Police to improve safety for young people. | A. Advocate for further research re: safety and crime reports  
B. Create a “youth friendly” crime reporting mechanism  
C. Continue YAPT and CAST to collaborate on community safety issues*  
D. Consolidate community efforts around bullying, racism and discrimination (YAPT/CAST)* |
| 7) Enhance awareness of programs and opportunities and establish a centralized channel of communication. | A. Continue YAPT and CAST  
B. Fund the development of a youth portal of programs, opportunities, resources, services and events |

## Priority 3: Improve program accessibility and equity of services for young people of all ages (transportation, cost, services, programs, employment)

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| 8) Improve program accessibility for all youth (cost, transportation, accessibility, culture) | A. Enhance cross-agency collaboration and resource sharing (YAPT and CAST)*  
B. Establish (youth-led) trainings and resources for effective youth programming*  
C. Create standard definition of youth (i.e. 13 – 24yrs) that includes non-students  
D. Explore options for a youth shuttle between organizations, programs and events  
E. Increase subsidy awareness for low-income youth to access programs and services  
F. Expand subsidies for low-income youth (18-24) to access programs and services  
G. Apply for Youth-Friendly designation from Play Works |
| 9) Address the stigma associated with language used to talk about mental health issues. | A. Support youth input on mental health promotion and recruitment language |
| 10) Improve access to housing for youth. | A. Support youth engagement in housing programs/strategies |
| 11) Expand access to healthy food/nutrition programs. | A. Engage young people in the Kingston Food Policy Council.  
B. Promote community gardening benefits and opportunities to youth. |
| 12) Improve access to affordable physical activity. | A. Advocate for continued funding from Ministry of Tourism, Culture and Sport and Ministry of Children and Youth Services |
| 13) Improve program accessibility for young people with special needs. | A. Capacity building for organizations to enhance accessibility  
B. Continue YAPT and CAST to facilitate cross-agency initiatives* |
| 14) Establish partnership between Active transportation groups/organizations and Y2K in order to improve young people’s access to active transportation. | A. Present Y2K findings and recommendations to Kingston Transit  
B. Engage youth/CAST as a stakeholder in Transit planning processes in order to collaborate on transit solutions  
C. Promote and educate youth on KCAT’s “active transportation” plan  
D. Engage youth in the development of a bike-lane strategy  
E. Support Yellow Bike Action  
F. Explore subsidized transit opportunities (i.e. continuing Grade 9 free bus pass)  
G. Promote and educate young people on transit plan and transit use |

### Priority 4: Develop programs and services to address current gaps identified by young people

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| 15) Provide programming that meets the needs and interests of youth (arts, physical activity) | A. Create Inventory of programs/opportunities to confirm gaps, consolidate overlap, populate Youth Portal  
B. Develop (youth-led) trainings and resources for effective youth programming*  
C. Confirm and address youth identified gaps in programming and subsidies (physical activity, the arts, mental health and addictions, non-alcohol activities for 19-24)  
D. Support the development of an evaluation plan for the Strategy and undertake evidence-based evaluation of youth programs and services in Year 3 |
| 16) Address the gap young people identify in mental health and addictions services. | A. Engage youth in health and wellness initiatives i.e. committees, and program development*  
B. Continue YAPT and CAST*  
C. Dedicate staff time for participation in YAPT/CAST*  
D. Develop evaluation tools to measure organizational readiness for youth engagement |
| 17) Increase the number of free youth-friendly hangouts within the city. | A. Connect new and existing youth hangouts to programs and services  
B. Create GIS mapping of hangouts for Youth Portal  
C. Engage youth in the redevelopment of Wally Elmer Youth Centre  
D. Support the development of 4 ‘new’ free youth friendly hang-outs/spaces |
Background
In late 2011 the City of Kingston Cultural Services were actively developing a Youth Arts Plan and Strategy. They launched an online survey ‘Mapping Arts, Culture and Recreation Participation by Youth in City-owned and Community-based Facilities’, and partnered with The City of Kingston’s Recreation and Leisure Services Department to host an initial meeting of local youth organizations, health organizations, educators and community groups. This initial meeting on December 8th, 2011 allowed for dialogue to take place regarding what a youth led strategy could look like in Kingston and set the stage for young people to become actively involved in planning the next stages.

Kick-started by the City and supported by local organizations a planning team made up of youth, young adults, the City and community organizations was formed and met throughout December and early January to determine how to move forward. This group organized an event on January 18th 2012 to develop greater interest in the strategy and recruit more young people to be involved in the process. The Students Commission of Canada volunteered to support the facilitation of the day, along with youth and young adult facilitators from the community. Youth engagement was enhanced through active recruitment, free transportation, food, and entertainment. Young people were given the same information provided to the adults in November and asked to participate in small group discussions about what developing a youth strategy could look like. With more than 80 people registered for the first youth meeting it was very successful.

After receiving funding from the United Way serving Kingston Frontenac Lennox & Addington and the Healthy Communities Fund of the Ministry of Culture, Tourism and Sport, the City hired the Students Commission of Canada, to support the ongoing facilitation of the strategy development. At that point more than 100 youth and adults had committed to being involved with creating a Kingston youth strategy.

The Students Commission was founded in 1991 with a mission to help young people put their ideas for improving themselves, their communities and their world into action. In the year 2000, The Students Commission became the lead of The Centre of Excellence for Youth Engagement, which brings academics, youth organizations and young people together to provide research and training that will improve youth programs and youth engagement in Canada. The Students Commission has supported the development of municipal youth strategies for several other communities including, Dryden ON, Mississauga ON, and Halton Hills, ON.
The Creation of the YAPT and CAST

On February 16th 2012 a ‘Pie Potluck’ was thrown and youth and adults from the previous meetings came together to determine next steps for the strategy development process. The Youth Adult Partnership Team (YAPT) was created as an overarching group to provide support, guidance and direction to the development process. Recognizing that the group (of approximately 100) would be too large to be a working body, they decided to meet sporadically throughout the development process to provide feedback, share ideas and stay up-to-date with what was happening with the strategy.

It was suggested that a smaller working group of interested YAPT member be created to take on a more active role in the strategy development. This group was formed at a subsequent meeting of 17 youth and adults, who named themselves the Collaborative Action Steering Team (CAST). The group also settled on a name for the project: Y2K (Youth to Kingston), and Y2K 2012: A Kingston Youth Strategy was born.

Facilitated by the Students Commission and supported by various members the group, the CAST met 32 over the past year. Membership included adult representatives from community organizations and the City, as well as young adults and youth. To support the engagement of younger members snacks, community building activities, and assisted transportation to and from the meetings was provided. Above all, the CAST drove the project forward is responsible for the success of this strategy.
CAST Testimonials

“Being involved in Y2K has developed me in many more ways than expected. I have learned more about my city and opportunities it provides, gained relationships and made connections with other organizations within the city. Y2K is so much more than a campaign, it is a community network working with a collective goal to engage and support youth. It helps create a youth friendly city by giving youth a voice and connecting and building relationships between different local organizations. I am so thankful that I have had the privilege to work with the amazing group of people and be part of the positive change the Y2K 2012 Youth Strategy will bring to Kingston.”

16 Year Old CAST Member

“Being involved in the CAST of Y2K has totally changed my life. Y2K has made me feel how important I am as well as every individual in this world. It is a place where everyone is welcomed and loved. I have been part of Y2K since February and I have learned and experienced so many things. One of that is to BE HEARD - the feeling of being heard makes me feel important and that I matter. Another experience that I had in Y2K is the youth forum. I am really happy and impressed that there are adults in my community who are willing to listen and hear our (youth’s) opinions. Y2K is such a wonderful place where everyone is welcome. Each individual in the CAST of Y2K has inspired me so much by their different life stories. The CAST of Y2K is not only a place where we talk about the issues of the youth. It is a place where we build the dreams of every teenager here in Kingston.”

18 Year Old CAST Member

“Being involved in the CAST of Y2K has been a fantastic experience. Connecting with so many youth, young adults, adults, and community groups has really energized me and reaffirmed my commitment in supporting authentic youth engagement opportunities in the health promotion work we do at KFL&A Public Health. I’ve seen the amazing things that can be accomplished when a whole community is engaged and I’m excited to see the good things that come from the work of the Kingston Youth Strategy.”

CAST Member KFL&A Public Health
Y2K 2012 Achievements

**November 2011**
- Initial Organizational Meeting at Grand Theatre

**January 2012**
- Initial Youth Meeting at Grand Theatre

**February 2012**
- 1st Youth/Adult Meeting: The Birth of the Youth Adult Partnership Team (YAPT) at Library, an overarching collaborative of 40 plus organizations and youth committed to assisting the drafting of the strategy.

**March 2012**
- The Birth of CAST, the Collaborative Action Steering Team, youth and adults who would meet regularly to do the work and report to YAPT. Regular Meetings at various locations.

**April 2012**
- City of Kingston Youth Strategy Phase 1 Research report completed
- Adult Allies Training hosted at Boys and Girls Club
- Working Groups Formed: Communication, Listening To Youth
- Initial 5 Research Questions for Phase 2, Themes Developed

**May 2012**
- Youth Week Activities

**June 2012**
- Draft Surveys Developed by CAST
- March In Support of Victims of Bullying

**July 2012:**
- YAPT Meeting at City Hall – Feedback on Survey’s
- Summer student hired to support project and work at City Hall
- Surveys tested throughout city by CAST

**August 2012:**
- Mini-YAPT Meeting to review analysis of draft tools
- Community BBQ at Wally Elmer Youth Centre
• B:Inspired Lunch with youth speaker Wes Prankard at Library
• With Modern Fuel produces Y2K 2012 PSA
• Surveys finalized and begin final collection

**September 2012**
• City of Kingston supports employment for two youth positions
• Kingston Youth Forum Planning Working Group formed
• Continued CAST participation at local events

**October 2012**
• Kingston Youth Forum at the Wally Elmer Youth Centre includes full day YAPT meeting
• Young Adults Participate in National Youth Gathering in Ottawa
• Ongoing consultation with youth by CAST in schools, local events

**November 2012:**
• Focus Groups hosted by Y2K youth staff
  • Youth and young adult members attend provincial youth conference, Shaking the Movers, on mental health and the United Nations Convention on the Rights of the Child
  • Y2K 2012 welcomes youth from Kitchenuhmayerkoosib Inninuwug First Nation officially on behalf of Kingston young people
  • Y2K 2012 and Grand Theatre host a play, Out in the Open, to talk about bullying/homophobia in Kingston

**December 2012**
• Y2K 2012 Strategy Writing Session, draft ready for circulation for comments and feedback

**January 2012**
• Key Decision Makers Day-Long Review and Refinement of Recommendations

**March 2013**
• Final On-line Strategy Review and Revisions
Data Sources

Over the past year, approximately 700 young people, 160 adults, and over 40 organizations have given input and gathered information to create a Youth Strategy for the community of Kingston. There are several sources of information that were used as a basis for the strategy recommendations.

1) Initial youth strategy report, Phase I research:
The City of Kingston commissioned a research report to provide an inventory of city-wide youth programming currently offered both in and outside of school to youth aged 13-24 years old. This report, “City of Kingston Youth Strategy Phase 1 Research” (2012) provides summarized findings of a survey and an environmental scan to gather information about existing programs that serve youth between the ages of 13-24. The online survey was filled out by staff at 40 public schools in the City of Kingston and 57 organizations within Kingston city limits.

2) Short paper survey:
Youth and adult members of the Collaborative Action Steering Team (CAST) developed and promoted a short paper survey. Pilot data was collected in July and August of 2012, and the final short survey data was collected between Aug. 28-Oct. 19 at various community events, programs, high schools, colleges and organizations. A total of 450 youth and young adults (12-24) filled out this survey.

“Can't be more proud of the work and process this strategy has gone through to be as inclusive and effective as possible. True strides in this city from many strong stakeholders, youth, young adults and organizations alike.”

– Lorenzo Colocado, Queen's University
3) Long online survey:
Youth and adult members of the CAST promoted an online survey using flyers, social media, websites, posters, e-mails, events and an online contest to win an iPad. Pilot data was collected in July and August of 2012, and after refining the survey it was reopened between Aug. 28 – Oct. 19th. A total of 191 youth and young adults (12-24) filled out this survey.

4) Focus groups:
Three focus groups with youth and young adults were held in the fall of 2012 with: 1) Queens University students, 2) The New Mentality group (part of Pathways for Children and Youth), 3) Immigrant Services for Kingston and Area youth group. They were facilitated by CAST members and, in the case of the New Mentality group, the focus group was self-facilitated. A total of 41 youth and young adults (12-24) participated in focus groups.

5) Kingston Youth Forum notes:
In November of 2012, a city-wide Youth Forum was held to gather input on the Kingston Youth Strategy. The notes from this 2-day event were analyzed for key themes and recommendations. A total of 30 youth, 20 young adults and 36 adults participated in the Forum.

6) CAST and YAPT Meetings
The Collaborative Action Steering Team (CAST) which has been the key planning body for the Youth Strategy met 32 times over the past year. These meetings have in part been an opportunity to refine and give input on the strategy documents and developments. Individuals devoted over 650 hours to CAST meetings. Approximately 6 youth, 4 young adults and 7 adults participate in regular CAST meetings.

7) CAST Draft Strategy Writing Session
In December of 2012, a group of youth and adult CAST members met to review the research results that had been compiled by the Students Commission. Based on the research findings, they began drafting recommendations to address the community gaps and needs. 6 youth, 2 young adults, 8 adults and 4 facilitators participated in this 2-day event.

8) Decision-Makers Focus Group
In January of 2013, key community decision-makers were brought together to review and give input on the research and recommendations that had been generated to date. They also discussed what actions their representative organizations could commit to in order to support the strategy’s implementation. 43 adults and 3 youth attended this event. 19 community organizations and 7 different City departments were represented.
Research Process and Methodology

Young people were engaged in all aspects of the research, including helping to design survey questions, gathering input, running focus groups and assisting to code the data received.

After all the surveys were closed and notes collected from the focus groups and events, the Students Commission began compiling and analyzing the amazing amount of data that had been collected. Engaging youth and young adults involved in the Y2K project, as well as high school co-op students and volunteers at the Students Commission, the data was compiled and coded in order to review, develop and refine recommendations for the Strategy.

Since much of the data collected was qualitative (open written responses) significant time was spent coding the responses. The coding process involves reading all the responses, identifying themes, and then counting the number of mentions that each theme received. Once the coding was finished, all the researchers discussed observations and questions that had arisen from the process helping to analyze the information and identify overall themes. This information was then compiled into a presentation and research summary for the CAST.

In December 2012, 20 members of the CAST gathered to review the research data and discuss the information and recommendations that had emerged. They spent 2 days refining the recommendations and identifying potential actions items for the city, organizations and community members to take on. The research phase identified four major themes that form the framework for the strategy:
1) Voice, Communication, Collaboration and Decision Making
2) Programs and Opportunities
3) Health and Wellness
4) Environment and Spaces

Recommendations and actions items related to these themes were reviewed and refined by approximately 45 key community decision makers at a January 2013 Focus Group. The first three themes Programs and Opportunities, Health and Wellness, and Environments and Spaces became three “Action Tables” at the event, tasked with organizing and refining recommendations and action items. Each table was co-chaired by an adult and youth from the community who had expertise in the area and a demonstrated commitment to championing the strategy during the implementation phase. The fourth theme, Voice, Communication, Collaboration and Decision-making, was recognized as the central core element, overlapping all three Tables. Each table was asked to incorporate this theme into their recommendations and actions. As such, all three Action Tables have recommended that the CAST, supported by YAPT, continue as the coordinator of the Community Action Plan, with specific responsibilities for ensuring that recommendations for youth voice, communication and youth involvement in decision-making are implemented.

Following the January event, the Students Commission has worked to synthesize the all gathered information into the final strategy and Community Action Plan.

"Youth and adults connected, worked well together, listened to each other, and worked together toward solutions."

YAPT Adult Member
COMMUNITY ACTION PLAN: INTRODUCTION

The Community Action Plan is an implementation guide that offers significant detail about the staffing and resources requirements that will be needed to support each recommendation. The Action Plan is organized according to the 4 research areas:

1) Voice, Communication, Collaboration and Decision Making
2) Programs and Opportunities
3) Environment and Spaces
4) Health and Wellness

During the strategy development, Action Tables of key stakeholders and decision-makers were brought together to provide expert input on these themes. This Community Action Plan is designed to support the ongoing work of these “Tables” to champion the implementation of recommendations related to their table.

Significant data was collected in each research area which informed the development of the recommendations. The recommendations and actions are synergistic and mutually re-enforcing. In other words, many of them can be achieved through intentional collaborative efforts within the same area of activity and shared use of staff and resources. For example, the creation of the Youth Portal will assist in achieving recommendations in all four strategic priority areas and all four research themes. It may seem like duplication to repeat an action item, such as “continue the YAPT and CAST”; however, this repetition emerged very clearly throughout the strategy development process, from many discrete and separate voices. The repetition, therefore, is true to the voice of those who wrote the strategy and clearly illustrates the efficiencies and actions that can be achieved through a small number of strategic investments.

“I feel this is a good start for something better for the future.”
YAPT Adult Member

“Youth in Kingston and all over want to be able to communicate with adults. Youth WANT to be the change and make Kingston better.” Young Adult CAST Member
Voice, Communication, Collaboration & Decision Making

Young people have the right to have their voice heard. Under the UN Convention on the Rights of the Child, which Canada ratified in 1991, young people must be included in the decisions that affect them. Youth have the right to be heard to inform policies, programs and decisions that impact their lives.

When young people are meaningfully engaged, they report having higher self-esteem, they show greater commitment to their relationships and community, and they demonstrate increased capacity. In addition to positive health outcomes and a decrease in negative risky behaviours, youth involvement in decision-making results in creating effective improvements in the community. As emphasized in the Public Health Agency of Canada 2011 report, “Positive mental health outcomes are associated with environments that are supportive, and with good communication with adults and peers in those environments.”

Youth feel helped, but not heard

According to the research conducted by the Y2K project, young people in Kingston feel helped, but not heard. While most youth/young adults responded that there were adults in their lives they could turn to if they needed support, significantly fewer felt respected, listened to or taken seriously. 44% of young people disagreed or strongly disagreed with the statement “adults listen to the things youth/young adults have to say.” At the same time, 77% said they were not aware of any formal ways for youth to voice their opinions.

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voice their opinions or collaborate with adults. When asked how to make Kingston a more youth friendly place, the 2nd most common answer was about improved communication and relationships between youth and adults.

Note about the survey data and graphs in the report: The graphs represent total number of respondents (not percentages). As you will see, the number of people that responded to each question varies significantly for questions that were included in one version of the survey but not the other.

For further research data related to this theme, please see the Phase 2 Research Report in the Appendix.
**VOICE, COMMUNICATION, COLLABORATION and DECISION MAKING**

1) **Actively engage youth in decision making and program development at all levels**
   
   | A. Establish municipal youth advisory mechanisms |
   | B. Provide 3 years of program funding for youth advisory mechanisms (Facebook, populating youth portal …) |
   | C. Enhance youth governance in community organizations |
   | D. Provide start-up funding for CAST/YAPT meetings, events, space and administration |

5) **Foster collaboration and partnership between community organizations**

   | A. Continue YAPT and CAST to assist with implementing strategy* |
   | B. Invite City Council members to YAPT/CAST meetings |
   | C. Dedicated staff time participation in YAPT/CAST* |
Programs and Opportunities

Young people should have access to programs and services that support their positive youth development. When young people are engaged and supported in their community, they are less likely to participate in risk-associated activities, and more likely to develop positive relationships and skills. Unfortunately many opportunities for young people are limited by cost, transportation, location, program availability, and unsuccessful promotion. Although many young people in Kingston are able to participate in programming on a regular basis, around 50% either cannot afford, or can only “sometimes” afford to participate in programming or events that have registration fees. At the same time, close to 77% of young people are unaware of groups to help them pay for activities if they cannot afford them. This result is consistent with the 2012 Youth Strategy Report: Phase 1 Research commissioned by the City of Kingston, which identified a “lack of information and consistency with financial subsidy structures.”

In general, young people in Kingston want more opportunities to get involved with their community and develop new skills. The top three opportunities of interest identified by youth/young adult respondents were employment services, music activities, and educational support services.

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6 Centre of Excellence for Youth Engagement. (2003). *Youth engagement and health outcomes: Is there a link?* Toronto, Ontario: Centre of Excellence for Youth Engagement.

Communication about youth opportunities

Young people want to see enhanced communication of opportunities, and greater communication and collaboration between youth and adults. Unfortunately, many young people are unaware of what’s going on in the community. Lack of awareness was identified as the top reason that young people did not participate in programs and services. Young people suggested using the internet (social media, websites…), schools and posters in order to get the word out about opportunities.

For further research data related to this theme, please see the Phase 2 Research Report in the Appendix
**Programs and Opportunities Action Plan**

**PROGRAMS AND OPPORTUNITIES**

2) Enhance personal and professional development opportunities for young people and increase graduate retention

- A. Youth-driven trainings, evaluation and program development*
- B. Inventory, promote and encourage mentorship and internship programs
- C. Explore options for young professional positions
- D. Create employers guide for hiring/coaching youth employees
- E. Submit all volunteer opportunities to the United Way database
- F. Advocate for startup grants for young entrepreneurs

7) Enhance awareness of programs and opportunities and establish a centralized channel of communication

- A. Continue YAPT and CAST*
- B. Fund the development of a youth portal of programs, opportunities, resources, services and events (CAST tasked with supporting development and ongoing coordination)

8) Improve program accessibility for all youth (cost, transportation, accessibility, culture)

- A. Enhance cross-agency collaboration and resource sharing (YAPT and CAST)*
- B. Establish (youth-led) trainings and resources for effective youth programming*
- C. Create standard definition of youth (i.e. 13 – 24yrs) that includes non-students
- D. Explore options for a youth shuttle between organizations, programs and events
- E. Increase subsidy awareness for low-income youth to access programs and services
- F. Expand subsidies for low-income youth (18-24) to access programs and services
G. Apply for Youth-Friendly designation from Play Works

15) Provide programming that meets the needs and interests of youth (arts, physical activity)

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<tbody>
<tr>
<td>A.</td>
<td>Create Inventory of programs/opportunities to confirm gaps, consolidate overlap, populate Youth Portal</td>
</tr>
<tr>
<td>B.</td>
<td>Develop (youth-led) trainings and resources for effective youth programming*</td>
</tr>
<tr>
<td>C.</td>
<td>Confirm and address youth identified gaps in programming and subsidies (physical activity, the arts, mental health and addictions, non-alcohol activities for 19-24)</td>
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<tr>
<td>D.</td>
<td>Support the development of an evaluation plan for the Strategy and undertake evidence-based evaluation of youth programs and services in Year 3</td>
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*missing from the text
Environments and Spaces

Social and physical environments have a significant impact on young people’s health and wellbeing. Factors such as affordable housing, poverty vs. socio-economic advantage, neighborhood safety, or the sense of social connectedness in a community, all contribute an individual’s sense of safety, belonging and identity. A sense of belonging, inclusion and safety are critical features of positive developmental settings for youth. Research shows that even things like dietary patterns, exercise, and injury are significantly affected by the neighborhoods that young people live in.

Inclusion and safety

Young people in Kingston had plenty of positive things to about the city, describing it as peaceful, beautiful, and inviting. Almost 75% of respondents either agree or strongly agree that they feel included and like they belong in Kingston. Young people also describe Kingston as a generally safe community. However when asked more specifically about different measures of safety, a contrast emerged in the responses. Almost 75% of young people have seen others bullied, 50% have felt bullied, 41% feel unsafe in particular locations, and 73% have witnessed homophobia or transphobia.

The survey results suggest that those who do not identify with the binary gender system (i.e. do not identify with either male or female) are least likely to feel safe and most likely to have experienced or seen bullying, sexual harassment, homophobia/transphobia. Those respondents who identified as female, were more likely than males to respond that they felt unsafe and had experience or had seen these different forms of violence. For example, 100% of those that identified outside of the gender binary, 57% of females, and 36% of males have experienced bullying. Similarly, 86% of those outside the gender binary, 57% of females and 43% of males responded that they had seen sexual harassment.

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Youth-friendly and accessible

Young people are also calling for more youth friendly hangouts and better transportation. When young people were asked what they would do to make Kingston a more youth friendly city, more youth hang outs and improved safety were among the top 5 responses. For the 12-17 age range, youth friendly hang-outs was the second most frequent recommendation. Access to transportation was identified as a key barrier. During focus groups, youth/young adults described public transit as unreliable, without sufficient routes or buses, and difficult/confusing to use. Walking is the most common form of transportation used by young people in Kingston.

For further research data related to this theme, please see the Phase 2 Research Report in the Appendix
## ENVIRONMENT AND SPACES

### 4) Enhance relationships between Kingston City Police and young people

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<tbody>
<tr>
<td>A.</td>
<td>Explore options/opportunities to expand work with integrated police and youth programs i.e. YIPI (Youth In Policing Initiative)</td>
</tr>
<tr>
<td>B.</td>
<td>Support the provision of adult ally training for identified community police officers</td>
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<tr>
<td>C.</td>
<td>Fund one FTE Youth Policing Officer to have a presence in the community and to coordinate integrated youth and police programs</td>
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### 6) Support community collaboration with Kingston Police to improve safety for young people

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<tbody>
<tr>
<td>A.</td>
<td>Advocate for further research re: safety and crime reports</td>
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<tr>
<td>B.</td>
<td>Create a “youth friendly” crime reporting mechanism</td>
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<tr>
<td>C.</td>
<td>Continue YAPT and CAST to collaborate on community safety issues*</td>
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<tr>
<td>D.</td>
<td>Consolidate community efforts around bullying, racism and discrimination (YAPT/CAST)*</td>
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### 14) Establish partnership between Active transportation groups/organizations and Y2K in order to improve young people’s

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<tr>
<td>A.</td>
<td>Present Y2K findings and recommendations to Kingston Transit</td>
</tr>
<tr>
<td>B.</td>
<td>Engage youth/CAST as a stakeholder in Transit planning processes in order to collaborate on transit solutions</td>
</tr>
<tr>
<td>C.</td>
<td>Promote and educate youth on KCAT’s “active transportation” plan</td>
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<td>D.</td>
<td>Engage youth in the development of a bike-lane strategy</td>
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<tr>
<td>E.</td>
<td>Support Yellow Bike Action</td>
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<tr>
<td>F.</td>
<td>Explore subsidized transit opportunities (such as continuing the Grade 9 free bus pass)</td>
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<tr>
<td>G.</td>
<td>Promote and educate young people on transit plan and transit use</td>
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</tbody>
</table>
### 17) Increase the number of free youth-friendly hangouts within the city

<table>
<thead>
<tr>
<th>A.</th>
<th>Connect new and existing youth hangouts to programs and services</th>
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<tr>
<td>B.</td>
<td>Create GIS mapping of hangouts for Youth Portal</td>
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<tr>
<td>C.</td>
<td>Engage youth in the redevelopment of Wally Elmer Youth Centre</td>
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<tr>
<td>D.</td>
<td>Support the development of 4 ‘new’ free youth friendly hang-outs/spaces</td>
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Health and Wellness

Our health is impacted by a great variety of factors, known as the social determinants of health\textsuperscript{11}. Not only do young people need access to medical services, healthy food and safe housing, they also need supportive environments, strong relationships and opportunities to develop their ideas, values and skills\textsuperscript{12}. All of these factors influence health. The more we invest in young people’s health the greater the long-term outcomes for both the individual and society\textsuperscript{13}.

In general, young people in Kingston feel their health/mental health is about average. However it is clear from the Y2K research that young people are looking for greater community health supports including services related to mental health, poverty, housing, and addictions. Addictions/substance use was identified as the most pressing social issue in Kingston followed by poverty and unemployment. Young people are also interested in greater access to health care workers (counselors, doctors, nutritionists, etc.) and social services that address health issues.

\begin{itemize}
  \item Unplanned pregnancy
  \item Racism
  \item Homophobia/Transphobia
  \item Violence
  \item Food Security (e.g. having enough nutritious food to eat)
  \item Homelessness
  \item Unemployment
  \item Poverty
  \item Addictions/Substance Abuse
\end{itemize}

<table>
<thead>
<tr>
<th>Prioritized social issues</th>
<th>Weighted Score</th>
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<tbody>
<tr>
<td>Unplanned pregnancy</td>
<td>464</td>
</tr>
<tr>
<td>Racism</td>
<td>509</td>
</tr>
<tr>
<td>Homophobia/Transphobia</td>
<td>516</td>
</tr>
<tr>
<td>Violence</td>
<td>530</td>
</tr>
<tr>
<td>Food Security (e.g. having enough nutritious food to eat)</td>
<td>564</td>
</tr>
<tr>
<td>Homelessness</td>
<td>564</td>
</tr>
<tr>
<td>Unemployment</td>
<td>616</td>
</tr>
<tr>
<td>Poverty</td>
<td>656</td>
</tr>
<tr>
<td>Addictions/Substance Abuse</td>
<td>729</td>
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</tbody>
</table>

\textsuperscript{11} John G. Freeman et al. (2011). \textit{The health of Canada’s young people: a mental health focus}. The Public Health Agency of Canada. Ottawa: her Majesty the Queen in Right of Canada.

\textsuperscript{12} Centre of Excellence for Youth Engagement. (2003). \textit{Youth engagement and health outcomes: Is there a link?} Toronto, Ontario: Centre of Excellence for Youth Engagement.

Are you interested in accessing more of the following services/activities for youth/young adults?

- Social services (e.g. support services related to housing, poverty, addiction, parenting, etc.)
- Mental health services (ex. doctors, counselling, support workers)
- Health services (ex. doctors, community nurses, support with nutrition, sexual health, tobacco...)
- Employment services
- Education support services (ex. tutoring, mentoring)
- Cultural activities
- Individual sport activities (ex. tennis, skateboarding, martial arts)
- Team sport activities (ex. baseball, soccer, rugby, basketball)
- Music activities
- Dance activities
- Art activities

For further research data related to this theme, please see the Phase 2 Research Report in the Appendix
# Health and Wellness Action Plan

## HEALTH AND WELLNESS

### 3) Support youth with rules, regulations and voice when it comes to their health and wellness

A. Support youth engagement on health and wellness advisory committees*  
B. Support youth engagement in health policy design, implementation and evaluation*  
C. Create and/or identify evaluation tools to measure organizational readiness re: youth engagement*

### 9) Address the stigma associated with language used to talk about mental health issues

A. Support youth input on mental health promotion and recruitment language

### 10) Improve access to housing for youth

A. Support youth engagement in housing programs/strategies

### 11) Expand access to healthy food/nutrition programs

A. Support youth engagement in housing programs/strategies  
B. Promote community gardening benefits and opportunities to youth  
C. Create an outreach strategy to improve food access for marginalized youth  
D. Support healthy eating initiatives and education programs

### 12) Improve access to affordable physical activity

A. Advocate for continued funding from Ministry of Tourism, Culture and Sport and Ministry of Children and Youth Services

### 13) Improve program accessibility for young people with special needs

A. Capacity building for organizations to enhance accessibility  
B. Continue YAPT and CAST to facilitate cross-agency initiatives*

### 16) Address the gap young people identify in mental health and addictions services
<p>| | |</p>
<table>
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<tbody>
<tr>
<td>A.</td>
<td>Engage youth in health and wellness initiatives i.e. committees, and program development*</td>
</tr>
<tr>
<td>B.</td>
<td>Continue YAPT and CAST*</td>
</tr>
<tr>
<td>C.</td>
<td>Dedicate staff time for participation in YAPT/CAST*</td>
</tr>
<tr>
<td>D.</td>
<td>Develop evaluation tools to measure organizational readiness for youth engagement</td>
</tr>
</tbody>
</table>

“A colleague and I participated in KYS’ Adult Ally training last year. We came away with a stronger sense of how to collaborate with youth to allow for their voice to be heard in KFPL. I stand by their goals to make Kingston a better youth friendly community.”

– Brianne Peters, Kingston Frontenac Public Library
Conclusion

Through the research process, young people in Kingston clearly identified that although they felt supported, they did not feel heard. Coming out of the Y2K process there is something happening in Kingston that has not been seen before. Youth, young adults and adults are coming together to meet, share, learn, laugh and listen to each other. They are talking about important issues and taking action. They are being called upon to provide feedback, ideas and to share their stories. In a parallel process, community based organizations and governments are working collectively and demonstrating what collaboration can look like; each sharing what they can, to create spaces for the young people they serve. Spaces where young people can be heard, use their voice, and participate in the decision-making process.

There have been several powerful examples of what can occur when organizations work collaboratively and in partnership with young people. To date Y2K has been able to unite community efforts around bullying, racism and discrimination. In the summer of 2012 more than 50 people joined Y2K from multiple member organizations and led the Kingston Pride Parade with an anti-bullying message. In the fall of 2012 a number of YAPT members participated in an anti-bullying theatre production and discussion process. This spring in partnership with seven of our community partners we held two anti-bullying pink shirt day flash mob rallies. The CAST has already been called upon to provide advisory feedback to the City of Kingston in its preparation for Youth Week 2013 and organizations are now calling on Y2K members, youth and adults to share their ideas and insights.

As the City plans to apply for a Youth-Friendly designation from Play Works, there is the opportunity to work collaboratively with the CAST to help support the application process. Imagine the demonstration of what youth friendly looks like – where together, municipalities, organizations, youth and young adults collectively apply for such status? That is now possible in Kingston. Young people have been clear – these are the activities and roles they see for themselves – to not simply be the reason for a program, but to be the program.

One of the strongest recommendations that was heard again and again through the consultation process was that YAPT and CAST must continue. In a sense, the collaborative processes of these two groups embodies the 4 strategic priorities in the Kingston Youth Strategy. These groups have demonstrated how to partner with young people, share resources, uphold youth voice, create opportunities, and address community challenges. As we look to the implementation phase with the Community Action Plan, it is clear that YAPT and CAST have an important role to play in ensuring that the community vision that’s been realized is reached.

This strategy documents an exciting community transition that is already well underway in Kingston.
Appendix

A. Glossary of Terms

B. Organizational Members of the Youth Adult Partnership Team

C. Phase 1 Research Report: *City of Kingston Youth Strategy Report Phase I Research*
Glossary of Terms

**Action Item:** A specific action that will assist in implementing the strategy recommendations.

**Adult Ally:** A person that shares power and accountability and provides, promotes, and supports opportunities for young people to become engaged in issues that directly affect them, their peers and their community.

**Principles:** A set of core values upheld by a community or strategy.

**Recommendation:** A recommended change with the aim of making Kingston a more youth-friendly place.

**Strategic Priority:** Key priority areas that summarize the strategy recommendations.

**Youth Adult Partnership:** A partnership based on collaboration, learning and shared power. Adults and young people involved in a partnership push aside any biases they may have so that they can work together with an open mind and share accountability for success and failure.

**Youth Advisory Council:** A youth committee that provides ideas and advice to decision-makers within an organization or government.

**Youth Friendly Community:** “one that actively supports and provides opportunities for the growth and development of youth...through play. Play is any non-school activity that has elements of choice, leads to satisfaction, and encourages progressive learning and enjoyment. Activities can include – but are not limited to – recreation, sport, leisure, arts, drama, dance, civic engagement, youth activism, volunteerism, social clubs and youth leadership.” (Play Works)

**Youth Engagement:** The meaningful and sustained involvement of a young person in an activity focusing outside the self.
Organizational Members of the Youth Adult Partnership Team

Representatives from the following organizations have participated in YAPT meetings throughout the development of Y2K. They have supported youth they serve / engage to participate, have generously provided staff and volunteer time, feedback, insights and general overall direction overall to the process. Some have been able to provide resources including promotion, prizes, and introductions to youth they serve as well as meeting spaces, transportation, supplies, meals and direct funds for special activities.

1. Agnes Etherington Art Centre
2. Algonquin Lakeshore District School Board
3. Big Brothers Big Sisters of Kingston
4. Blue Canoe Theatre Company
5. Boys and Girls Club of Kingston and Area
6. City of Kingston: Cultural Services
7. City of Kingston: Recreation and Leisure
8. City of Kingston: Wally Elmer Youth Centre
9. Community Foundation for Kingston & Area
10. Community Living Kingston
11. Family and Children’s Services of Frontenac, Lennox and Addington
12. Girls Inc. Limestone
13. H’art Studio
14. Immigrant Services Kingston and Area (ISKA)
15. Katarokwi Native Friendship Center
16. KFL&A Public Health
17. KinetiQ Crew
18. Kingston Association of Museums, Galleries & Historical Sites
19. Kingston Community Health Centres
20. Kingston Employment and Youth Services (KEYS)
22. Kingston Police Services
23. Kingston Public Library
24. Kingston School of Dance
25. Limestone District School Board
26. Modern Fuel Artist-Run Centre
27. Ontario Trillium Foundation
28. Pathways for Children and Youth
29. Pathways to Education Kingston
30. Reelout Arts Project Inc.
31. Step Crew
32. Street Health Centre
33. Students Commission of Canada
34. The Alma Mater Society: Queens
35. Theatre Kingston
36. TK Danceworx
37. Town Homes Kingston
38. United Way
39. YMCA of Kingston
40. Youth Diversion
Report Commissioned by the City of Kingston

YOUTH STRATEGY

REPORT:

Phase I Research

2012

Authors: Connie Taylor and Dr. Julia Brook
Prepared by:

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Acknowledgments:

The authors want to acknowledge the many people who assisted with this project. Annalee Adair, Manager of Community Engagement and Education for her leadership and guidance on this project. Lynda Breen, Manager Supervisor, Recreation Programs has provided her expertise and direction. Annabelle Girard, Assistant Supervisor (Community Cultural Development) and Chris Paterson, Assistant Supervisor (Recreation Programs) for their support throughout the project. We would also like to thank Daryl Martin and Steve Orme, GIS Specialists, Information Systems for their contributions to the mapping process and volunteer and graduate student, Jennifer Payton, for her editorial comments.

The authors would also like to acknowledge the assistance of Krishna Burra, Safe & Caring Schools and Assistant to the Director, Limestone District School Board and Lyn Wallace, Superintendent of School Effectiveness, Algonquin and Lakeshore Catholic District School Board for their help in developing and distributing the surveys to the elementary and secondary schools.

A special thank you is extended to the school principals and community organization representatives who took the time to complete the surveys.
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EXECUTIVE SUMMARY

The city of Kingston has chosen to act as a catalyst in rallying support from community organizations and schools to ensure Kingston provides its youth with a safe, healthy, and engaging community environment. To provide this network of concerned stakeholders with some vital information, the city commissioned this research report to provide an inventory of city-wide youth programming currently offered both in and outside of school to youth aged 13-24 years old.

Data for this study was collected via surveys issued to: (a) all principals of the elementary and secondary schools within the Limestone District School Board, and the Algonquin and Lakeshore Catholic District School Board that operate within Kingston’s city limits; and (b) a representative group of executive directors from 127 community organizations operating arts, sports, and recreational programming for youth within Kingston’s city limits. Ninety-three percent of schools and 45% of community organizations successfully completed their surveys.

Findings

The study findings although limited by organizational response, provide a snapshot of current youth programming in the city and can be used as a starting point for informed discussions about future youth program planning. Highlights of the study’s findings follow.

Location of Schools and Community Organizations

Elementary and secondary schools are located across the City of Kingston where youth live. Most schools are located in the K7M and K7P postal code areas. Half of the community organizations that participated in this study are located in the K7L postal code area. Overall the majority of community youth programming is offered in locations in the downtown core of Kingston in the K7M and K7L postal code areas, while elementary and secondary schools are distributed across the city.
School Programs
Kingston area elementary and secondary schools provide many opportunities for students to engage in arts, sports, and recreational activities through their curricular and extra-curricular programs. The contents of the curricular components are dependent on the expertise of the teachers. There seems to be less programming at the elementary level than the secondary level; however at the elementary level, schools must meet the needs of children (4-12 year olds) as well as youth (13-14 year olds), thus the amount of programs offered for youth 13-14 years old at these schools is still commendable. Elementary schools identified areas for growth in extra-curricular programs, and have a desire to implement more arts, including media arts programs.

Secondary schools are providing many opportunities for youth (13-18 years of age) to engage in sports, arts, and recreation. Generally, the secondary schools did not name particular programs they would like to develop. One reason for this is that there already exists an infrastructure that responds to students’ interests by allowing students to organize and request new extra-curricular programs. This type of initiative underscores the school boards’ commitment to fostering a youth friendly environment.

As elementary and secondary schools look to enhance their programming, funding and volunteer expertise seem to be key areas of need. One way to address these needs is through the development of partnerships with other community organizations.

Community Organizations Programs
Generally the community arts/cultural and sports organizations offer programs within their particular mandate (e.g., dance schools provide programs in dance, soccer organizations provide soccer activities) and service organizations offer a combination of arts, sports and recreational programs (e.g., clubs for girls provide sports and arts activities). Most of these programs are offered in the evenings and on weekends, with some programming also occurring over the summer months. Fewer programs are held before or during school hours and on holidays.

While there is a vast array of offerings there is a lack of programs that feature multi-media tools and a lack of offerings that reflect the various ethnic/cultural traditions present in the City.
Most of the programs reported by community organization respondents attract around 50 youth per year within each of the three age-groups (13-14 year olds, 15-18 year olds, 19-24 year olds). All of the arts/cultural, sports, and service organizations provide opportunities for youth to engage in leadership opportunities as instructors and/or volunteers. As organizations think to their future there is a need to attract more youth participants.

**Partnerships**

There seems to be an emerging partnership network between schools and community organizations. Partnerships between and among various community organizations are less evident.

**Programming Recommendations**

The authors have made the following thirteen recommendations to be considered for future program planning based on the study’s findings and gaps in the current inventory of youth programming.

<table>
<thead>
<tr>
<th>GAP In Existing Youth Programming</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Lack of contemporary programming and less structured activities</td>
<td>Match programming to meet the interests of youth</td>
</tr>
<tr>
<td>2 Lack of youth attendance to existing program offerings</td>
<td>Develop strategies to recruit youth to attend existing programming</td>
</tr>
<tr>
<td>3 Lack of out-of-school youth program offerings outside of Kingston’s downtown core</td>
<td>Expand geographic locations where youth programming is offered</td>
</tr>
<tr>
<td>4 Same as above</td>
<td>Increase public transportation services for youth</td>
</tr>
<tr>
<td>5 Lack of formal process to foster partnerships</td>
<td>Foster collaborations amongst community organizations and schools that capitalize on each other’s strengths.</td>
</tr>
<tr>
<td>6 Lack of information and consistency with financial subsidy structures</td>
<td>Improve youth access to financial subsidy information</td>
</tr>
<tr>
<td>7 Lack of youth programming in languages other than English</td>
<td>Offer youth program instruction in multiple languages</td>
</tr>
<tr>
<td>8 Some programs do not/cannot provide physical accessibility</td>
<td>Foster accessible environments to serve youth with special physical needs</td>
</tr>
<tr>
<td></td>
<td>Lack of programming with the capacity to meet the needs of youth with special cognitive or behavioural needs</td>
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<tr>
<td>10</td>
<td>Lack of information concerning youth volunteer positions</td>
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<tr>
<td>11</td>
<td>Lack of youth involvement in planning youth programming</td>
</tr>
<tr>
<td>12</td>
<td>Same as above</td>
</tr>
<tr>
<td>13</td>
<td>Lack of specialized programming for those aged 19-24</td>
</tr>
</tbody>
</table>

**Future Research Recommendations**

The authors have made the three following recommendations regarding Phase II research:

1. Conduct a more comprehensive inventory of program offerings by collecting data from all community organizations operating in the city;

2. Collect opinions of youth and their parents regarding desired programming through surveys, focus groups, and interviews;

3. Conduct a pilot study to examine the experiences of youth that would help illuminate the experiences of youth and the structures needed to engage youth in the community.
SECTION 1: INTRODUCTION

Today’s municipalities go beyond economics to measure their success as healthy living communities and the City of Kingston is no exception. Kingston is a vibrant community with a total population of 123,363\(^1\) of which approximately 18,000\(^2\) are youth aged 15-24 years of age. To support its youth, Kingston aims to create and foster a healthy community environment that offers a variety of youth programming that encourages youth engagement. According to Canadian Census data, approximately 25.8\%\(^3\) of Kingston’s youth are in households living in poverty and Kingston youth scored higher than the provincial average in terms of crime rate, suicide and teenage pregnancy. These statistics underscore the importance of providing an infrastructure that can help support these and other youth in the City. As such, the City of Kingston’s Parks and Recreation Master Plan May 2010 recommends the pursuit of a *Youth Friendly City* designation.

*Youth Friendly* cities are communities that provide opportunities for youth to play where play is defined as “any non-school activity that has elements of choice, leads to satisfaction, and encourages progressive learning and enjoyment.”\(^4\) The sixteen requirements for a city to be identified as “Youth Friendly” by Play Works, The Ontario Partnership for Active and Engaged Youth are:

- Youth have options for play where play includes recreation, sports, arts, drama, dance, civic engagement, youth activism, volunteerism, social clubs and youth leadership
- Youth are formerly connected to the community, the community has ways for their voices to be heard
- Facilities are dedicated to youth play
- It is easy for youth to find information about play activities in the community

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\(^1\)2011 Statistics Canada  
\(^2\)Calculated using 2011 total population statistic and 2006 percentage rate of youth aged 15-24  
\(^3\)2006 Canada Census data  
\(^4\)Youth Friendly Communities, 2010, p. 5
The community supports youth events
The community celebrates and recognizes youth
The community commits funding for youth play
The community supports positive youth development, a formal process through which a youth transitions from childhood into adulthood
The community supports youth volunteerism and leadership development
The community has effective partnerships that support youth play
Youth activism and advocacy for play is nurtured
Youth feel comfortable in their own community
Youth can get to the play programs that are offered
Schools support the youth friendly approach
Adults champion the cause for youth play
Play is inclusive

The Ontario Ministry of Tourism, Culture and Sport also recognizes that having structured physical activities for youth contributes to a healthy community. To assist in building healthy communities for youth, the Ministry outlines two criteria related to sports and recreation that can promote health in youth, namely:

- Increased access to physical activity, sport and recreation by improving the availability of after school programs or other recreation and physical activity opportunities in the community particularly for low income persons;
- Encouragement of life-long participation in sport and recreation by developing and maintaining physical literacy among youth through programming that is appropriate to both the chronological and developmental age of participants.

With the aim of earning a “Youth Friendly” community designation and in a pro-active and progressive manner, Kingston has stopped to ask questions such as: Where does Kingston fall short in meeting the needs of adolescent youth? Does Kingston offer youth opportunities for activism, volunteerism, and leadership development? To answer these and other questions, the City has made a commitment to assess the current status of youth programming in Kingston and to create a network of stakeholders including schools and community organizations who have demonstrated interest in improving youth engagement.

This report aims to examine the pillars or components of youth engagement that center on easy access to programs and services. Easy access includes having sufficient transportation to and
from activities as well as having programs that meet the physical and cognitive needs of youth. Programs of interest include those that are culturally representative of Kingston’s young people. In addition to the programs themselves, opportunities for leadership and planning are integral in engaging youth participation. These pillars provide the structure to support a dynamic and strong youth-friendly community.

The City’s role at this point is to act as a catalyst and team participant in building an information rich and youth focused community network of involved stakeholders. As information is gathered and needs identified, the City will work in partnership with youth and community to develop a youth strategy. The strategy will be a thought out plan that, in its development, demonstrates what occurs when youth, young adults and adult allies develop partnerships to create community change. Becoming “youth-friendly” means making the city’s policies, programs, services, facilities and those of our partners more inclusive and responsive to the needs and interests of youth.

1.1 Purpose

The City of Kingston is aware of the need to create and foster an infrastructure that supports a network of arts, sports, and recreational programming that will attract and engage youth. To that end, the departments of Cultural Services and Recreation and Leisure Services at the City have combined efforts to determine if the City of Kingston is in a position to meet the requirements of the “Youth Friendly” designation of Play Works. This research has been commissioned as Phase I of the City’s overall Youth Strategy to:

(a) Design data collection instruments to ascertain demographic and geographic patterns of youth participation in arts, sports, and recreational activities for in school and in the community;
(b) Conduct an environmental scan of external documents to support and broaden the research findings. Examine supports and barriers that affect participation in arts activities and the ability to provide desired resources and services;
(c) Identify gaps in program offerings and barriers to participation;
(d) Make recommendations to address gaps and barriers; and
(e) Make recommendations for Phase II research.
This report examines the ways that Kingston youth are currently supported in the community through in-school and after school activities. This research examined the types of available programs and the locations of such programs. One hundred twenty seven community organizations and 43 public schools were invited to participate. The number of youth that are served and the partnerships that exist to develop these programs were also explored. In determining the types of programs presently available to Kingston youth, the needs of youth to access these programs were also taken into consideration. Future program possibilities are identified in this report that may lead to serving the various needs and interests of young people in this City and areas of further research are also identified.

1.2 Definitions

Youth
Youth were defined as young people between the ages of 13-24. This group was further divided into three categories according to their ages: 13-14 year olds, 15-18 year olds, and 19-24 year olds. These divisions correlated with the age of students in elementary school and secondary school as students in Grades 7 & 8 are often 13 and 14 years old, students in secondary school are mostly between the ages of 15-18. And young adults are those ages 19-24, who can either be in secondary school, post-secondary school or in the workplace. Dividing youth into these age groups, allowed the comparison of programs in the schools with those in the community organizations to examine the scope of offerings for youth of various ages.

Community Organizations
Community organizations were divided into three broad categories:

1) **Arts/cultural organizations** develop programs within various art forms (e.g., music schools, arts festivals, theatres, museums). These organizations serve many different groups of people but their programs are limited to the arts (e.g., dance, drama, music, visual arts).

2) **Sports organizations** develop programs around various sports or recreational activities (e.g., soccer, martial arts) are typically aimed at a large variety of people.
(3) **Service organizations** are associations or clubs that serve a particular group(s) of people (e.g., girls, adults with disability, people with a particular religious or cultural background) or serve the broader public at large (e.g., YMCA, library).

**Types of Activities**

The youth programs examined were divided into three categories:

1. **Arts activities** include dance, drama, media arts, music, and visual arts activities.
2. **Sports activities** include individual and team activities that were either competitive or non-competitive.
3. **Recreational activities** include various clubs (book clubs, student councils, robotics), drop-in activities, or fitness activities (yoga) or games (e.g., chess, video games, card games).

**1.3 Study Limitations**

This study was commissioned as a start point in the process of establishing an inventory of existing City-wide youth programming. The study’s findings are limited by the numbers of organizations that were invited to participate in the study and the response rate of these organizations.
SECTION 2: METHODOLOGY

2.1 Data Collection

Data was collected through surveys and document analysis. Surveys were administered to schools and community organizations to gather information about existing programming that serve youth aged 13-24. The document analysis included a review of websites and document reports related to programs for youth to provide additional information and verify survey data. These data collection tools are explained in further detail in this section of the report.

Surveys

Electronic surveys were considered to be an efficient and effective means of gathering information from many different organizations that served youth between the ages of 13-24. Three surveys were developed through SurveyMonkey to ascertain the offerings at elementary schools (Grades 7 & 8), secondary schools (Grades 9-12), and community organizations that serve youth between the ages of 13-24. Questions related to demographics, future program development, youth leadership opportunities, and existing partnerships were also part of these surveys.

Draft surveys were developed by the researchers that included open- and closed-ended questions. Survey questions were vetted by representatives from the City of Kingston, the Limestone District School Board, and the Algonquin and Lakeshore Catholic District School Board for scope and clarity which increased the reliability of the tool. Feedback from these representatives was incorporated into the final version of the surveys (See Appendix A for sample of surveys).

The school surveys were distributed by the City to representatives of the Limestone District School Board and the Algonquin and Lakeshore Catholic District School Boards. These representatives in turn forwarded the invitation to participate and link to the survey to all principals of elementary and secondary schools located within the City of Kingston.

5 SurveyMonkey is a commercial software tool used to create surveys (www.surveymonkey.com)
A distribution list of community organizations that provide arts, sports, and recreational programs to youth was compiled by the City of Kingston. An invitation to participate and contribute to this survey was sent by the City to these community organizations.

The school and community organizations surveys were opened in December 2011 and closed February 10, 2012.

**Survey Response Rate.** There are 43 public schools\(^6\) within the City of Kingston that serve youth in the age groups this research addressed. An excellent response rate of 93% was received from the schools invited to participate. Invitations to complete the community organizations survey were sent to 127 organizations that operate within Kingston’s city limits. A moderate response rate of 45% of these organizations was received. A broader distribution of surveys and a higher rate of participation would be required to improve the complete picture of youth offerings in the City.

**Environmental Scan and Document Analysis**

Documents and websites related to specific programs available to youth in Kingston were also examined to increase the reliability of the analysis provided from the survey data. These documents included: school board websites; community organizations’ websites; Statistics Canada Census information (2006, 2011); The City of Kingston’s *Profile of Youth* (2011); the City of Kingston’s *Parks and Recreation Master Plan* (2010); City of Kingston’s *Culture Plan* and the United Way *Children and Youth: Community Profiles* (2010). The school boards also provided us with some internal documents which were used to gain an additional understanding of the existent partnerships between schools and organizations. This analysis added more depth to the survey findings.

Similarly, reports were examined from other communities and documents related to *Youth Friendly Community* designations (e.g., *Youth Friendly Community Recognition Program 2011* by Play Works) to assist in the development of the data collection tools. To situate this study

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\(^6\) Private schools and schools within the French Public and Catholic District School Boards were not part of this present study.
within the literature at large, reports were reviewed (e.g. Engaging Older Youth (2010) by the Harvard Family Research Project and Arts Learning in Dallas (2006) by the Wolf, Keens and Company).

### 2.2 Data Analysis

Closed-ended questions were analyzed using descriptive statistics techniques to examine the scope of programs available to various youth groups and to get an overview of the:

- types of programs currently available;
- resources required by youth to participate in such programs; and
- resources needed by organizations to run these programs and develop new offerings.

Open-ended questions were analyzed using inductive analysis techniques to verify or further elaborate on close-ended questions. These analysis techniques were employed to create a broad picture of offerings available to youth in Kingston which in turn enabled the identification of the gaps or redundancies that exist. These gaps and redundancies helped to inform our recommendations.
SECTION 3: FINDINGS

This section reports on the findings from the school and community organizations surveys. A map of Kingston (Figure 1) that situates the schools and community organizations is presented for reference at the front end of these findings. The school findings are presented first, followed by the community organizations findings. As participation in this research was completely voluntary and those organizations who participated were assured that their identity would be kept confidential, no individual schools or community organizations are named in this research report.

Figure 1 illustrates the location of schools and community organizations across Kingston neighbourhoods that participated in this research.

3.1 Schools
Location
Elementary and secondary schools are located across Kingston and are situated where there is the highest density of children and youth. Most schools are located in the K7M area (33%), with 22% located in K7K, 20% in K7L, 15% located in K7P, and the remaining 10% located in the K0H (rural) area.

Figure 2
### 3.1.1 In-School Courses and Programs

The Ontario elementary and secondary curriculum encompasses both arts and sports and as such, students receive instruction from Ontario certified teachers in these areas. To further enhance instruction in these areas, school boards in Kingston have developed specialized programs for youth in Grades 7-12. School personnel often develop extra-curricular programs that include a variety of activities, sports teams, and clubs. The types of curricular, and extra-curricular programs offered in Kingston schools and the rate of participation are explored in this section.

**Elementary Schools Grades 7 & 8.** The Ontario elementary curriculum (Grades 1-8) encompasses the arts (music, visual arts, drama, and dance) and physical education. Instruction in the arts, like other content areas, is delivered by a certified generalist or specialist teacher. Generalist teachers provide the majority of instruction in the arts courses, while specialist teachers are employed to teach visual arts, music, or drama. Generalist teachers also provide Physical-Education instruction at most Kingston schools. Media Arts are a new creative form
that is incorporated in various school curricula, and again, this content is taught by generalist teachers (See Table 1).

Table 1

<table>
<thead>
<tr>
<th>Teacher Type</th>
<th>Specialist Teacher</th>
<th>Generalist Teacher</th>
<th>Community Member or Organization</th>
<th>This program is not offered at our school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>29</td>
<td>67.8</td>
<td>3.2</td>
<td>0</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>22.5</td>
<td>74.2</td>
<td>3.2</td>
<td>0</td>
</tr>
<tr>
<td>Media Arts</td>
<td>0</td>
<td>96.7</td>
<td>0</td>
<td>3.3</td>
</tr>
<tr>
<td>Dance</td>
<td>6.4</td>
<td>93.5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Drama (including Improv)</td>
<td>9.7</td>
<td>90.3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Phys-Ed (excluding DPA)</td>
<td>3.30</td>
<td>96.7</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
**Specialty Programs in Grades 7 & 8.** In Kingston, students in Grades 7 and 8 can also apply to participate in one of three specialty programs:

- *Challenge;*
- *Limestone Education through the Arts Program (LEAP);* or
- *Applying Success for Learning, Aptitude and Success (ATLAS).*

The Challenge program is designed to meet the needs of academically advanced and formally identified gifted students. The LEAP program infuses the arts into all the Ontario curriculum content areas, and the ATLAS program supports students who are experiencing difficulties with communication, organizations, and academic performance.

**Secondary Schools (Grades 9-12).** At the secondary level (Grades 9-12), the secondary curricular also includes the music, visual arts, drama, dance, physical education, and media arts. Students must acquire one credit in the arts and one physical education credit as part of the Ontario Secondary School Graduation requirements. Secondary school courses are typically taught by certified specialist teachers, who have university or equivalent credits in these areas as outlined by the Ontario College of Teachers (See Table 2).

<table>
<thead>
<tr>
<th>Teacher Type for Secondary Curricular Arts and Sports Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Type</td>
</tr>
<tr>
<td>---------------------------</td>
</tr>
<tr>
<td>Music</td>
</tr>
<tr>
<td>Visual Arts</td>
</tr>
<tr>
<td>Media Arts</td>
</tr>
<tr>
<td>Dance</td>
</tr>
<tr>
<td>Drama (including Improv)</td>
</tr>
</tbody>
</table>

Secondary school students are required to complete 40 volunteer hours in community service as part of their graduate requirements. The purpose of this requirement is to “foster an understanding of civic responsibility; to develop a student's sense of worth as they play a role in...”

---

7 [http://calvinpark.limestone.on.ca/](http://calvinpark.limestone.on.ca/)
their community; and to help young people while developing skills." This graduation requirement underscores the commitment of the public school systems to support youth engagement in both the schools and the community. Youth volunteerism is explored in further detail later in this report.

**Specialty Programs in Grades 9-12.** As part of the Student Success Strategy, the Ministry of Education has developed the Specialist High Skills Major (SHSM) program, whereby students earn secondary school credits while also gaining a depth and breadth of knowledge in a particular field which can prepare them for post-secondary (university, college or apprenticeship) study or work in these areas. "The SHSM enables students to customize their high school experience to suit their interests and talents while preparing them for a successful post-secondary transition into apprenticeship training, college, university, or direct entry into employment." In Kingston, both the Algonquin and Lakeshore Catholic District School Board and the Limestone Public District School Board offer SHSM programs in Arts and Culture and students must apply and audition to be part of these programs.

### 3.1.2 Extra-Curricular Activities

Schools provide arts, sports, and recreational programs for students before and after school as well as during lunch. These activities are organized and run on a volunteer basis by teachers, administrators, students or community members (including parents).

**Elementary Schools Grade 7 & 8** In general, almost all of the elementary schools offer intramural and varsity sports programs while very few schools offer media arts, visual arts, or dance (See Figure 4). Most of these extra-curricular programs occur at lunch, and with the exception of varsity sports, hardly any extra-curricular programs are available before or after school. Extra-curricular clubs include the following activities: crafts, knitting, art, dance, homework, math,
LegoRobotics, environmental awareness, and chess. Some schools also stage a bi-annual musical, others offer training in babysitting and basic meal/snack preparation.

Figure 4

<table>
<thead>
<tr>
<th>Extra Curricular Programs Offered at Elementary Schools (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Arts</td>
</tr>
<tr>
<td>32.1</td>
</tr>
</tbody>
</table>

Extra-curricular programs are supervised by teachers, on a volunteer basis, but can also involve other organizations or community members.

**Perceived Barriers-Student Participation in Elementary Schools.** Students are more likely to participate in extra-curricular sports programs than arts or recreation programs at the elementary level. More than 50% of the elementary schools indicated that at least half of their students participate in extracurricular sports programs, while only 10% of elementary schools indicated that at least half of their students participate in extra-curricular arts programs. Similarly, 7% of schools indicated that over half their students participate in recreation programs. One reason for lower participation in arts and recreational programs across schools could be due to lack of offerings in this area as few schools offered these types of extra-curricular activities. Generally, about one quarter of Grade 7&8 students do not participate in any extra-curricular activity.

At the elementary level assistance such as transportation and family support also affected young people’s ability to participate in extra-curricular programs. Lack of interest and difficulty
accessing transportation were the two main reasons cited why students did not participate in extra-curricular programs (See Figure 5).

**Future Program Planning.** In general the elementary schools were interested in developing more extra-curricular programs in the arts as well as sports. In particular, some schools identified the desire to develop various media arts programs and other schools were interested in providing sports programs in curling or golf. Having instructors with appropriate expertise and funding were considered to be the greatest barriers that would prevent these programs from being developed.
Secondary Schools Grades 9-12. Extra-curricular activities in arts, sports and recreation are also offered at the secondary level. Varsity sports programs are offered at every secondary school and intramural sports programs are offered at almost every secondary school. Similarly, every secondary school has recreation programs in the form of clubs. There seemed to be many extra-curricular arts offered at secondary schools, particularly programs in music and drama. All of the secondary schools have extra-curricular music and drama programs, while 71% of the schools have extra-curricular programs in visual arts. Approximately half the schools offer extra-curricular programs in media arts but there are no extra-curricular dance programs at Kingston secondary schools.
Perceived Barriers-Student Participation in Secondary Schools Most of the secondary schools report that approximately only one quarter of their students are not participating in any extra-curricular activities. This suggests that many students are participating in the extra-curricular activities that the school provides. For those students that do not engage in these activities, secondary school respondents felt that lack of interest and lack of time were the most significant reasons that students did not participate in extra-curricular programs.
Future Program Planning. Many of the secondary school respondents did not identify particular programs that they aimed to develop. In some of the schools, processes are in place for students to drive the development of extra-curricular programs. This process ensures that programs are developed that are of particular interest to the students as well as providing opportunities for leadership development. The secondary schools also identify having volunteers with appropriate expertise and funding for programs as gaps that need to be addressed to support future programs.

“We have a wide variety of activities for students and a process for students to submit applications to begin new clubs and activities at the school.”

-School principal
3.1.3 Summary

Kingston area elementary and secondary schools provide many opportunities for students to engage in arts, sports, and recreational activities through their curricular and extra-curricular programs. The contents of the curricular components are dependent on the expertise of the teachers. Elementary schools have a desire to implement more arts based programming, including media arts programs. Generally, the secondary schools did not name particular programs they would like to see developed. One reason for this could be that they respond to students’ interests by allowing students to organize and request new extra-curricular programs. This type of initiative underscores the school boards’ commitment to fostering a youth friendly environment. As elementary and secondary schools look to enhance their programming, gaps that need to be addressed include securing appropriate funds and having volunteers.
3.2 Community Organizations

3.2.1 Arts/cultural Organizations

**Description.** Approximately one third of the community organizations who responded to the community organizations survey self-identified as an arts or cultural organization. These organizations oversee festivals, museums, and/or develop lessons in visual arts, music, drama or dance. These programs offer individual and group activities to youth (ages 13-24) including lessons, tours, and performances.

**Location.** The arts/cultural organizations are located within three postal code regions within Kingston. Seventy-five percent of these organizations are located within the K7L region, 20% are located within the K7K postal code region, and 5% are located within the K7P areas. No arts/cultural respondents were located in the K7M or K7N regions (See Figures 10 & 11).
Figure 10

Location of Arts/Cultural Organizations by Postal Code (%)

- K7P 5%
- K7K 20%
- K7L 75%

Figure 11
Fifty-seven percent of the arts/cultural organizations report that less than half of youth live within walking distance to their programs. This means that these organizations serve a combination of youth located close by as well as those from more distant areas of Kingston. These findings also suggest that in order for youth to access many of these programs, they require reliable and accessible transportation to and from activities. While the City of Kingston has a public transportation system, there is reduced service during evenings, weekends, and holidays. This means that public transportation to and from youth programs (which usually occur during the evening, weekends, and holidays) may be limited.

**When Programs are Offered** Most of the arts/cultural organizations deliver their programs in the evenings with some programs offered on the weekends and during the summer. Sixty percent of arts/cultural organizations offer the bulk (50-100%) of their programs on weeknights. Fifty-eight percent of arts/cultural organizations offer some (25-100%) of their programs on the weekends and 50% of these organizations have some (25-100%) programming in the summer months. More than half of the arts/cultural organizations plan activities during the holidays, including spring break or PA days.

**Program Types and Number of Youth Served** Arts/cultural organizations provide programs that fall within their mandate, thus these programs encompass visual arts, music (choral and instrumental), dance, drama, history/heritage, media arts and film. Generally arts organizations provide a combination of individual or group lessons. Arts-based schools are more likely to offer ongoing instruction in various art forms, while cultural organizations, such as theatres, galleries and festivals are more likely to host one day, week-long workshops or camps. Most organizations are serving less than 50 youth within each of the age groups 13-14 year olds, 15-18 year olds and 19-24 year olds. Twenty-five percent of organizations offer 1 or 2 day workshops, which also attract approximately 20 youth in each of the age groups.

Organizations that produce performances or events attract many youth as the events attract 500 or more youth in each of the age groups. Few arts or cultural organizations provide drop-in programs for youth, which suggests that there are few ‘youth-owned’ spaces in arts organizations where youth can come and explore various art forms at a convenient time. Few organizations
offer instruction in more domestic (e.g., crafts) or circus arts (puppetry, juggling), which indicates more diverse programming may be necessary.

**Leadership/Volunteers** Arts/cultural organizations promote youth leadership in many different ways. All of the arts/cultural organizations provide opportunities for youth to volunteer and some organizations participate in the secondary school co-op programs. While most organizations (75%) do not have youth advisory boards, there are opportunities for youth to lead as instructors. In fact, some organizations rely heavily on youth to deliver some of their programs as 23% percent of organizations indicate that most of their instructors (75-100%) are youth. This may suggest that a youth advisory board structure may not be feasible for various arts/cultural organizations. Rather, encouraging youth leadership through instruction may be an effective way of engaging youth in the programming process.

A few organizations have formally developed leadership training through programs, while at present these programs service limited number of youth. This illustrates the commitment that arts/cultural organizations have to support the development of leadership skills in youth through both courses and opportunities to lead as instructors.

**Accessibility & Inclusivity.** The majority (70%) of arts/cultural organizations only provide instruction in **English**. Some organizations indicated between 1-10% of their programs are offered in other languages including French. Most arts/culture programs offer accommodations to meet the **physical special needs** of youth. Fifty-three percent of the arts/cultural organizations that responded to the survey report that 75-100% of their programs meet these special needs. Some arts/cultural organizations that offer more kinesthetic activities find it more difficult to meet the physical accessibility needs of students, and are located in buildings with limited access (e.g., older buildings with no elevators) require significant financial resources to overcome these physical constraints.

Thirty five percent of arts/cultural organizations report that most (75-100%) of their programs can support the **cognitive and behavioral needs** of students. This is done by altering program components and is largely the responsibility of each individual instructor.
Fifty-seven percent of the arts/cultural organizations that responded to the survey report that they offer **financial subsidies** for youth. Many have their own internal bursary programs that include application-based programs that assess the financial needs of youth. Organizations that offer concerts have special ‘student’ rates, thus making an effort to make the events accessible to youth. Within the 57% of respondents that offered bursaries, some referred to informing students of external bursary programs (e.g., ProKids).

**Future Program Planning.** As arts/cultural organizations move forward, 59% of these organizations are primarily focusing on developing future programming for 13-18 year olds, while 41% are targeting 19-24 year olds. Most arts/cultural organizations envision a wide variety of creative offerings, a few organizations suggested mentoring programs involving more youth.

As arts/cultural organizations develop programs, a primary concern is accessing youth themselves. Seventy-two percent of arts/cultural organizations see recruiting youth as a barrier to fulfilling future programming goals. Similarly, funding and resources are also significant needs as 78% of these organizations report funding as a barrier and accessing proper equipment as a serious barrier for 56 % of these organizations (See Figure 12).

![Figure 12](image-url)

**Barriers that Prevent Future Programming for Arts/Cultural Organizations (%)**

<table>
<thead>
<tr>
<th>Barriers</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualified Instructors</td>
<td>16.7%</td>
</tr>
<tr>
<td>Facilities and Space</td>
<td>38.9%</td>
</tr>
<tr>
<td>Equipment</td>
<td>55.6%</td>
</tr>
<tr>
<td>Recruiting youth</td>
<td>72.2%</td>
</tr>
<tr>
<td>Funding</td>
<td>77.8%</td>
</tr>
</tbody>
</table>
3.2.2 Sports Organizations

**Description** Approximately one third of the community organizations that responded to the survey self-identified as a sports organization. These organizations provide both competitive and non-competitive programs in various individual and/or team sports. A few of these organizations also report offering some arts or recreational programs such as dance, yoga, fitness, or leadership training. When the number of youth participating in individual competitive sports programs was examined, it was found that fewer than 50 youth within each age group were participating in these activities. Similar numbers of youth also participate in competitive team sports, as well as non-competitive individual and team sports.

**Location of Programs Across the City.** The sports organizations’ offices are located in the K7L, K7M and K7P postal code areas, with 53% of these organizations located in the K7L region alone. Of the sports organizations that responded to this survey, none of them are located in the K7K region (See Figures 13 & 14). However, some of these organizations also stated that their programs are delivered at the various sports fields across Kingston. Most youth who participate in these sports programs do not live close to these activity locations as only 11% of respondents indicated that more than half of youth participants lived within walking distance to their activities. This means that in order for youth to participate in these programs they need to have appropriate transportation (e.g., parent to drive them, bus access) to participate in the activity.
Figure 13

Location of Sports/Recreational Organizations by Postal Code (%)

- K7L 53%
- K7P 16%
- K7M 21%
- K7K 11%
**When Programs are Offered.** Fifty-six percent of sports organizations schedule half or more of their activities during weeknights and weekends. Seventy-eight percent of organizations offered some programs during the summer. Of these, approximately one-third offer all of their programs during the summer. These organizations tend to require outdoor facilities (e.g., water, sports fields). Only a few organizations run programs during the holidays or scheduled non-school days (e.g., PA days).

**Program Types and Number of Youth Served.** Sports organizations provide programs that fall within their domain of expertise. Generally these organizations provide a combination of individual or group activities that are specific to the sport. For example, swimming organizations offer both individual and group activities in both non-competitive and competitive programs. The length of these programs is dependent on the sports season, occurring for at least a month and can continue throughout the year. With the exception of a few organizations, less than 50 youth within each of the age groups 13-14 year olds, 15-18 year olds and 19-24 year olds attend each activity. There are a few organizations that engage more than 100 youth in their activities and one or two organizations that service more than 500 youth in a particular age group. These are organizations that oversee sports leagues for a particular team sport(s).

**Leadership/Volunteers.** Sports organizations have opportunities for youth to lead through volunteer work and/or being an instructor. Ninety percent of sports organizations who responded to the survey report they provide opportunities for youth to volunteer within their organization and in fact some organizations are heavily dependent on youth to lead their programs. Thirty-two percent of these organizations indicate that most (75-100%) of their instructors were youth (ages 13-24). Some sports organizations provide opportunities to formally support the development of leadership skills through leadership programs with 50% of sports organizations offering leadership training to 13-14 year olds; 40% offer leadership training to 15-18 year olds; and 50% offer leadership training to 19-24 year olds. Few organizations (11%) had a formal youth council or advisory board.

**Accessibility & Inclusivity** Most sports programs are offered in **English** with 79% of sports organizations stating that English is the only language of instruction. Eleven percent of
organizations indicated that 75-100% of their programs are available in another language, French.

Very few sports organizations that responded to the survey have facilities that can accommodate youth with physical limitations as 75% of respondents indicate that very few of their programs (less than 10%) can accommodate youth with physical needs. Similarly, very few sports organizations can accommodate special behavioural or cognitive needs of youth as 69% of respondents indicate that very few of their programs (less than 10%) can address such needs.

Many sports organizations provide subsidies for youth interested in participating in their programs. These subsidy programs include using a formal subsidy programs such as ProKids program, or using more ad hoc processes whereby instructors/organizations waive or decrease fees on a case by case basis.

**Future visions and Organizational Needs.** As sports organizations look to the future, they are more interested in focusing on youth aged 13-18. Sixty-nine percent of sports organizations report wanting to develop future programming for 13-18 year olds while only 31% report wanting to target 19-24 year olds. Most of these organizations intend to offer more of the same type of programs and sports activities they currently offer.

Finding ways to recruit youth into these programs and having access to appropriate facilities for the programs were common needs reported by these sports organizations. Fifty-four percent of sports organizations indicate that recruiting youth was a barrier in the development of their organization, and similarly, 69% of sports organizations indicate that accessing appropriate facilities was a significant barrier in their future program plans (See Figure 15).
Figure 15

Barriers that Prevent Future Programming, Sports Organizations (%)

- Recruiting Instructors: 30.8%
- Funding: 38.5%
- Equipment/Resources: 46.2%
- Recruiting youth: 53.8%
- Facilities & Space: 69.2%
3.2.3 Service Organizations

**Description.** Service organizations include organizations that aim to serve all community members by offering programs to specific age groups or specific demographics (girls, at-risk youth, those of a specific religious affiliation). This group of organizations also includes libraries, health, and general recreational organizations.

**Location of Programs.** The service organizations that responded to the survey are primarily located in three postal code areas (K7K, K7L, and K7M) with 53% located in the K7K area, 27% in the K7L area and 20% in the K7M area. No organizations are located in the K7P region (See Figures 16 & 17 below). Like the sports and arts/cultural organizations, service organizations serve a combination of youth from within the local neighbourhood as well as other areas. Only 14% percent of service organizations report that at least 50% of youth participants live within walking distance to the program.
Figure 16

Figure 17

**Location of Service Organizations by Postal Code (%)**

- K7K 53%
- K7L 27%
- K7M 20%
Description of Program Types and Numbers of Youth Served. The service organizations provide a variety of content including arts, sports, and recreational programming to youth. Within each of these areas are music, film, visual and media arts, dance, drama, history/heritage, and literary arts. Opportunities to participate in competitive and non-competitive sports programs are also available as are various recreational programs. These programs are offered to groups of youth, with few opportunities for individual lessons. Group activities include both short and long term cycles such as activities that span more than three months as well as 1-2 day workshops or camps. Despite this vast array of offerings, most organizations that responded to this survey are serving less than 50 youth in each of the age groups (13-14 year olds, 15-18 year olds, 19-24 year olds); with 1 or 2 organizations serving more than 100 youth in each of these age ranges.

When Programs are Offered Most youth programs are offered during weeknights with fewer programs offered on the weekend, holidays or during the summer. Forty percent of service organizations indicate that the bulk of their programs (50-100%) occurred during weeknights. Fifty-five percent of organizations indicate that less than 10% of their programs occurred during weekends or during holidays (e.g., spring break, statutory holidays or PA days). Similarly, limited programming is provided by service organizations as they indicate that less than 10% of their programs occur during this time.

Leadership/Volunteers Service organizations promote youth leadership through use of youth boards, leadership programs, volunteer opportunities, and opportunities for youth to be instructors. Almost all of the organizations who responded to this survey provide opportunities for youth to volunteer within the organizations. Forty-three percent of service organizations indicate that they had a youth board as a means for youth to provide input into programs. Similarly, some of these organizations rely on youth to lead particular programs, as 25% of service organizations indicate that 50% of their instructors are youth. Fifty percent of the organizations also provide formal leadership programs for youth (ages 13-24).

Accessibility & Inclusivity Fifty-seven percent of service organizations’ programs are available only in English. Organizations also offer programs in other languages when instructors’ speak multiple languages.
Sixty-three percent of these organizations indicate that most (75-100%) of their programs are physically accessible. These organizations report that their buildings have ramps, elevators and washrooms that are physically accessibly. Similarly, 41% of service organizations indicate that most (75%) of their programs are able to accommodate the behavioural and cognitive needs of youth. These accommodations are made by the instructors who alter the content and/or delivery of the material. As such, some organizations indicate that instructors have specialized training to help them accommodate their instruction.

The majority (77%) of community organizations that responded to the survey said they do offer financial subsidies. Many service organizations provide free programs for youth. Those service organizations that have a fee for service model offer sliding scale membership fees as various bursary programs supported by internal funds or through external programs (e.g., ProKids, SPARK).

**Future Program Planning** As service organizations plan for the future, most who responded to this survey are primarily interested in developing programs for 15-18 year olds. In terms of the types of programs, service organizations are interested in developing leadership training as well as developing more programs they currently offer that address their mandate (library more literature, religious organizations more spiritual programming, etc.). Those service organizations that aim to primarily service youth in general are interested in developing more programs that encompass multi-media.

Most service organizations (83%) report that accessing appropriate funding is a barrier. Some organizations (50%) are also concerned about recruiting instructors and youth (See Figure 18).
Figure 18

Barriers to Programming, Service Organizations (%)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities and space</td>
<td>33%</td>
</tr>
<tr>
<td>Equipment</td>
<td>42%</td>
</tr>
<tr>
<td>Instructors</td>
<td>42%</td>
</tr>
<tr>
<td>Recruiting youth</td>
<td>50%</td>
</tr>
<tr>
<td>Funding</td>
<td>83%</td>
</tr>
</tbody>
</table>
3.2.4 Summary of Arts, Sports and Community Service Organization Findings

Location: Many of these organizations are located in the K7L, K7M areas, with some located in the K7K area (See Figure 1). These organizations serve a combination of youth that can easily access programs and services as well as youth who do not live within walking distance to these organizations. This means that many youth participating in these activities are reliant on transportation. Those who cannot secure transportation to and from activities may be prevented from participating.

When Programs Are Offered. Most of the arts/cultural, sports and service organizations deliver their programs in the evenings with some programs offered on the weekends and during the summer. Few organizations have programs during non-school days (e.g., Spring Break, PA days).

Program Types. Generally, arts/cultural and sports organizations offer programs with their specific expertise. The length of these programs is dependent on the tradition of the arts, sports, or recreational activity (e.g., soccer season, music lessons).

Number of Youth Served. By and large arts/cultural as well as sports organizations are offered in both individual and group classes, while service organizations are mostly offering group-based activities. Most of these organizations are serving less than 50 youth within each of the age groups 13-14 year olds, 15-18 year olds and 19-24 year olds. Organizations that produce performances or events, or oversee sports leagues, attract many youth. A few service organizations have programs that serve more than 100 youth.

Leadership/Volunteers. Arts/cultural, sports and service organizations promote youth leadership through volunteer opportunities and opportunities to be instructors. Some of these organizations also offer youth leadership training.

Accessibility & Inclusivity. The majority of organizations provide instruction in English. Depending on the language background of individual instructors, some organizations can provide instruction in other languages. Most organization offer accommodations to meet the physical
special needs of youth. Organizations that offer more kinesthetic activities find it more difficult to meet the physical accessibility needs of students, and are located in buildings with limited access (e.g., older buildings with no elevators) require significant financial resources to overcome these physical constraints. Organizations are able to alter their programs to meet the cognitive and behavioural needs of students, to the extent possible for a particular program. This is done by altering program components and is largely the responsibility of each individual instructor.

Arts/cultural and sports organizations offer financial subsidies in the form of special pricing, waiving or reducing fees. Many service organizations offer free programs. While some organizations have a formal bursary application process, others administer financial subsidy on an ad hoc basis. Organizations also referred youth to other external bursary programs, such as ProKids.

Future Program Planning As arts/cultural, sports, and service organizations move forward, most are primarily focusing on developing future programming for 13-18 year olds and are interested in expanding the programs within each organization’s current mandate.

Barriers Recruiting youth is a significant barrier that was identified by arts/cultural, sports and service organizations. Similarly, funding was a barrier that was identified by many arts/cultural and service organizations. Sports organizations are also concerned about accessing appropriate facilities as they develop future programming (e.g., indoor soccer fields).
3.3 Existing Partnerships

3.3.1 School Partnerships

Schools use community-based resources (both human and material) to assist with both curricular and extra-curricular activities. Sixty-three percent of the elementary schools rely on community members to serve as guest speakers or coaches. Similarly, 50% of the secondary and elementary schools take advantage of community facilities taking classes or groups on tours, workshops, or performances at museums, galleries, libraries, parks, or other areas. The City and other service organizations lend staging equipment and 75% of secondary school report borrowing these resources, while 52% of elementary schools do the same. Few schools take advantage of the sports equipment that is available for borrowing (See Figure 19).

Many community organizations also develop educational resource kits for use in classrooms. Thirty-seven percent of elementary schools reported using these resources while they are not used by the secondary schools.

“…my students are partnering with a [museum]—great opportunity for my photography students.”
-School principal
Use of Community Facilities:

Both the elementary and secondary schools use the various facilities in Kingston such as museums, art galleries, recreational centers, libraries, parks, and sports fields (See Figure 20).

Figure 20

<table>
<thead>
<tr>
<th>Use of Community Facilities By Schools (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Art Galleries</td>
</tr>
<tr>
<td>Libraries</td>
</tr>
<tr>
<td>Museums</td>
</tr>
<tr>
<td>Recreational Centres</td>
</tr>
<tr>
<td>Parks</td>
</tr>
<tr>
<td>Theatres</td>
</tr>
<tr>
<td>Sports Fields</td>
</tr>
</tbody>
</table>

Appendix C
### 3.3.2 Community Organizations Partnerships

Community organizations partner with schools and other organizations. Arts/cultural organizations reported a breadth of partnerships, not only with schools and the local college and university, but also with theaters, orchestras, and many other arts/cultural organizations. Similarly, many sports organizations report a variety of types of partnerships including working with schools, and youth organizations to offer their type of programming, sharing facilities with other sports organizations, and partnering with business organizations. The majority of existing partnerships reported by community service organizations are with schools and school boards. These partnerships include providing programs such as self-defense classes, leadership programs, or introductions to various recreational activities.

Community organizations use schools spaces (e.g., rent) for their programs. Many arts, sports, and service organizations use school facilities for some of their programs. Similarly, community organizations provide opportunities for youth to do co-op placements or internships.

Some community organizations also work together to combine their expertise. Some service organizations work with arts and/or sports organizations to develop programs. Similarly, sports and/or arts organizations with similar mandates also work together in their programming. For example, sports organizations that provide water-based activities often share resources or develop special activities that combine resources. Arts/cultural organizations work together to plan activities, often performances or workshops that are tailored to youth. For example, a theatre may work with drama schools, secondary and post-secondary schools to mount a production. Community organizations also rely on businesses for funding for various programs.

In summary, there seems to be an emerging partnership network between schools and community organizations. Partnerships between and among various community organizations have been established and more partnerships of this nature could enhance youth programming.

_“We work closely with many schools and organizations.”_  
-Community Organization Respondent
SECTION 4: CONCLUSIONS AND RECOMMENDATIONS

4.1 Types of City-wide Youth Programs

Arts Programming
Some level of arts activities are offered by schools and community organizations:

- Schools offer music, visual arts, media arts, and drama within their regular and extra-curricular programs. While dance is offered in elementary schools, there are no curricular or extra-curricular dance programs at the secondary level;
- Community organizations, including both arts/cultural and service organizations, offer choral and instrumental music, history or heritage programming, drama, dance, literary arts, visual arts, film, and multi-media arts.

Sports Programming
A wide variety of structured traditional sports programming is offered in Kingston:

- As extra-curricular or in-school programs, schools offer basketball, football, volleyball, hockey, soccer, rugby, baseball, track and field, badminton, swimming, curling, and skiing.
- Community organizations offer a wide variety of sports programming. Most of this programming is aimed at individual sports activities as opposed to team sports. These activities include sailing, fencing, soccer, rowing, tennis, kick boxing, martial arts, fitness, skating, competitive and synchronized swimming, softball, cheerleading, recreational and competitive gymnastics, basketball, tennis, floor hockey, curling, volleyball, and beach volleyball.

Recreational Programming
Some recreational programming for youth is offered:

- There are some recreational extra-curricular clubs in the schools (e.g., chess club).
- Community organizations offer a variety of recreational or less structured programming as opportunities to play chess; board and electronic games; fitness conditioning such as yoga, strength training, or boot camp; drop-in including coffee house, pool tables,
computer labs, dances and social gatherings; crafts and domestic arts; some minor offerings of circus arts such as trampoline, unicycle, juggling and magic tricks.

In summary, currently a wide variety of traditional structured programs in arts, sports, and recreation exist and are available to youth within Kingston. However, organizations report recruitment into these programs as a problem. The organizations would like more youth attending their program offerings.

One of the trends identified in the Parks and Recreation Master Plan May 2010 addresses the need for less structured programming.

“Demand for unorganized and drop-in activities is on the rise, at the expense of most organized and structured programs which are inflexible to people with limited free time…Fewer children and youth are participating in most organized sports (though soccer and girls hockey are notable exceptions) in favour of casual activities that fit into their own schedule.”

GAP: Lack of contemporary programming and less structured activities.

1. RECOMMENDATION: Match programming to meet the interests of youth.

Community organizations could develop programs that focus on more contemporary art forms and sports activities such as media arts and skateboarding. In addition to contemporary offerings, there could also be more programs that are reflective of the various cultural traditions present within the Kingston population including Aboriginal culture and customs.

GAP: Lack of youth attendance to existing program offerings.

2. RECOMMENDATION: Develop strategies to recruit youth to attend existing programming.
One of the barriers that many organizations face is recruiting youth. Partnerships between and among organizations and schools could alleviate these barriers by:

- creating a recruitment plan;
- matching organizations who are in need of instructors (e.g., schools or service organizations) with those organizations who have instructors (arts/cultural, sports organizations) in need of youth clients. These organizations could partner together to develop new youth programs.

4.2 Program Locations

This analysis compared the locations of community organizations that participated in this research with the locations of elementary and secondary schools that participated in this research. Schools are located where youth live. Using a postal code analysis, it can be seen that community organizations are not located close to where youth live in the city (See postal code maps showing locations of organizations). Sixty-eight percent of schools are located in the K7M and K7P postal code areas while only 20% of community organizations are located in these areas. Twenty percent of schools are located in the K7L postal code area while 54% of community organizations are located in this same region.

The purpose of this analysis was to determine how many participants lived within walking distance to the various community organizations. Specifically, this research explored how many programs indicated that 50% of the youth participating in their programs lived within walking distance. The following was found:

- In the K7K area, 46% of the organizations surveyed indicated that more than 50% of youth lived within walking distance;
- In the K7L postal code area, 14% of organizations surveyed indicated that more than 50% of youth lived within walking distance;
- In the K7M area, no programs indicated that the majority of youth lived within walking distance; and

“I’d like there to be more out of school activities and places to go after school and in the evenings for youth in the North End; there’s not a lot out there for 12/13/14 year olds that is inexpensive and easy to get to on foot/bike.”

-School principal
In the K7P area, which offered the fewest programs, only 1 organization indicated that more than 50% of the youth involved in their programs lived within walking distance.

**GAP:** Lack of out-of-school youth program offerings outside of Kingston’s downtown core.

3. **RECOMMENDATION:** Expand geographic locations where youth programming is offered.

*Community programs are not distributed equitably across the City, which means that youth are dependent on others to transport them to the activity (e.g., parent, public transportation). For young people who do not have reliable parent transportation, accessing programs is an issue.*

4. **Recommendation:** Increase public transportation services for youth.

*Public transportation services are decreased in the evenings, weekends, and on holidays. This decreased service affects the ability of youth to participate in arts, sports, or recreational programs. Further, a safety issue may arise when youth are walking from a bus stop to their homes after dark. A strategy to facilitate safe door-to-door travel should be considered.*

4.3 **Partnerships**

Partnerships between and among organizations and schools were reported by many. The establishment of more partnerships and the strengthening of existing partnerships require ongoing support and should be fostered.

**GAP:** Lack of formal process to foster partnerships.

5. **RECOMMENDATION:** Foster collaborations amongst community organizations and schools that capitalize on each other’s strengths.

“Thank you for your interest in serving our young people; it takes a village to raise a child.”

-School Principal
Sports and arts/cultural organizations could provide specialized expertise in the form of instruction to service organizations and schools which have the facilities and youth participants. Opportunities for collaborations between interested organizations could be brokered through a formal partnership network.

4.4 Accessibility

Financial Need
Sixty-seven percent of organizations report offering some form of financial subsidy to those youth in need. Many of these organizations determine financial need based on an application process while others informally waive fees for ‘special’ cases.

GAP: Lack of information and consistency with financial subsidy structures.

6. RECOMMENDATION: Improve youth access to financial subsidy information.

There seems to be no easily accessible/equitable means of receiving subsidy or users knowing about these programs.

Language of Instruction
Very few community programs are offered in languages other than English. Most community organizations offered less than 10% of their programs in a language other than English, which was most often French.

GAP: Lack of youth programming in languages other than English.

7. RECOMMENDATION: Offer youth program instruction in multiple languages.

Language of instruction for programs may not be representative of the languages spoken in Kingston.
Physical Accessibility

Physical accessibility is dependent on the activity itself. While 40% of community organizations indicated that most of their programs were physically accessible. These were more sedentary or spectator activities (e.g., visual arts, drop-in centres, museum tours, concerts). Another 40% of community organizations indicated that less than 10% of their programs were physically accessible. These were programs that had a lot of physical activity (e.g., dance, drama, kickboxing, gymnastics).

GAP: Some programs do not/cannot provide physical accessibility.

8. RECOMMENDATION: Foster accessible environments to serve youth with special physical needs.

Support an infrastructure that will allow organizations to create physically accessible spaces. This may include grant programs for renovations or to purchase specialized equipment.

Cognitive or Behavioural Accessibility

Meeting cognitive and behavioural needs of youth is difficult for sports and arts/cultural organizations. Approximately 70% of both of these types of organizations report that approximated less than 10% of their programs are able to accommodate youth with these needs. However, service organizations were more likely to meet cognitive and behavioural needs with 40% of these organizations indicating that most (75-100%) of their programming could accommodate these young people. Overall young people with cognitive or behavioural issues have limited options.

GAP: Lack of programming with the capacity to meet the needs of youth with special cognitive or behavioural needs.

9. RECOMMENDATION: Provide specialized training and funding for resources to support the special needs of youth with cognitive and behavioural needs.
Develop infrastructures that will create supports such as specialized training sessions for instructors and offer grant opportunities for funding to support the purchase of specialized resources for individuals with these types of special needs.

4.5 Commitment to Youth

Approximately 85% of community organizations that responded to this survey reported they are interested in being involved in a partnership to increase youth engagement. This high response rate indicates a strong community desire to create a strategy that supports youth engagement.

Promoting Youth Leadership Through Volunteerism

Young people can learn about leadership through:

- specific courses offered by community organizations; or
- act as leaders through their volunteer or paid involvement in extra-curricular school-based activities as well as the positions (volunteer or paid positions) that they may hold in various community organizations.

Secondary school students are required to complete volunteer hours to meet the Ontario Secondary School graduation requirements. However, each student must identify their own volunteer opportunities which can be difficult for many students. Although opportunities exist for youth, a more systematic process would be helpful to find ways to identify volunteer positions in the community and establish long-term relationships between youth and various organizations.

GAP: Lack of information concerning youth volunteer opportunities.

10. RECOMMENDATION: Post youth volunteer positions.

Establish a website/blog/twitter portal where organizations could post various volunteer opportunities. Students could access this site to get information about volunteer opportunities in the community.
Very few organizations involve youth in the advisory process. One reason for this could be that many organizations do not have advisory boards or are mostly run by volunteers. Nevertheless there is place for youth involvement in the development of youth programming within the Kingston Youth Strategy. As an example of successfully engaging youth in this type of role, Kingston secondary schools have developed an exciting innovative process that allows youth to develop extra-curricular programs. This process could be applied to the development of community-based programs for Youth. In fact, Play Works\(^\text{10}\) outlined a *Do It Yourself* grant program that provided grant money for youth to develop programs for youth in partnership with supporting service organizations. This type of initiative may be extremely valuable.

**GAP:** Lack of youth involvement in planning youth programming.

11. **RECOMMENDATION:** Solicit youth input as advisors re ongoing youth programming.

*Seek input from youth regarding youth programs through both informal/formal channels—this could include the development of a youth development plan or by polling youth electronically on various issues or needs. Establish youth polls on a Facebook page or Twitter account.*

12. **RECOMMENDATION:** Foster youth partnerships with organizations.

*Create opportunities for youth to drive the development of new programs. This could be through Do-it-Yourself grants, or by creating suggestion boxes for youth to submit program ideas. This would result in an infrastructure that allows partnership opportunities for youth to develop programs/activities with the support of community organizations.*

**Engaging Older Youth 19-24**

All of the secondary school respondents report that less than 10% of their student population is in the 19-24 year old age group. This indicates that the secondary school is not the primary site to

\(^{10}\)http://playworkspartnership.ca/sites/default/files/file/DIYreport2008v2.pdf
serve this population. Within the community organizations, only 28.3% of organizations indicated that they were primarily interested in youth aged 19-24. There is a gap of specialized programming for those aged 19-24.

Between the ages of 19-24 youth may undergo significant changes in their lives as they transition from secondary school to post-secondary school or to the job market. The role of arts, sports or recreational activities could be a source of income, further training/education, or leisure for these individuals, and as such, organizations need to enhance their programming to suit these divergent needs. For example, these young adults may continue to become more specialized in one of these fields through specialized or individualized instruction. They may also capitalize on their expertise by seeking employment as instructors/coordinators/referees in these agencies. Finally, youth aged 19-24 may turn to these organizations for various leisure activities. As organizations develop their programming, they may want to consider developing specialized programs specific for this age group either as separate program offerings or as part of their other adult programming.

GAP: Lack of specialized programming for those aged 19-24.

13. RECOMMENDATION: Hire qualified 19-24 year olds to develop programming for youth.

_Hire youth with expertise in specialized areas to develop leisure activities for others in this age group._
## 4.6 Summary of Program Gaps and Recommendations

<table>
<thead>
<tr>
<th>GAP in Existing Youth Programming</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Lack of contemporary programming and less structured activities</td>
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<td>Hire qualified 19-24 year olds to develop programming for youth</td>
</tr>
</tbody>
</table>
SECTION 5: FUTURE RESEARCH

This research study is Phase I of Kingston’s overall Youth Strategy program. It was designed to establish a preliminary inventory of arts, sports and recreational programming offered to youth aged 13-24 both in and outside of school. The inventory has to be considered preliminary as not all organizations offering youth programming were represented in the study. A broader reach would be required to build a complete inventory. However, the researchers are confident that the findings of this study fairly represent the youth programming landscape.

This data was collected from school Principals and Executive Directors of both non-profit and for profit community organizations offering youth programming within Kingston’s city limits.

Future research would be dependent on the needs of the community and the direction the Youth Strategy program takes. Several avenues of future research may be considered:

1. a more comprehensive inventory of program offerings could be achieved by collecting data from all community organizations operating in the City;
2. opinions of youth and their parents on desired programming could be collected through surveys, focus groups, and interviews;
3. a pilot study to examine the experiences of youth could be conducted that would help to illuminate the experiences of youth and the structures needed to engage youth in the community.

To elaborate on the third research recommendation, a pilot study, a hypothetical description follows. A pilot study could consist of multiple case studies that profile a particular arts, sports, or recreation program involving youth of different ages from different parts of the City. For example, one case within the pilot study could examine an arts program geared towards 13-14 year olds. Data collection could encompass the planning and implementation stages of programming, explore participants requirements to physically access the various programs, as
well as explore the financial, cognitive, and behavioural supports required for students to have a successful experience. This research could also explore the experiences of the adult allies of the youth participants to determine what the adults face in supporting youth in the development and implementation of the program.

A pilot study would likely provide detailed and rich data concerning the experiences of youth and their support systems.
REFERENCES


Limestone District School Board (2011). http://www.limestone.on.ca/


APPENDIX A

Elementary School Surveys

Secondary School Surveys

Community Organization Surveys
Kingston Youth Strategy: Themes and Recommendations

- Programs & Opportunities
- Collaboration & Communication
  - Engagement
  - Access
  - Decision Making
- Environment & Spaces
- Health & Wellness
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**Introduction**

According to Canadian Census data, approximately 25.8%\(^1\) of Kingston’s youth are in households living in poverty and Kingston youth scored higher than the provincial average in terms of crime rate, suicide and teenage pregnancy. These statistics underscore the importance of providing an infrastructure that can help support these and other youth in the City. As such, the City of Kingston’s Parks and Recreation Master Plan May 2010 recommended the pursuit of a Youth Friendly City designation from the Province of Ontario. With the aim of earning a “Youth Friendly” community designation and in a pro-active and progressive manner, the City made a commitment to assess the current status of youth programming in Kingston and to create a network of stakeholders including schools and community organizations who have demonstrated interest in improving youth engagement.

On October 15th, 2011, 15-year-old Jamie Hubley committed suicide. His family spoke openly in the media about their son’s challenges since the seventh grade – extreme bullying and relentless teasing which focused on the fact that Jamie was openly gay. Community members appeared before City Council and shared their thoughts about the death of Jamie and others like him. On November 15th, 2012 Council passed a motion to support the development of a youth strategy that promotes diversity and tolerance and that provides inclusive programs and services for all young people.

**THEREFORE BE IT RESOLVED THAT** the Council for the Corporation of the City of Kingston supports the development of a youth strategy that promotes diversity and tolerance and that provides inclusive programs and services for all young people.

**CARRIED UNANIMOUSLY; November 15\(^{th}\), 2011 Kingston City Council**

The development of the strategy has been collaborative, involving a series of meetings and events, hosted by committed organizations from across the city and City staff. A group of volunteers from various organizations, calling themselves the Youth Adult Partnership Team, has overseen the overall development of the strategy, facilitated by The Students Commission, lead of The Centre of Excellence for Youth Engagement. A smaller group, called the Collaborative Action Steering Team, has met more than 22 times and done the work of surveying, consulting, and drafting the strategy through a series of events and community outreach.

Over the past year approximately 700 young people, 100 adults and more than 40 organizations, have been engaged and consulted in order to identify community needs, gaps and solutions which will help make Kingston a more youth-friendly city. The following document presents the findings, key themes and recommendations from this year of work. It has been created for the purposes of consulting with key decision-makers to ensure that the strategy contains recommendations that are practical, achievable and engages a broad base of community stakeholders who will commit to assisting in implementation.

\(^{1}\) 2006 Canada Census data
Principles

In Y2K’s vision of a youth friendly community:

1. Young people are involved in decision-making
2. Youth and adults communicate and collaborate on community issues
3. Neighbourhoods, communities and organizations across the city are connected
4. Young people have opportunities for personal growth and employment
5. Programs and services are accessible to and inclusive of all young people
6. All young people have their basic needs met
7. The community has strong health and wellness services
8. Young people have safe and inclusive spaces and environments to hang out in

* These principles synthesize the overall values that came out of the research data conducted by the Y2K project, including results from survey responses, youth forum recommendations and focus groups. They are also supported by UNICEF’s Child Friendly Cities criteria: http://www.childfriendlycities.org/en/overview/what-is-a-child-friendly-city
Methodology

Over the past year, 700 young people and 100 adults have given input and gathered information to create a Youth Strategy for the city and community of Kingston. There are several sources of information that were used as a basis for the recommendations that are shared in this document:

1) Short paper survey:
Youth and adult members of the Collaborative Action Steering Team (CAST) developed and promoted the short paper survey. Pilot data was collected in July/August, and the final short survey data was collected Aug. 28-Oct. 19 at various community events, programs, high schools, colleges and organizations. A total of 450 youth and young adults filled out this survey.

2) Long online survey:
Youth and adult members of the CAST promoted the online survey using flyers, social media, websites, posters, e-mails, events and an online contest to win an iPad. The pilot data was collected in July/August, and after refining the final survey, the online survey was open between Aug. 28 – Oct. 19. A total of 191 youth and young adults filled out this survey.

3) Focus groups:
Three focus groups with youth and young adults were held in the fall: 1) Queens students, 2) New Mentality group, 3) Immigrant services group. They were facilitated by CAST members and in the case of the New Mentality group, the focus group was self-facilitated. A total of 41 youth and young adults participated in focus groups.

4) Initial youth strategy report: Phase I research:
This research report summarized findings of a survey and an environmental scan to gather information about existing programs that serve youth between the ages of 13-24. The online survey was filled out by staff at 40 public schools in the City of Kingston and 57 organizations within Kingston city limits.

5) Kingston Youth Forum notes:
In addition to the data sources listed above, the themes and recommendations were also validated by the notes from the Kingston Youth forum. A total of 30 youth, 20 young adults and 36 adults participated in the Forum.

For further research data related to demographics, please see the Appendix 1.

Research Process

Young people were engaged in all aspects of the research, including helping to design survey questions, gathering input, running focus groups and assisting to code the data received.

After all the surveys were closed and notes collected from the focus groups and events, the Students Commission began compiling and analyzing the amazing amount of data that had
been collected. Engaging youth and young adults involved in the Y2K project, as well as high school co-op students and volunteers at the Students Commission, the data was compiled and coded in order to review, develop and refine recommendations for the Strategy.

Since much of the data collected was qualitative (open written responses) significant time was spent coding the responses. The coding process involves reading all the responses, identifying themes, and then counting the number of mentions that each theme received. Once the coding was finished, all the researchers discussed observations and questions that had arisen from the process helping to analyze the information and identify overall themes. This information was then compiled into a presentation and research summary for the CAST.

On the 1st and 2nd of December 2012, 20 members of the CAST gathered to review the research data and discuss the information and recommendations that had emerged. They spent 2 days refining the recommendations and identifying potential actions items for the city, organizations and community members to take on. This document summarizes the themes that emerged from the data and the recommendation that have been developed to date.
Theme One: Voice, Communication and Decision Making

Young people have the right to have their voice heard. Under the UN Convention on the Rights of the Child, which Canada ratified in 1991, young people must be included in the decisions that affect them. Youth have the right to be heard to inform policies, programs and decisions that impact their lives.

When young people are meaningfully engaged, they report having higher self-esteem, they show greater commitment to their relationships and community, and they demonstrate increased capacity. In addition to positive health outcomes and a decrease in negative risky behaviours, youth involvement in decision-making results in creating effective improvements in the community. As emphasized in the Public Health Agency of Canada 2011 report, “Positive mental health outcomes are associated with environments that are supportive, and with good communication with adults and peers in those environments.”

Youth feel helped, but not heard

According to the research conducted by the Y2K project, young people in Kingston feel helped, but not heard. While most youth/young adults responded that there were adults in their lives they could turn to if they needed support, significantly fewer felt respected, listened to or taken seriously. 44% of young people disagreed or strongly disagreed with the statement “adults listen to the things youth/young adults have to say.” At the same time, 77% said they were not aware of any formal ways for youth to voice their opinions or collaborate with adults.

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5 Note about the survey data and graphs in the report: The graphs represent total number of respondents (not percentages). As you will see, the number of people that responded to each question varies significantly for questions that were included in one version of the survey but not the other.
When asked how to make Kingston a more youth friendly place, the 2nd most common answer was about improved communication and relationships between youth and adults.

![Bar chart showing the number of people who strongly agree, agree, disagree, strongly disagree, and I don't know about being able to ask for help.]

For further research data related to this theme, please see the Appendix 2.

Recommendations coming from the research related to Voice, Communication and Decision Making

1. More opportunities for youth voice and engagement in decision-making (Surveys, Forum, Focus Group, Strategy Report)
   - Engage young adults as leaders and mentors to help develop programs for their peers and for younger youth
   - Engage youth actively in every step of evaluating, planning, development and delivery of programs
   - More youth voice in decision-making (e.g. City council)
2. More respect (youth 12-17 survey)
3. More/better relationships and communication between youth and adults (Surveys, Forum, Focus Group)
4. More collaboration between community organizations and schools (Strategy Report)

<table>
<thead>
<tr>
<th>Refined Recommendations</th>
<th>Action Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Actively engage youth in decision making and program development at all levels</td>
<td>The City</td>
</tr>
<tr>
<td>– Youth council, first step youth rep on city council (see Toronto example)</td>
<td>Organizations</td>
</tr>
<tr>
<td>– Continue the Y.A.P.T. and C.A.S.T. to assist with implementation of strategy, forum for communication between organizations</td>
<td>Individuals</td>
</tr>
<tr>
<td>– Create a process for individual youth to share thoughts, opinions, concerns, etc. (e.g. Facebook, polls, e-mail, etc.)</td>
<td>Youth share ideas with the advisory groups and Youth Council</td>
</tr>
<tr>
<td>2) Foster collaboration and partnership between organizations</td>
<td>Y.A.P.T. – regular meetings and key staff (continue and expand)</td>
</tr>
<tr>
<td>– Send council rep</td>
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8
Theme Two: Programs and Opportunities

Young people should have access to programs and services that support their positive youth development. When young people are engaged and supported in their community, they are less likely to participate in risk-associated activities, and more likely to develop positive relationships and skills. Unfortunately, many opportunities for young people are limited by cost, transportation, location, program availability, and unsuccessful promotion. Although many young people in Kingston are able to participate in programming on a regular basis, around 50% either cannot afford, or can only “sometimes” afford to participate in programming or events that have registration fees. At the same time, close to 77% of young people are unaware of groups to help them pay for activities if they cannot afford them. This result is consistent with the 2012 Youth Strategy Report commissioned by the City of Kingston, which identified a “lack of information and consistency with financial subsidy structures.”

In general, young people in Kingston want more opportunities to get involved with their community and develop new skills. The top three opportunities of interest identified by youth/young adult respondents were employment services, music activities, and educational support services.

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Communication about youth opportunities

Young people want to see enhanced communication of opportunities, and greater communication and collaboration between youth and adults. Unfortunately, many young people are unaware of what’s going on in the community. Lack of awareness was identified as the top reason that young people did not participate in programs and services. Young people suggested using the internet (social media, websites...), schools and posters in order to get the word out about opportunities.
For further research data related to this theme, please see the Appendix 3.

Recommendations coming from the research related to Programs and Opportunities

1. More/better opportunities for recreation/activities for youth and young adults (Surveys, Forum, Focus Group, Strategy Report)
   - More affordable and accessible
   - More inclusive to all ages and cultures
   - Improve opportunities for physical activity
   - More arts programs
   - Events/entertainment

2. More community events that are affordable and inclusive (Surveys, Forum, Focus Group, Strategy Report)

3. Offer youth program instruction in multiple languages (Strategy Report)

4. Increased education funding for arts, physical activity, music, etc. (Survey)

5. Supports for youth new to the community (Survey and Focus group)
   (3 responses reg. affordable/cheaper houses)

6. More employment and professional development opportunities (Surveys, Forum, Focus Group, Strategy Report)
   - More opportunities to gain job skills for the future
   - More jobs that do not require higher education/high skill level
   - Hire qualified 19-24 year olds to develop programming for youth

7. Mentoring and tutoring opportunities (Surveys, Forum, Focus Group, Age-Friendly Strategy)

8. Opportunities for travel/trips (Survey) (programs? Only mentioned by 1 survey-youth)

9. More effective communication/promotion and recruitment for youth opportunities (Surveys, Forum, Focus Group, Strategy Report, Age-Friendly Strategy)
   - Youth participants should be more involved in promoting events
   - Information hub
   - Communicate in schools, etc.
10. More volunteer opportunities (Surveys, Forum, Focus Group, Strategy Report, Age-Friendly Strategy)
11. Improved youth access to financial subsidy information (Strategy Report)

...Refined Recommendations

<table>
<thead>
<tr>
<th>Refined Recommendations</th>
<th>Action Items</th>
<th>Organizations</th>
<th>Individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Provide Programming that meets the needs and interests of youth ex. Arts, physical activity. 2) Ensure all programs are accessible to all youth ex. Cost, Inclusivity, Language/cultures.</td>
<td>Compare inventory of existing programs to survey findings of needs and wants. Identify gaps in programming &amp; consolidate overlapping programs. Subsidized spaces: programs</td>
<td>Compare inventory of existing programs to survey findings of needs and wants. Identify gaps in programming &amp; consolidate overlapping programs. Collaboration &amp; sharing resources among org's</td>
<td></td>
</tr>
<tr>
<td>3) Create personal development opportunities for youth 4) Increase graduate retention in the city</td>
<td>Mentorship Programs Support young entrepreneur ex. start up grants</td>
<td>Mentorship Programs Create/provide young professional positions Internships with community organizations or co-op's</td>
<td></td>
</tr>
<tr>
<td>5) Establish centralized channel of communication about youth opportunities and programs</td>
<td>Submit all volunteer opportunities to the united way data base Target volunteer postings to needs and interests of youth/young adults (for ex. wording) Community scan- are there gaps in opportunities Continue the Y.A.P.T. and C.A.S.T. for communication between agencies Create an online youth portal for program and opportunity</td>
<td>Submit all volunteer opportunities to the united way data base Target volunteer postings to needs and interests of youth/young adults (for ex. wording) Create an online youth portal for programs and opportunity Promote portal to members, youth, students</td>
<td>Youth use centralized database to seal opportunities – Volunteering – Programs – Etc.</td>
</tr>
</tbody>
</table>
Theme Three: Environments and Spaces

Social and physical environments have a significant impact on young people’s health and wellbeing. Factors such as affordable housing, poverty vs. socio-economic advantage, neighborhood safety, or the sense of social connectedness in a community, all contribute an individual’s sense of safety, belonging and identity.\(^8\) A sense of belonging, inclusion and safety are critical features of positive developmental settings for youth.\(^9\) Research shows that even things like dietary patterns, exercise, and injury are significantly affected by the neighborhoods that young people live in.\(^10\)

**Inclusion and safety**

Young people in Kingston had plenty of positive things to about the city, describing it as peaceful, beautiful, and inviting. Almost 75% of respondents either agree or strongly agree that they feel included and like they belong in Kingston. Young people also describe Kingston as a generally safe community. However when asked more specifically about different measures of safety, a contrast emerged in the responses. Almost 75% of young people have seen others bullied, 50% have felt bullied, 41% feel unsafe in particular locations, and 73% have witnessed homophobia or transphobia.

The survey results suggest that those who do not identify with the binary gender system (i.e. do not identify with either male or female) are least likely to feel safe and most likely to have experienced or seen bullying, sexual harassment, homophobia/transphobia. Those respondents who identified as female, were more likely than males to respond that they felt unsafe and had experience or had seen these different forms of violence. For example, 100% of those that identified outside of the gender binary, 57% of females, and 36% of males have experienced bullying. Similarly, 86% of those outside the gender binary, 57% of females and 43% of males responded that they had seen sexual harassment.


Youth-friendly and accessible

Young people are also calling for more youth friendly hangouts and better transportation. When young people were asked what they would do to make Kingston a more youth friendly city, more youth hang outs and improved safety were among the top 5 responses. For the 12-17 age range, youth friendly hang-outs was the second most frequent recommendation. Access to transportation was identified as a key barrier. During focus groups, youth/young adults described public transit as unreliable, without sufficient routes or buses, and difficult/confusing to use. Walking is the most common form of transportation used by young people in Kingston.
For further research data related to this theme, please see the Appendix 4.

Recommendations coming from the research related to Environments and Spaces

1. Foster accessible environments to serve youth with special physical needs (Strategy Report)
2. Expand geographic locations where youth programming is offered (Strategy Report)
   - More affordable
   - Less confusing, easier to use routes
   - Better transit times, more routes
5. Alternative forms of transportation (Surveys, Forum, Focus Group, Age-Friendly Strategy)
   - More/better bike lanes
   - YOUTH CAMPAIGN :- “getting from one place to another”
6. Improve safety (Surveys, Forum, Focus Group)
   - Improve safety measures at night
   - Address bullying, racism
   - More respectful police

<table>
<thead>
<tr>
<th>Refined Recommendations</th>
<th>Action Items</th>
<th>Organizations</th>
<th>Individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Link geographic locations of new youth hangouts with programs</td>
<td>Involve Youth (Y2K/ YAPT/CAST) in the planning of the redevelopment of the Walley Elmer Link Public Health City G/S mapping to establish gaps and describe opportunities for youth. Establish = maps (K) of programs services.</td>
<td>Link Public Health City G/S mapping to establish gaps and describe opportunities for youth. Establish = maps (K) of programs services.</td>
<td></td>
</tr>
<tr>
<td>CAST: Y2K findings be presented to Kingston Transit for as &quot;ask&quot; in terms of providing a plan.</td>
<td>City provides YAPT with a presentation of the &quot;transit plan&quot; and hosts a youth focus group on transit issues.</td>
<td>Promote &amp; educate youth in transportation plan</td>
<td></td>
</tr>
<tr>
<td>Checkout and see the implications of the active transportation plan from KCAT (Kingston Coalition for Active Transpiration)</td>
<td>○ Bike lane plan/strategy ○ Bike-Taxi program Develop: provide funding for yellow bike program</td>
<td>Expand the yellow-bike program to XH locations</td>
<td>Citizens “sign on” to support the bike program</td>
</tr>
<tr>
<td>Youth Policing Program Safety : Look at crime maps w/the research (postal codes) to clarify reality and perception educate youth</td>
<td>Ensure police are part of the youth strategies and are looking at it internally. City Police will cooperate and release data and present on findings of maintenance reports.</td>
<td>Integrate police/youth programs foster positive relationships between PYP. Youth training sessions on youth engagement.</td>
<td></td>
</tr>
</tbody>
</table>
Theme Four: Health and Wellness

Our health is impacted by a great variety of factors, know as the social determinants of health¹¹. Not only do young people need access to medical services, healthy food and safe housing, they also need supportive environments, strong relationships and opportunities to develop their ideas, values and skills¹². All of these factors influence health. The more we invest in young people's health the greater the long-term outcomes for both the individual and society.¹³

In general young people in Kingston feel their health/mental health is about average. However it is clear from the Y2K research that young people are looking for great community health supports including services related to mental health, poverty, housing, and addictions. Addictions/substance use was identified as the most pressing social issue in Kingston followed by poverty and unemployment. Young people are also interested in greater access to health care workers (counsellors, doctors, nutritionists, etc.) and social services that address health issues.

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Appendix C

Are you interested in accessing more of the following services/activities for youth/young adults?

- Social services (e.g. support services related to housing, poverty, addiction)
- Mental health services (e.g. doctors, counselling, support workers)
- Health services (e.g. doctors, community nurses, support with employment)
- Education support services (e.g. tutoring, mentoring)
- Cultural activities
- Individual sport activities (e.g. tennis, skateboarding, martial arts)
- Team sport activities (e.g. baseball, soccer, rugby, basketball)
- Music activities
- Dance activities
- Art activities

For further research data related to this theme, please see the Appendix 2.
Recommendations coming from the research related to Health

1. Stronger rules and regulations (Surveys, Forum, Focus Group, Age-Friendly Strategy)
2. No smoking in public areas (Survey, Age-Friendly Strategy)
3. More social services for youth (Survey and Young Adult Focus Group)
   - More services related to mental health, poverty, discrimination
4. Substance free events and more programs to address substance use (Surveys, Forum, Focus Group)
5. Provide specialized training and funding for resources to support the special needs of youth with cognitive and behavioural needs (StrategyReport)
6. Cheaper housing and groceries (Surveys, Forum, Focus Group)

<table>
<thead>
<tr>
<th>Reformed Recommendations</th>
<th>Action Items</th>
<th>Organizations</th>
<th>Individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Involve youth in the continuous development of setting rules and regulations when it comes to their health and wellness. They should have a decision-making vote. 2) Address the “mental health issue” (stigma) in promotion delivery language that in ‘youth advised’, ‘youth friendly’ 3) Acknowledge that young people have identified a gap in mental health services for youth, will establish a cross agency youth-adult etc. to address the need for youth mental health issues 4) As youth resource CAST becomes the “presenter” facilitator to work with the various agencies 5) Bring together agencies that currently work with youth with special needs to develop capacity to meet the need to provide training and support for program providers 6) Expanding access to nutrition programs (i.e. food bank, Good Food Box) through ongoing consultation with youth</td>
<td>Participate in focus group and/or provide data required City wide youth health/wellness advisory committee Community services will host a formal meeting of agencies YAPT</td>
<td>New provincial food regulations in schools will be implemented, developed and programs designed by youth in x# of pilot schools in year 1 and share results with School Board and Youth/Schools Consultation with “The New Mentality” (Pathways for Children and Youth) K Children and youth steering committee Each C Mental Organization participate one health organization take on a facilitator role to bring agencies together for dialogue YAPT-identifies a convenor for the cross agency meeting</td>
<td>Youth will lead a series of workshops for educators (Parents, peer support) on decision making Youth health and wellness practitioners participate with representation Local businesses participate in dialogue Practitioners</td>
</tr>
</tbody>
</table>
Appendix 1: Research Data related to Demographics

The ages of respondents ranged from 10 to 24 years of age and were well distributed. The most frequent ages were 16 and 17 year olds.

I am (please select all that apply):

<table>
<thead>
<tr>
<th>I am (select all that apply)...</th>
<th>0</th>
<th>10</th>
<th>20</th>
<th>30</th>
<th>40</th>
<th>50</th>
<th>60</th>
<th>70</th>
<th>80</th>
<th>90</th>
<th>100</th>
</tr>
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<tbody>
<tr>
<td>A volunteer</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>32</td>
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<tr>
<td>Unemployed</td>
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<td></td>
<td></td>
<td></td>
<td>28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed full-time</td>
<td></td>
<td>13</td>
<td></td>
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<td></td>
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<tr>
<td>Employed part-time</td>
<td></td>
<td></td>
<td>32</td>
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</tr>
<tr>
<td>Graduated from post-secondary</td>
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<td></td>
<td></td>
<td>13</td>
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<tr>
<td>school / program</td>
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<td></td>
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<tr>
<td>In post-secondary school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>22</td>
<td></td>
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<td></td>
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<tr>
<td>(e.g. college, university,</td>
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<td>training program)</td>
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</tr>
<tr>
<td>Not in school</td>
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<td></td>
<td>4</td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>Graduated from high school</td>
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<td></td>
<td></td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High school</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>88</td>
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<td></td>
</tr>
<tr>
<td>Elementary</td>
<td></td>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
What is your postal code? Total Responses: 663

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<tr>
<th>Number of Mentions</th>
<th>Postal Codes</th>
<th>Number of Mentions</th>
<th>Postal Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>137</td>
<td>K7K</td>
<td>2</td>
<td>K7O</td>
</tr>
<tr>
<td>90</td>
<td>K7M</td>
<td>1</td>
<td>K0E</td>
</tr>
<tr>
<td>50</td>
<td>K7L</td>
<td>1</td>
<td>K0L</td>
</tr>
<tr>
<td>35</td>
<td>K0H</td>
<td>1</td>
<td>K1K</td>
</tr>
<tr>
<td>17</td>
<td>K7P</td>
<td>1</td>
<td>K2M</td>
</tr>
<tr>
<td>8</td>
<td>K0K</td>
<td>1</td>
<td>K7H</td>
</tr>
<tr>
<td>8</td>
<td>K7N</td>
<td>1</td>
<td>K8N</td>
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<tr>
<td>8</td>
<td>K7R</td>
<td>1</td>
<td>K8V</td>
</tr>
</tbody>
</table>

What neighbourhood / area of Kingston do you live in?

<table>
<thead>
<tr>
<th>Number of Mentions</th>
<th>Area</th>
<th>Number of Mentions</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td>Queen's Ghetto/The Hub</td>
<td>4</td>
<td>Central Kingston</td>
</tr>
<tr>
<td>43</td>
<td>North End/Rideau Heights</td>
<td>3</td>
<td>Glenbourne</td>
</tr>
<tr>
<td>40</td>
<td>West End</td>
<td>3</td>
<td>Napanee</td>
</tr>
<tr>
<td>38</td>
<td>Downtown</td>
<td>3</td>
<td>RMC</td>
</tr>
<tr>
<td>19</td>
<td>Bayridge</td>
<td>3</td>
<td>Wolfe Island</td>
</tr>
<tr>
<td>17</td>
<td>Indiscernible entries</td>
<td>2</td>
<td>Collin's Bay</td>
</tr>
<tr>
<td>16</td>
<td>Other Towns/Cities</td>
<td>2</td>
<td>Gananoque</td>
</tr>
<tr>
<td>13</td>
<td>Amherstview</td>
<td>2</td>
<td>East End</td>
</tr>
<tr>
<td>9</td>
<td>Portsmouth</td>
<td>2</td>
<td>Elginburg</td>
</tr>
<tr>
<td>6</td>
<td>Catarquaui</td>
<td>2</td>
<td>Sydenham</td>
</tr>
<tr>
<td>6</td>
<td>Queen Mary</td>
<td>1</td>
<td>Yarker</td>
</tr>
<tr>
<td>5</td>
<td>Greenwood Park</td>
<td>1</td>
<td>South End</td>
</tr>
<tr>
<td>4</td>
<td>St. Lawrence College</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 2: Research Data related to Voice, Communication and Decision Making

[Bar charts showing responses to questions]

- Youth's/young adult's opinions/ideas are taken just as seriously as those of adults.
- Do you know of any formal ways for youth/young adults to voice their opinions?
- There are adults I can ask for help if I need it.
- I feel like what I have to say matters and is taken seriously.
Thinking of that experience in that program or service, how much do you agree or disagree with the following statements:

- Having adults involved seemed like a priority
- Having youth/young adults involved seemed like a priority
- I felt that being involved in that experience helped me be the person I am today
- I felt that there was an opportunity for me to share my ideas
- I felt accepted for who I am and for my opinions
- I felt safe
Do you know of any formal ways for youth/young adults to voice your opinion? If yes, what are they?

Total Responses: 114

<table>
<thead>
<tr>
<th>Number of Mentions</th>
<th>Theme:</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Youth Being Proactive (telling/asking people what they think)</td>
</tr>
<tr>
<td>26</td>
<td>Through Local Government</td>
</tr>
<tr>
<td>19</td>
<td>School</td>
</tr>
<tr>
<td>17</td>
<td>Writing Letters/Sending Emails</td>
</tr>
<tr>
<td>16</td>
<td>Y2K 2012/This Survey</td>
</tr>
<tr>
<td>12</td>
<td>Youth Councils/Programs</td>
</tr>
<tr>
<td>10</td>
<td>Newspaper</td>
</tr>
<tr>
<td>10</td>
<td>Social Media/Internet</td>
</tr>
<tr>
<td>4</td>
<td>I Don't Know</td>
</tr>
<tr>
<td>3</td>
<td>Local Businesses</td>
</tr>
<tr>
<td>3</td>
<td>Voting</td>
</tr>
<tr>
<td>1</td>
<td>Petitions</td>
</tr>
</tbody>
</table>

Are there opportunities that you know of for youth/adults to work together?

![Bar chart showing the distribution of responses to the question about opportunities for youth/adults to work together. The bar chart indicates 326 responses saying 'Yes' and 207 responses saying 'No'.]
**Are there opportunities that you know of for youth/young adults and adults to work together? If yes, what are they?**

Total Responses: 156

<table>
<thead>
<tr>
<th>Number of Mentions</th>
<th>Theme:</th>
</tr>
</thead>
<tbody>
<tr>
<td>33</td>
<td>School</td>
</tr>
<tr>
<td>33</td>
<td>Youth Programs</td>
</tr>
<tr>
<td>31</td>
<td>Volunteering</td>
</tr>
<tr>
<td>27</td>
<td>Employment (not all the answers to this questions saw 'working together' as a positive thing; several have 'horrible' bosses!)</td>
</tr>
<tr>
<td>18</td>
<td>Extra-Curriculars (sports, leadership camps, and theatre troupes)</td>
</tr>
<tr>
<td>17</td>
<td>Y2K 2012</td>
</tr>
<tr>
<td>16</td>
<td>Community Events</td>
</tr>
<tr>
<td>7</td>
<td>Local Businesses (literally listed by name, with no specification as to work/co-op/volunteer etc. relation)</td>
</tr>
<tr>
<td>3</td>
<td>I Don't Know</td>
</tr>
<tr>
<td>2</td>
<td>Church</td>
</tr>
<tr>
<td>2</td>
<td>Teamwork (as in effective work can only be done in a safe space where a team pulls together)</td>
</tr>
<tr>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>1</td>
<td>Everywhere</td>
</tr>
<tr>
<td>1</td>
<td>Not Enough</td>
</tr>
<tr>
<td>1</td>
<td>Local Government</td>
</tr>
<tr>
<td>1</td>
<td>Social Media/Internet</td>
</tr>
</tbody>
</table>
Based on your experience, how much do you agree or disagree with the following statements:

- At times I think I am no good at all
- I am often able to overcome barriers
- I have knowledge and skills that I will pass on to others
- I like to meet people with very different backgrounds, experiences and opinions than mine
- I have a positive attitude towards others
- It is important for me to speak out about local issues
- My community or school leaders would pay attention to me if I gave them my opinion
- It is important to me that I actively participate in local youth and young adult issues
- My opinion is important because it could some day make a difference in my community or school
- Youth and young adults like me can really understand what’s going on with our community and school

Legend:
- I Don't Know
- Disagree
- Agree
- Strongly Agree
Thinking about how you see your future, what are the chances that you will...

- Vote in a future election
- Work full time
- Volunteer at a local organization
- Graduate from post-secondary school (college, university, training)
- Graduate from high school
- Join a youth council or forum

Legend:
- I Don't Know
- Disagree
- Agree
- Strongly Agree
Appendix 3: Research Data on Programs and Services

Interests and Needs

Have you ever participated in a program or experience (such as sports, art program, cultural activity, volunteer experience or service) offered by the City of Kingston or a local organization?

How can Kingston be more friendly to youth who are between the ages of 12 and 17?

<table>
<thead>
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<th>Number of Mentions</th>
<th>Theme</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Activities/Programs</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Events/Entertainment</td>
<td>incl dance (2) and music (1), fewer bars (1)</td>
</tr>
<tr>
<td>13</td>
<td>Nothing or don't know</td>
<td>incl. Kingston being perfect as is</td>
</tr>
<tr>
<td>10</td>
<td>Engage/Involve (community)</td>
<td>wanting to be involved and help in community</td>
</tr>
<tr>
<td>10</td>
<td>Respect/Nice</td>
<td>incl not bullying (1), youth treating each other better (1), and parents/adults (2)</td>
</tr>
<tr>
<td>9</td>
<td>Decision-making (Share ideas/Listen/Listen to what interests them)</td>
<td>incl Change school curriculum/alt. teaching methods (2) and one of those mentioned teaching youth about their rights.</td>
</tr>
<tr>
<td>7</td>
<td>Help/Support</td>
<td>incl job search, school help, guidance counsellors, social skills (i.e. teach kids to treat pp better'), interaction with adults, peer support</td>
</tr>
<tr>
<td>7</td>
<td>Youth spaces</td>
<td>&quot;places&quot; youth can go or geared to youth, to have fun</td>
</tr>
<tr>
<td>6</td>
<td>Transportation</td>
<td>incl alt forms of transport (i.e. more bike lanes (1), less cars (1), incl. &quot;safer at night&quot; into this category (1)</td>
</tr>
<tr>
<td>5</td>
<td>Employment</td>
<td>incl volunteering (1)</td>
</tr>
<tr>
<td>5</td>
<td>Affordability/ Accessibility</td>
<td>YMCA fees mentioned (2)</td>
</tr>
<tr>
<td>4</td>
<td>Awareness (of what's available for youth in the community)</td>
<td>including advertising what is going on in community, people coming to speak to kids about events or opportunities (1)</td>
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### How can Kingston be more friendly to youth who are between the ages of 18 and 24?

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<th>Theme</th>
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<td>More jobs and professional development opportunities</td>
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</tr>
<tr>
<td>7</td>
<td>More options for activities in this age range</td>
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</tr>
<tr>
<td>6</td>
<td>More welcoming and supportive of youth engagement</td>
<td>Improved relationships between youth and City/businesses, respect from the City, no stereotypes of youth, see youth as contributors, building comfort with older generations, more youth forums, more follow through with youth recommendations</td>
</tr>
<tr>
<td>5</td>
<td>More affordable activities</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Better public transit</td>
<td>Better bus routes, expanded hours, etc.</td>
</tr>
<tr>
<td>3</td>
<td>More awareness about community resources, activities and opportunities</td>
<td>Website</td>
</tr>
<tr>
<td>2</td>
<td>Cheaper groceries</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Dedicated hangout spaces</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Engage youth as leaders and mentors</td>
<td>Engage youth in developing programs for our peers and for younger youth</td>
</tr>
<tr>
<td>1</td>
<td>Better bike lanes</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>More parks</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Counselling services</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Connection between students and community</td>
<td>Community events</td>
</tr>
</tbody>
</table>

### Are there any particular gaps / issues that exist in Kingston for 18 - 24 year olds you feel could be addressed in a Kingston Youth Strategy? If yes, what are they?

<table>
<thead>
<tr>
<th>Number of Mentions</th>
<th>Theme</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Lack of employment and low income</td>
<td>Need more work experience opportunities, more jobs</td>
</tr>
<tr>
<td>4</td>
<td>Lack of activities/spaces for young adults over 18 other than bars</td>
<td>Programs, sports cutoff at 18, need alternative spaces/activities to bars</td>
</tr>
<tr>
<td>3</td>
<td>Need better public transit</td>
<td>Less confusing, more availability</td>
</tr>
<tr>
<td>2</td>
<td>Drugs</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Lack of engagement of 18-24 year olds in leadership</td>
<td>Opportunities to contribute to discussions, opportunities to be leaders, creative solutions</td>
</tr>
<tr>
<td>2</td>
<td>Violence</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Poor schooling</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Need better bike paths</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Gay rights</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Need affordable programs</td>
<td>Recreational/athletic programs that are inexpensive and affordable</td>
</tr>
</tbody>
</table>
What kind of activities or services would you be interested in for yourself?

<table>
<thead>
<tr>
<th>Number of Mentions</th>
<th>Theme</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Physical Activity</td>
<td>Sports (rugby, soccer, hockey, volleyball, badminton), Cheerleading, Yoga, Fencing</td>
</tr>
<tr>
<td>10</td>
<td>Personal Development / Social Services</td>
<td>*Help with school/homework, *employment services, dealing with stress, *mental health supports, support services, public speaking skills, developing confidence</td>
</tr>
<tr>
<td>9</td>
<td>Dance/Performance</td>
<td>Dance Classes</td>
</tr>
<tr>
<td>8</td>
<td>Community Involvement Activities</td>
<td>Mentoring, Tutoring, Volunteering, Helping Others, Social Groups, Y2K, Military Service, LGBTQ groups</td>
</tr>
<tr>
<td>6</td>
<td>Art</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Music</td>
<td>Learning an instrument</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Activities</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Video Games</td>
<td></td>
</tr>
</tbody>
</table>

Youth/young adults in Kingston have enough opportunities for employment

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>I Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
<td>11</td>
<td>32</td>
<td>43</td>
<td>21</td>
<td>12</td>
</tr>
</tbody>
</table>

Appendix C

210
Accessibility

Are programs for youth easily accessible?

I can afford to participate in sports/lessons/events in Kingston that require admission or registration fees

Are services/programs for youth easily accessible?

The community does enough to reduce financial barriers so that youth/young adults are included in such things as sports, arts and cultural events or programs
If you cannot afford to participate, are you aware of any groups that will help you pay for sports/lessons/events?

Communication, Promotion and Recruitment

How do you find out about services, programs and/or activities?

What are the barriers or reasons you did not participate in programs?
# How can the City of Kingston and community organizations best communicate and promote what they have to offer to youth/young adults?

<table>
<thead>
<tr>
<th>Number of Mentions</th>
<th>Theme</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>132</td>
<td>Online / Social Media</td>
<td>Kijiji, Facebook, Twitter, Good graphic design, e-newsletter, webpage, use technology, online forum to chat, videos</td>
</tr>
<tr>
<td>72</td>
<td>Traditional Media</td>
<td>Radio*, TV, Newspaper, local stations, youth section in the paper</td>
</tr>
<tr>
<td>72</td>
<td>Through Schools</td>
<td>College, university, high schools, through teachers, school announcements, presentations, current events/opportunities class, campus news</td>
</tr>
<tr>
<td>66</td>
<td>Posters/Flyers</td>
<td>Around the community, in schools, hockey rinks, mall, movies, schools, shelters, newsletters, bulletin boards at gathering places: Tim Horton’s, community centres, bus shelters...</td>
</tr>
<tr>
<td>36</td>
<td>Advertisement / Sponsorship</td>
<td>Marathons, Ad, ads on buses, billboards</td>
</tr>
<tr>
<td>25</td>
<td>Word of Mouth/In person</td>
<td>Better communication between youth and adults, presentations, community partnerships</td>
</tr>
<tr>
<td>18</td>
<td>At Events</td>
<td>Community events, dances, fundraisers, concerts, sporting events, be present at youth events, set up booths</td>
</tr>
<tr>
<td>14</td>
<td>Go where youth congregate</td>
<td>Schools, Youth Centres, shelters, at risk classes, YMCA, malls, churches, street outreach, booths outside buses/businesses...</td>
</tr>
<tr>
<td>15</td>
<td>Communication &amp; collaboration w/ Youth</td>
<td>Listen to youth, be respectful...ask questions, hold meetings</td>
</tr>
<tr>
<td>12</td>
<td>Promote through municipal leadership</td>
<td>Leaders, Businesses, City Council Meetings, collaborate with government</td>
</tr>
<tr>
<td>7</td>
<td>Youth Council/ Committees</td>
<td>Listen to what teens have to say, get them involved in creating opportunities and spreading info,</td>
</tr>
<tr>
<td>6</td>
<td>Cool Factor</td>
<td>Has to be things young people enjoy - new opportunities, cool things, style of ads needs to be cool</td>
</tr>
<tr>
<td>6</td>
<td>Free/cheap opportunities</td>
<td>Offer discounts, free opportunities, passes</td>
</tr>
<tr>
<td>4</td>
<td>Text Messaging</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Don't label it a &quot;youth&quot; opportunity</td>
<td>Just focus on the activity or opportunity - by labeling it &quot;youth&quot; people won't come; don't make promotional materials childlike/dumb</td>
</tr>
<tr>
<td>2</td>
<td>Mail</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Accessible opportunities</td>
<td>Better transit, later buses...</td>
</tr>
</tbody>
</table>
What are the barriers or reasons that you did not participate in a program or service offered by the City of Kingston or a local organization?

<table>
<thead>
<tr>
<th>Number of Mentions</th>
<th>Theme</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Awareness</td>
<td>Incl. not knowing programs exist, not being able to find info., and not knowing if programs they participate in count as City-run (4)</td>
</tr>
<tr>
<td>13</td>
<td>Accessibility</td>
<td>Incl. affordability or budget (9), transportation (4)</td>
</tr>
<tr>
<td>6</td>
<td>Belonging</td>
<td>Incl. self esteem/anxiety around people unknown (5), feels excluded (1)</td>
</tr>
<tr>
<td>5</td>
<td>Don't know</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Newcomer</td>
<td>New to city</td>
</tr>
<tr>
<td>4</td>
<td>Interest</td>
<td>Not interested</td>
</tr>
<tr>
<td>4</td>
<td>Priorities/Time</td>
<td>Incl. work, school, preferring to stay home (1), unable to commit to ongoing programs and no drop-ins available (1)</td>
</tr>
</tbody>
</table>

**What are the barriers or reasons you did not participate in programs?**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of interest</td>
<td>56</td>
</tr>
<tr>
<td>Transportation</td>
<td>76</td>
</tr>
<tr>
<td>Location</td>
<td>53</td>
</tr>
<tr>
<td>Cost</td>
<td>70</td>
</tr>
<tr>
<td>Didn’t know</td>
<td>84</td>
</tr>
</tbody>
</table>
Appendix 4: Research Data on Environments and Spaces

Safety

Overall, do you consider Kingston and area to be safe for youth?

Have you ever seen others bullied?

Do you generally feel safe at:

- Community Organizations
- Bars / Nightclubs (if applicable)
- Local Businesses
- City Transit
- City Streets/Parks
- School
- Home

I Don't Know
No
Yes
Overall, do YOU feel safe in Kingston and area?

Have you ever:

Have you ever felt bullied?

Have you ever bullied others?
Appendix C

Are there particular places where you feel unsafe? If yes, where?

Are there places you feel unsafe?
Are there particular places where you feel unsafe? If yes, where?

Total Responses: 221

<table>
<thead>
<tr>
<th>Number of Mentions</th>
<th>Theme:</th>
</tr>
</thead>
<tbody>
<tr>
<td>71</td>
<td>At Night (anywhere at night; all of these were either The Hub, Rideau Heights, 'My Neighbourhood', or Downtown)</td>
</tr>
<tr>
<td>67</td>
<td>Downtown</td>
</tr>
<tr>
<td>49</td>
<td>Rideau Heights</td>
</tr>
<tr>
<td>20</td>
<td>School</td>
</tr>
<tr>
<td>18</td>
<td>Queen's/The Hub</td>
</tr>
<tr>
<td>14</td>
<td>North Princess</td>
</tr>
<tr>
<td>10</td>
<td>Parks</td>
</tr>
<tr>
<td>8</td>
<td>Alleyways</td>
</tr>
<tr>
<td>8</td>
<td>Home</td>
</tr>
<tr>
<td>8</td>
<td>Montreal Street</td>
</tr>
<tr>
<td>7</td>
<td>My Neighbourhood</td>
</tr>
<tr>
<td>6</td>
<td>Buses/Bus Stops</td>
</tr>
<tr>
<td>5</td>
<td>I Don't Know</td>
</tr>
<tr>
<td>5</td>
<td>Places with Drunk/High People</td>
</tr>
<tr>
<td>4</td>
<td>Other People's Houses</td>
</tr>
<tr>
<td>2</td>
<td>City Hall</td>
</tr>
<tr>
<td>2</td>
<td>No Where</td>
</tr>
<tr>
<td>2</td>
<td>Places Outside Kingston (Other cities)</td>
</tr>
<tr>
<td>2</td>
<td>Run-down Areas</td>
</tr>
<tr>
<td>2</td>
<td>The Plaza</td>
</tr>
<tr>
<td>2</td>
<td>Indiscernible Answers</td>
</tr>
<tr>
<td>1</td>
<td>Elm Street</td>
</tr>
<tr>
<td>1</td>
<td>Kingston General Hospital</td>
</tr>
<tr>
<td>1</td>
<td>Kingston Penitentiary</td>
</tr>
<tr>
<td>1</td>
<td>Near the Halfway House</td>
</tr>
<tr>
<td>1</td>
<td>Near the Psychiatric Hospital</td>
</tr>
<tr>
<td>1</td>
<td>People Who Understand</td>
</tr>
<tr>
<td>1</td>
<td>Regent Street</td>
</tr>
<tr>
<td>1</td>
<td>Taxi Rides</td>
</tr>
<tr>
<td>1</td>
<td>A lot of Places</td>
</tr>
<tr>
<td>1</td>
<td>High Places</td>
</tr>
</tbody>
</table>
Transportation

Are there situations or times when you do not have a way to get around Kingston?

Do you have a bus pass?

In the last 6 months, what ways have you got around in Kingston?

- Taxi
- Drive (caregiver/parent/sibling driving)
- Drive (friend driving)
- Drive (yourself)
- Skateboard
- Bus
- Bike
- Walk

Graph showing the distribution of transportation methods used in the last 6 months.

Appendix C
Are there situations or times when you do not have a way to get around in Kingston? If yes, explain.

<table>
<thead>
<tr>
<th>Number of Mentions</th>
<th>Theme</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>47</td>
<td>Transportation</td>
<td>Incl. no one can/will drive (18), unreliable bus routes/bus routes out of area (24), timing of bus routes or day of week/holidays (16)</td>
</tr>
<tr>
<td>19</td>
<td>Affordability</td>
<td>Incl. affordability or lack of funds of public transport, no money for cab or gas</td>
</tr>
</tbody>
</table>
On a scale of 1 to 5, how would YOU rate Kingston in terms of being youth/young adult friendly?

What would you do to make our community a better place for youth and young adults to live, go to school, work and play?

<table>
<thead>
<tr>
<th>Number of mentions</th>
<th>Theme</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>58</td>
<td>More youth/young adult-focused opportunities</td>
<td>Activities, social groups, programs to address different issues, opportunities to be involved in the community/feel connected, free groups/opportunities, clubs and teams</td>
</tr>
<tr>
<td>42</td>
<td>Better communication/relationships</td>
<td>Enhanced relationships between youth and adults and amongst young people. Address stereotypes, ageism, more opportunities for intergenerational collaboration, lack of respect for young people by authority, more trust and respect for young people, police brutality</td>
</tr>
<tr>
<td>36</td>
<td>Improve/enhance opportunities for physical activity</td>
<td>Better maintenance of parks and fields: Nets on soccer fields, cut the grass, lines on the field; more bike lanes, more skate park, more playgrounds; low cost gym membership, sporting events</td>
</tr>
<tr>
<td>33</td>
<td>More and improved youth hang-outs</td>
<td>Skate parks, places to be creative, games (foosball, pool...), laser tag, bowling alleys, places to relax and hang out, free hang-outs - don’t have to spend money to be there, hangout in the downtown region, amusement park, arcades</td>
</tr>
<tr>
<td>32</td>
<td>Improve Safety</td>
<td>Address fighting, bullying, racism, intimidation, more police, more respectful police</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>31</td>
<td>Improve communication about youth opportunities</td>
<td>Come into schools and give presentations, online calendars, information sessions, unified information hub</td>
</tr>
<tr>
<td>31</td>
<td>Improve transportation</td>
<td>free/cheaper buses, easier to get around, safer, more routes, better transit times</td>
</tr>
<tr>
<td>27</td>
<td>Personal investment in the community and wellbeing of others</td>
<td>Care about improving the community; pick up garbage where you play, be honest and kind, show respect, caring about the environment, reach out to people</td>
</tr>
<tr>
<td>24</td>
<td>More Community Events</td>
<td>Help people get involved, meet new people, volunteer...free events, city-wide youth events, dances, events to integrate different schools, events downtown</td>
</tr>
<tr>
<td>22</td>
<td>More youth jobs</td>
<td>adress the unemployment rate, more jobs that don't require higher education/ high skill level, opportunities to gain job skills for the future</td>
</tr>
<tr>
<td>14</td>
<td>Substance Free Events/ More programs &amp; polices to address substance use</td>
<td>A lot of the social events youth attend involve drugs and alcohol</td>
</tr>
<tr>
<td>13</td>
<td>Free / cheap youth opportunities and areas to hang out / Funding support</td>
<td>Cost is a barrier! Need free social gatherings, groups and hang outs; fundraising campaign to support youth that cannot afford activities</td>
</tr>
<tr>
<td>8</td>
<td>Volunteer opportunities</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Youth Voice</td>
<td>More opportunities to have youth voice heard by city council, a youth council with representatives from each high school,</td>
</tr>
<tr>
<td>8</td>
<td>More social services for young people</td>
<td>Mental health, poverty, discrimination, social determinants of health</td>
</tr>
<tr>
<td>5</td>
<td>Rule and Regulations</td>
<td>Stronger rules that people must follow, curfew for kids under 16</td>
</tr>
<tr>
<td>5</td>
<td>More Accessible Activities</td>
<td>More accessible activities, easier to get around, more accessible venues</td>
</tr>
<tr>
<td>5</td>
<td>Mentoring and Tutoring opportunities</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Increased Education Funding</td>
<td>For arts, physical activity, music</td>
</tr>
<tr>
<td>4</td>
<td>More arts</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Cheaper housing</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Supports for new youth to the community</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Opportunities to travel/trips</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>No smoking in public areas</td>
<td></td>
</tr>
</tbody>
</table>
Is there anything else you would like to share with us about making Kingston a more youth friendly place or about this survey?

<table>
<thead>
<tr>
<th>Number of Mentions</th>
<th>Themes</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Inclusion/engagement</td>
<td>incl. wanting people to be nicer to each other (1), decision-making (2)</td>
</tr>
<tr>
<td>5</td>
<td>Youth-friendly spaces</td>
<td>incl. cleanliness (1)</td>
</tr>
<tr>
<td>4</td>
<td>Programs/ Activities</td>
<td>incl. events, cultural event (1), sports (2)</td>
</tr>
<tr>
<td>4</td>
<td>Accessibility</td>
<td>incl financial (2), transportation (1)</td>
</tr>
<tr>
<td>2</td>
<td>Supports for youth and adults</td>
<td>incl. employment help (1)</td>
</tr>
</tbody>
</table>

What are three words you would use to describe Kingston to a young person who has never been here before?

<table>
<thead>
<tr>
<th>Number of mentions</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>267</td>
<td>Peaceful, clean, beautiful, quaint, pretty, water, nice, pleasant, decent, comfortable, relaxed</td>
</tr>
<tr>
<td>230</td>
<td>Fun, cool, interesting, entertaining, exciting, lots of programs, Involved, interactive</td>
</tr>
<tr>
<td>139</td>
<td>Inviting, Friendly, Supportive, Community, Open, Social, Home, Good People, nice, happy, honest, reliable, hardworking</td>
</tr>
<tr>
<td>88</td>
<td>Boring</td>
</tr>
<tr>
<td>77</td>
<td>Historic, Historical, Old Buildings</td>
</tr>
<tr>
<td>66</td>
<td>Small, walkable</td>
</tr>
<tr>
<td>63</td>
<td>Big, busy, urban</td>
</tr>
<tr>
<td>61</td>
<td>Old, slow, retirement, quiet (*Old may have referred to people or to buildings/infrastructure/history?)</td>
</tr>
<tr>
<td>48</td>
<td>Unique, Colourful, Diverse, Vibrant, Multicultural</td>
</tr>
<tr>
<td>37</td>
<td>Awesome, amazing, great, the best</td>
</tr>
<tr>
<td>36</td>
<td>Active, adventurous, sporty, energetic, healthy, hockey</td>
</tr>
<tr>
<td>31</td>
<td>Safe/secure</td>
</tr>
<tr>
<td>24</td>
<td>Ghetto, Shit hole, Awful, Difficult, Smelly, Dirty, Noisy</td>
</tr>
<tr>
<td>23</td>
<td>Cultured, cultural, artistic</td>
</tr>
<tr>
<td>21</td>
<td>Scholarly, students, schools, university</td>
</tr>
<tr>
<td>18</td>
<td>Unsafe, dangerous, mistreated, bullying, scary, liars, sketchy</td>
</tr>
</tbody>
</table>
What do you feel makes Kingston a friendly city already for those between the ages of 12 and 17?

<table>
<thead>
<tr>
<th>Number of mentions</th>
<th>Theme</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Events/entertainment</td>
<td>Movies was popular (4), &quot;lots of dances&quot; (1), downtown (7)</td>
</tr>
<tr>
<td>16</td>
<td>Youth-friendly spaces</td>
<td>&quot;other youth&quot; (4)</td>
</tr>
<tr>
<td>13</td>
<td>Programs/activities</td>
<td>&quot;Many orgs geared to youth to achieve goals&quot; (1)</td>
</tr>
<tr>
<td>13</td>
<td>Friendly</td>
<td>incl both other youth and adults, &quot;accepting&quot; (1)</td>
</tr>
<tr>
<td>11</td>
<td>Youth supports</td>
<td>incl teachers (1), school (2), need better counseling and info about university appn process was mentioned (1)</td>
</tr>
<tr>
<td>9</td>
<td>sports/outdoor</td>
<td>incl parks (5), skateboard parks (1)</td>
</tr>
<tr>
<td>9</td>
<td>Not a lot/nothing</td>
<td>More for younger kids (12 and under) - (1)</td>
</tr>
<tr>
<td>7</td>
<td>Don't know</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Safe</td>
<td>incl &quot;freedom&quot; (2)</td>
</tr>
<tr>
<td>2</td>
<td>Accessibility</td>
<td>in terms of vicinity to activities due to Kingston's size. &quot;you can walk everywhere&quot; (1)</td>
</tr>
</tbody>
</table>

Generally, young people felt there was either "lots" to offer young people and it's a great place for youth, or "nothing"...few were in between.
What do you feel makes Kingston a friendly city already for those between the ages of 18 and 24?

<table>
<thead>
<tr>
<th>Number of Mentions</th>
<th>Theme</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Student-focused</td>
<td>Educational options, welcome as students due to the University, businesses cater to our cohort, welcoming campus environment, we're a very visible population, free student transit</td>
</tr>
<tr>
<td>7</td>
<td>Many amenities</td>
<td>Public pools, skate parks, libraries, community centres, movie theatres, malls, local stores</td>
</tr>
<tr>
<td>5</td>
<td>Lot of community activities/events and attractions</td>
<td>Festivals, programs, sport events</td>
</tr>
<tr>
<td>4</td>
<td>Restaurants and pubs</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Nice public spaces</td>
<td>Parks, waterfront</td>
</tr>
<tr>
<td>3</td>
<td>Nightlife</td>
<td>Nightclubs, etc.</td>
</tr>
<tr>
<td>3</td>
<td>Alternative spaces</td>
<td>Places to relax, local stores, etc.</td>
</tr>
<tr>
<td>3</td>
<td>Accessible</td>
<td>Walkable, free transit for students, small, can bike</td>
</tr>
<tr>
<td>3</td>
<td>Friendliness</td>
<td>Friendly people, friendly attitudes to young professionals and students</td>
</tr>
<tr>
<td>2</td>
<td>Youth forums and groups</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Lack of awareness of the many opportunities</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Unfriendly</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Services</td>
<td>Counselling</td>
</tr>
</tbody>
</table>
Appendix 5: Research Data on Health and Wellbeing

Health and Social Determinants of Health

[Bar chart showing prioritized social issues with weighted scores]

From your experience, are youth/young adults in our community overall physically and mentally healthy?

- No: 77
- About Average: 283
- Yes: 149
- I don't know: 73
# Health and Support Services

### Are you interested in accessing more of the following services/activities for youth/young adults?

<table>
<thead>
<tr>
<th>Activity</th>
<th>I Don't Know</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social services (e.g. support services related to housing, poverty, addiction)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mental health services (e.g. doctors, counselling, support workers)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health services (e.g. doctors, community nurses, support with</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education support services (e.g. tutoring, mentoring)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual sport activities (e.g. tennis, skateboarding, martial arts)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team sport activities (e.g. baseball, soccer, rugby, basketball)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance activities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art activities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### What kind of activities or services would you be in interested in for yourself?

<table>
<thead>
<tr>
<th>Number of Mentions</th>
<th>Theme</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Physical Activity</td>
<td>Sports (rugby, soccer, hockey, volleyball, badminton), Cheerleading, Yoga, Fencing</td>
</tr>
<tr>
<td>10</td>
<td>Personal Development / Social Services</td>
<td>Help with school/homework, employment services, dealing with stress, mental health supports, support services, public speaking skills, developing confidence</td>
</tr>
<tr>
<td>9</td>
<td>Dance/Performance</td>
<td>Dance Classes</td>
</tr>
<tr>
<td>8</td>
<td>Community Involvement Activities</td>
<td>Mentoring, Tutoring, Volunteering, Helping Others, Social Groups, Y2K, Military Service, LGBTQ groups</td>
</tr>
<tr>
<td>6</td>
<td>Art</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Music</td>
<td>Learning an instrument</td>
</tr>
<tr>
<td>4</td>
<td>Cultural Activities</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Video Games</td>
<td></td>
</tr>
</tbody>
</table>
Appendix C

Do you know of places for youth/young adults to turn to in times of need within your community?

- Yes: 60
- No: 34
- I don’t know: 34
Are services (such as education, housing support, counselling, health services, crisis supports) for youth/young adults easily accessible?

![Bar chart showing accessibility of services/programs for youth]

Are services/programs for youth easily accessible?

- Yes: 204
- About Average: 210
- No: 89
- I Don't Know: 76
Appendix 6: City of Kingston Youth Strategy Phase 1 Research

To provide concerned stakeholders with some vital information to assist with the development of the Kingston Youth Strategy, the City of Kingston commissioned a research report to provide an inventory of city-wide youth programming currently offered both in and outside of school to youth aged 13-24 years old.

This report, “City of Kingston Youth Strategy Phase 1 Research” examines the ways that Kingston youth are currently supported in the community through in-school and after school activities. This research examined the types of available programs and the locations of such programs. Data for this study was collected via surveys issued to: (a) all principals of the elementary and secondary schools within the Limestone District School Board, and the Algonquin and Lakeshore Catholic District School Board that operate within Kingston’s city limits; and (b) a representative group of executive directors from 127 community organizations operating arts, sports, and recreational programming for youth within Kingston’s city limits. Ninety-three percent of schools and 45% of community organizations successfully completed their surveys. The number of youth that are served and the partnerships that exist to develop these programs were also explored.

In determining the types of programs presently available to Kingston youth, the needs of youth to access these programs were also taken into consideration. Future program possibilities are identified in this report that may lead to serving the various needs and interests of young people in this City and areas of further research are also identified.

The following is a summary of the gaps and accompanying recommendations for review and consideration by the City of Kingston and community stakeholders as we move forward on the Youth Strategy.

<table>
<thead>
<tr>
<th>GAP In Existing Youth Programming</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Lack of contemporary programming and less structured activities</td>
<td>Match programming to meet the interests of youth</td>
</tr>
<tr>
<td>2 Lack of youth attendance to existing program offerings</td>
<td>Develop strategies to recruit youth to attend existing programming</td>
</tr>
<tr>
<td>3 Lack of out-of-school youth program offerings outside of Kingston’s downtown core</td>
<td>Expand geographic locations where youth programming is offered</td>
</tr>
<tr>
<td>4 Same as above</td>
<td>Increase public transportation services for youth</td>
</tr>
<tr>
<td>5 Lack of formal process to foster partnerships</td>
<td>Foster collaborations amongst community organizations and schools that capitalize on each other’s strengths.</td>
</tr>
<tr>
<td>6 Lack of information and consistency with financial subsidy structures</td>
<td>Improve youth access to financial subsidy information</td>
</tr>
<tr>
<td>7 Lack of youth programming in languages other than English</td>
<td>Offer youth program instruction in multiple languages</td>
</tr>
<tr>
<td>8 Some programs do not/cannot provide physical accessibility</td>
<td>Foster accessible environments to serve youth with special physical needs</td>
</tr>
<tr>
<td></td>
<td>Lack of programming with the capacity to meet the needs of youth with special cognitive or behavioral needs</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9</td>
<td>Lack of information concerning youth volunteer positions</td>
</tr>
<tr>
<td>10</td>
<td>Lack of youth involvement in planning youth programming</td>
</tr>
<tr>
<td>11</td>
<td>Same as above</td>
</tr>
<tr>
<td>12</td>
<td>Lack of specialized programming for those aged 19-24</td>
</tr>
</tbody>
</table>

These recommendations have been incorporated into the draft Kingston Youth Strategy.

**Appendix 7: The Y2K Community Engagement Process**

**THEREFORE BE IT RESOLVED THAT** the Council for the Corporation of the City of Kingston supports the development of a youth strategy that promotes diversity and tolerance and that provides inclusive programs and services for all young people.

**CARRIED UNANIMOUSLY; November 15th, 2011 Kingston City Council**

As we learned listening to young people in Kingston they feel helped, but not heard. While most youth/young adults responded that there were adults in their lives they could turn to if they needed support, significantly fewer felt respected, listened to or taken seriously. This report tells the story of how we learned this, from the tragic catalyst for the strategy to the successes of hundreds of young people who have participated and the adults who stood beside them. This is the story of Y2K 2012 and the birth of Y2K: Youth To Kingston.

**A CITY RESPONDS...**

On October 15th, 2011, 15-year-old Jamie Hubley committed suicide. Facing misinformation in the media, Jamie’s family came forward publicly about his death. They spoke bravely and openly about their son’s challenges since the seventh grade – extreme bullying and his desperate desire for acceptance. In high school, the relentless teasing focused on the fact that Jamie was openly gay. Changing schools, Jamie was active in creating change in his school and community and was seeking support for depression.

His passing, no more or less tragic than other young people whom suicide was made substantially more public through his father’s role with city council in Ottawa. His death and the challenges facing him: bullying, isolation, depression and others response to his sexuality are that of many young people throughout Canada including in Kingston, Ontario. Community members appeared before City Council and shared their thoughts about the death of Jamie and others like him. The City of Kingston responded to the tragedy on November 15, 2011 by unanimously voting on a resolution that supported the
development of a strategy that promotes diversity and tolerance and can provide inclusive programs for all young people in Kingston.

During this time the City of Kingston Cultural Services were actively developing a Youth Arts Plan and Strategy. They launched an online survey ‘Mapping Arts, Culture and Recreation Participation by Youth in City-owned and Community-based Facilities’, and partnering with The City of Kingston’s Recreation and Leisure Services Department they hosted an initial meeting of local youth organizations, health organizations, educators and community groups. This initial meeting on December 8th, 2011 allowed for dialogue to take place regarding what a youth led strategy could look like in Kingston and set the stage for young people to become actively involved in planning the next stages.

Kick started by the City and supported by local organizations a planning team made up of youth, young adults, the City and community organizations was formed and met throughout December and early January to determine how to move forward. This group organized an event on January 18th 2012 to develop interest from youth and young adults (between the ages of 13 and 24) in working together with adult allies to develop a leading-edge youth strategy that addresses community-identified issues and increases the continuum of culture, recreation and social programs and services available for all youth in Kingston. The Students Commission of Canada volunteered to support the facilitation of the day along with youth and young adult facilitators. Organizations supported youth to attend; recruiting them and providing transportation to and from the Grand Theatre. Food was provided and local dance group KinetIQ Crew provided entertainment. The youth and young adults were given the same information provided to the adults in November and then participated in small group discussions to talk about what a youth strategy process could look like.

With more than 80 people registered for the first youth meeting it was very successful. Local organizational representatives shared networking time and then left allowing for the young people to have time themselves to speak, share and learn.

Young people shared they were empowered and ready to take on further activities to help move the idea of a Kingston Youth Strategy forward. Quickly following the meeting one of the youth participants began using social media to keep the group connected. The ‘Kingston Youth Engagement Project’ on Facebook was started and very quickly rose to more than 100 members. This page continues to be used by organizations and young people promoting youth engagement opportunities in Kingston.

Following this meeting there were more than 100 youth and adults who had identified a commitment to being involved, in someway, with the development of the youth strategy for our city.

**YOUTH AND YOUNG ADULT ENGAGEMENT: THE CREATION OF THE YAPT**

Following the January event the City submitted proposals to several funders to support the development of the youth strategy. Two of these proposals, one to the United Way serving KFL&A and another to the Healthy Communities Fund of the Ministry of Health Promotion were successful and helped create the opportunity for future activities.
The City also entered into an agreement with the Students Commission of Canada, one of the community partners of the project, to support the ongoing facilitation of the strategy development.

On February 16th 2012 at the Central Branch of Kingston Frontenac Public Library we hosted a ‘Pie Potluck’ inviting youth and adults from the original meetings to come together and determine the next steps for the development of a youth strategy, while enjoying pie. The planning team made a video that was shared via social media promoting this first gathering of youth and adults together.

This meeting provided the young people a chance to report back to the adults on the discussions and activities at their meeting, to begin connecting and community building between the two groups and make some concrete decisions about next steps.

The Students Commission presented about The Young Decision Makers Network and Model of decision-making that could be used in the development of the youth strategy. There was a presentation on adult allies and discussion regarding an upcoming Adult Ally training that would be delivered by youth involved with the strategy and the Students Commission.

This is where the development of the Youth Adult Partnership Team (YAPT) began, the overarching group that would provide support, guidance and direction to the process. It was determined that the group would be too large to be a working body but instead would meet throughout the development of the strategy to provide feedback, share ideas and stay up-to-date with what was happening with the strategy.

It was determined that a smaller working group would be formed and interested members of the now known YAPT who were able to take on a more active role in driving the strategy forward were invited to participate.

The meeting concluded with an energetic performance by the step crew, a Queens University based dance group and included a participatory activity getting all participants up dancing together. Examples of these kind of positive risk-taking, relationship building and engaging activities to build partnerships between young people and adults would continue throughout the project.

**THE DEVELOPMENT OF THE COLLABORATIVE ACTION STEERING TEAM (CAST)**

Using social media, phone calls and e-mails to promote a first meeting of a diverse group to help move the project forward.

On March 12th 2012 the Kingston Youth Strategy Steering Committee Meeting took place and immediately determined that a new name would need to be developed. This first meeting, held at the Grand Theatre was a chance to connect the various youth, young adults and adults and begin exploring, in detail, the next steps for the strategy. With 17 people attending it was a wonderful start to what was going to become a very close-knit group working collaboratively over the coming nine months.
From this initial meeting a new name was generated, the Collaborative Action Steering Team (the CAST) for this group and an overall project name was created. Y2K 2012: A Kingston Youth Strategy (Youth To Kingston) was born.

Meetings began occurring twice a month and as the group developed they become self-directed on how often they needed to meet depending on what activities were occurring. Facilitated by the Students Commission and supported by various members the group the CAST met 22 times between March and November.

The CAST met most frequently at the Central Branch of the Kingston Frontenac Public Library with other organizations supporting CAST meetings including the City of Kingston, The Kingston School of Art and KFL&A Public Health. Membership included adult representatives from organizations and the City, young adults and youth. To support the engagement of younger members several organizations supported youth with transportation to and from the meetings, snacks were provided and each meeting began with community building activities to further connect the CAST and bridge the gap between ages, backgrounds and experiences.

ADULT ALLIES TRAINING

One of the initial activities was an Adult Allies training offered on April 4, 2011 and hosted by the Boys and Girls Club of Kingston and Area. With 30 people participating representing 17 organizations the training was a pivotal activity in building relationships between youth, young adults and adult representatives from community organizations and the City.

“I feel very honoured to spend time with people who spoke honestly and openly.”

Adult Ally Training Participant

This full day activity-based workshop was geared to adults to build on their skills at working with youth in a partnership model. The workshop format modeled youth engaging practices and knowledge. Activities focus on self-reflection, values, exploring new skills, and assessing strengths.

Facilitated by a team of youth (three 13 year olds) and two young adults supported by the Students Commission the training provided adults insight into young people’s experiences with adults, what allies looked like to them and how they felt adults could be strong allies. Adult ally tools from the Students Commission along with current research and findings and interactive activities helped complemented the day.

“Connected with the experience of the participants, cross-generational experiences were very helpful.”

Adult Ally Training Participant
AN EXAMPLE OF YOUTH, YOUNG ADULT, ADULT AND ORGANIZATIONAL PARTNERSHIPS

As the CAST continued to meet and explore what information they wanted to learn from Kingston youth and young adults an opportunity was brought to us by one of our members. A grassroots movement was organizing a group of individuals to march at the front of the Kingston Pride Parade in the middle of June in solidarity with victims of bullying. Hoping to raise awareness about the issue and continue conversations about bullying in Kingston the CAST made a decision to become active in the Parade and march.

Throughout several CAST meetings members talked and shared about bullying. Recognizing the roots of this strategy this became a very important activity for the CAST and was very personal to a number of members. The group created banners, signs and created a plan to get the word out about the march. It was an excellent opportunity to connect the group, regardless of age, on a topic that was important and relevant in all of the member’s lives.

The march was promoted through social media and within our growing network of organizations and young people and on June 16th 2012 more than 60 individuals involved with Y2K 2012 came to lead the Kingston Pride Parade in a sea of pink. The Boys and Girls Club of Kingston and Area donated pink shirts from their national campaign, REELOUT Arts Project provided a tent and table along with supplies and resources and the CAST staffed a table following the parade talking to young people in Kingston about Y2K 2012. Several of the individuals who first joined us at the Parade have sustained their involvement in the project.

The activities leading up to and including the parade were an excellent demonstration of youth adult partnerships with each sharing their own gifts and expertise while learning in a reciprocal and respectful way from one another. This day for many CAST members is remembered as when something began to shift the movement forward within the strategy development process.

ENGAGING YOUNG VOICES

Another benefit of participating in the Kingston Anti-Bullying March was it becoming a motivator for the CAST to determine some of its key activities. With a set deadline of the Kingston Pride Parade it helped focus the group and gave the opportunity to work towards reaching the groups goals.

Two working groups were formed, one looking at communications and another on how the CAST could listen to youth and young adults in Kingston.

Following training with the Research Manager of the Center of Excellence for Youth Engagement on survey development the Listening to Youth Working Group developed a series of themes and key questions they wanted to start talking to youth people about.

The Communications Working Group developed a contest to determine a logo and design for Y2K 2012. Though not successful in receiving a submission that met their needs, the process provided an excellent learning in the process of decision-making and genuine youth / adult collaboration. This group went on to develop a new Facebook Fan Page and
gave direction around a Twitter account. These tools became very valuable as the project developed in being able to reach out to youth, promote activities and events and engage youth and organizations in the development of the strategy.

Following the parade and throughout early summer 2012 the CAST looked at and discussed various surveys and tools used by organizations and communities. The CAST provided feedback that was used by the Listening to Youth Working Group to develop two draft tools: a short survey to be conducted in person on paper and a longer more thorough online survey.

On July 5th, with the generous support of KFL&A Public Health and the City of Kingston we hosted a YAPT meeting with 58 people participating including 22 young people and 36 adult allies (representing 27 organizations). Following presentations and interactive discussion about the Youth Strategy Report: Phase I Research commissioned by the City of Kingston and youth engagement by Stoney McCart, Executive Director of the Students Commission, the YAPT had the opportunity to provide feedback and direction on the draft survey tools.

It was determined that after making the recommended changes by the YAPT, the two draft tools would be piloted until the end of August to determine if they provided the information the CAST and YAPT needed to hear from youth in order to develop the strategy.

187 youth were engaged in filling out the surveys and in late August we held a small YAPT meeting to hear back from a volunteer researcher who had completed a brief analysis of the data collected. Several recommendations were made and the final surveys, both a paper short version and longer online version were completed and ready for use by the end of August.

LISTENING TO YOUTH

Beginning with the pilot surveys throughout the summer of 2012 the CAST became very active in the community. You could see young people and adults promoting Y2K 2012 and engaging with youth at events, in local programs and on the street.

To support this, in July the Students Commission, in partnership with the City of Kingston was able to hire a youth from the CAST to work on the project through a Canada Summer Jobs grant from Human and Resources and Skills Development Canada. Working out of City Hall our Youth Facilitator helped organize many summer activities and events for the CAST as well as reporting back the completed surveys.

Following a training led by Curtis White from the Katarokwi Native Friendship Centre about marketing techniques, promotion and staffing public booths the CAST was well-prepared to attend community events while engaging young people to fill out the paper survey and promoting the online version.

The CAST participated in 13 public events, each attended by a facilitator, youth and adult ally who supported the activity. Rainbows of CAST members in fully body morph suits were seen for example at the Buskers Festival, Princess Street Promenade, the Town Gown Hockey Tournament and the weekly Movies in the Square.
CAST members presented the project and collected filled out surveys at YAPT member organizations such as the Agnes Etherington Art Centre, KEYS and ISKA facilitating discussions with young people and encouraging them to participate in the online survey.

With the generous support of YAPT member Modern Fuel Artist-Run Centre the CAST were trained in video production, specifically how to create public service announcement. In August the group created a PSA that was scripted, shot and edited by a small team in one day. This video was used in social media, at special events and aired on local cable television program, The Local View With Ted Hsu.

In September we were able to sustain our Youth Facilitator and hire a second part-time student from Queens to support the ongoing work related to the development of the strategy. Together they hosted three Focus Groups: one with a focus on youth health issues, one with newcomer youth and a final group for Queens students. In total 41 young people participated and shared their ideas and experiences.

The team also guided a working group formed to plan and host B:Heard the Kingston Youth Forum. Held October 3rd, 4th and 5th 2012 it was another way to bring youth together, partner them with adult allies and continue to create spaces for youth to speak, draw, build and share their experiences and expertise at being young in Kingston.

The Kingston Youth Forum was held at the Wally Elmer Youth Centre in Kingston’s north end community and had 30 youth, (under 18 years old), 20 young adults (18 – 24 year olds) and 36 adults participate over the three days. In total young people contributed 777 hours of volunteer time to the development of the youth strategy and organizations and adults provided 448 hours of in kind support during the Forum.

“I learned that there are adults that really care about youth.”

Youth Participant

Recognizing that not all young people have an interest in discussion processes, the Youth Forum engaged Kingston youth in diverse ways. Members of the CAST created the Kingston Youth Forum Planning Team, having weekly meetings leading up to the Forum. The Lancer Café, operated by the Cooks Internship Focus program and the grade 9-12 culinary students at Loyalist Collegiate and Vocational Institute, catered the Forum. We were grateful to have students from the Limestone District School Board Focus Program STUDIO LC attend to help document the Forum via video.

We were very grateful to have two youth volunteers from the Young Decision Makers Network, Cheryl from Timmins, Ontario and Travis from Fredericton, New Brunswick attend the Youth Forum in order to facilitate the YDM process and help plan the process for each day. Complementing this were the Students Commission staff from Toronto, Shanti and Dave who helped lead the Forum and develop and execute a process that would be success.

Each day of the Forum had different objectives and participants:

Wednesday
Youth, young adults and key adults involved with the CAST
The group spent the day building a community and learning about the YDM Model by using it to answer the question: What Do Youth Need To Know About Working With Adults?

Thursday

*Youth, young adults and adults involved with the CAST and YAPT*

The group from the first day prepared and presented the results from the first day to the adults on the second day; sharing their process and findings. The day also included fish bowl discussion groups providing dedicated time for youth and adults to share their learnings, feelings and actions they could take on to develop stronger youth and adult partnerships.

Friday

*Youth, young adults, YAPT members and community representatives*

Based on the themes that were identified in various discussion and activities through the first two days the third day was a chance for youth and adults in small group discussions develop ideas and recommendations geared to the City of Kingston, community organizations and the community at large as to how to make Kingston a more youth friendly city. The afternoon included turning these ideas and recommendations into a visual interpretation by building a cardboard Kingston that highlighted small groups vision of the city.

The Forum was a very successful way to engage youth voices and provide a safe space for youth and adults to work collaboratively. We offered free transportation, lunches and snacks along with many prizes including iPod touches that were won by participants. We were very grateful to the Limestone District School Board, KFL&A Public Health, City of Kingston, The Community Foundation for Kingston & Area and the many volunteers who supported the process.

Throughout the development of the strategy our website, social media and the online survey were promoted and youth were encouraged to connect, get involved and to complete the online survey. Participants who completed at least 85% of the online survey questions and entered their name were entered into a draw for a new iPad. In early December the CAST drew the name of the young person who won the iPad.

Throughout all of these activities we had 700 youth participants share their ideas through focus groups, surveys and the Kingston Youth Forum.

**COMMUNITY BUILDING**

Throughout the development of the strategy our goal was to develop a community of youth, young adults, adult allies and organizations who together learned, shared and promoted the idea of a youth friendly Kingston. In building this community it developed partnerships between young people and adults, young people and organizations and between organizations themselves.

Youth who may have been initially involved with one organization quite often became engaged in another; young people were able to learn about and participate in new
volunteer opportunities and organizations began working collaboratively outside of the work of Y2K.

This community building was incorporated in each meeting of the CAST and YAPT providing time and facilitation for the different groups to connect and get to know to one and other. Having ongoing dialogue between youth and the Y2K facilitators and taking the time to engage in young peoples’ lives outside of Y2K activities supported the development of our community. It wasn’t uncommon to see CAST and YAPT members at different organizations events and fundraisers, to see Y2K facilitators at youths concerts or sport games and new friendships developed between members.

We worked to help ensure that this occurred outside of simply meetings – we wanted to share this message of a youth friendly Kingston throughout the city. This was highlighted in several key events:

As mentioned the CAST participated and help lead the Kingston Pride Parade with an anti-bullying march in June.

In August we held the B:Heard Lunch Series with special guest speaker 14 year old Wes Prankard of Northern Starfish. Wes shared his experiences mobilizing youth to raise money to build playgrounds in northern First Nation communities. With more than 45 people in attendance there was an excellent representation of CAST and YAPT members along with members of the community who had not heard of Y2K prior to this day.

In August we helped organize and host a community BBQ at the Wally Elmer Youth Centre. Youth volunteers helped prepare the food for, another team supported partnering organizations with games and activities for younger children while others recruited youth to fill out paper copies of the survey. With more than 400 people in attendance the Y2K booth was very busy, especially when one of our community volunteers arrived with baked goods at the conclusion of the event.

In November we hosted a performance of Out in the Open a travelling play regarding bullying, sexuality and teen relationships. This performance, which had 11 YAPT member organizations attend with youth, was followed by a powerful pan discussion of young CAST members who shared their experiences and ideas on bullying, complemented by a snapshot of some of what was heard by youth and young people.

DEVELOPING A STRATEGY

With more than 700 young people, 100 adults, and 100 organizations and schools, sharing their ideas for a youth friendly Kingston there was a tremendous amount of information.

In total we had 450 fill out paper surveys. We had 191 fill out our online survey; 41 youth participated in focus groups; 86 people participated at the Kingston Youth Forum; staff at 40 public schools and 57 organizations within Kingston city limits filled out an online survey about existing programs that serve youth, which generated Initial Youth Strategy Research Report.

All of this data was brought together by the Students Commission led Centre of Excellence for Youth Engagement. The research team, including the Youth Facilitator working on the
Y2K project began the process of coding all the data collected; processing what people shared and how. They created several reports and a process to be used during a two-day strategy writing session held at Pathways to Education on December 1st and 2nd. The CAST was invited to join us and a team of 20 people arrived early on a Saturday to help go through all the collected data and develop some key themes and recommendations. This group included six youth, two young adults, eight adults and four Students Commission staff to lead the process.

Throughout the two days the group reviewed, discussed, charted, drew and imagined what a strategy could look like. This document comes from that. Deeper than that, it comes from the hundreds of Kingston youth who took time to share their experiences. Our team simply listened to them and helped communicate their ideas.

SOME MEMBERS SHARE...

The best people to tell the story of the development of this strategy are those who have been along for the ride. These are snapshots of what Y2K has done for Kingston so far. Reading these makes it easy to envision a future where Kingston youth are not only helped (as they feel they are now) but also heard. We can create a city where all citizens can B:Heard.

“Being involved in the CAST of Y2K has helped me understand youth and young adults better. Which in turn has helped me to understand my own teenage son a bit better. It has also helped my anxiety around groups of people, which is huge for me. Being accepted and treated as an equal is a major thing for both my son and myself. I know that all of the hard work the CAST of Y2K has done is going to benefit the youth and young adults in many great ways. The Cast of Y2K is amazing and I am so very honored to be able to help in any way I can. You are a truly unique and phenomenal group of people!”

Parent / CAST Volunteer

“Being involved in the CAST has strengthened the health of the Reelout Arts Project Inc. organization by bringing the issues of youth to our forefront. We are now looking at creating youth policies, youth volunteer recruitment and a huge focus on Reelout 4 Teens. We have already hired one of the youth representatives to work for our organization and have partnered with three other organizations to create a film festival for young people.”

CAST Member: Reelout Arts Project Inc.

“Being involved in Y2K has developed me in many more ways than expected. I have learned more about my city and opportunities it provides, gained relationships and made connections with other organizations within the city. Y2K is so much more than a campaign, it is a community network working with a collective goal to engage and support youth. It helps create a youth friendly city by giving youth a voice and connecting and building relationships between different local organizations. I am so thankful that I have had the privilege to work with the amazing group of people and be part of the positive change the Y2K 2012 Youth Strategy will bring to Kingston.”

16 Year Old CAST Member
“Being involved in the CAST of Y2K has been a fantastic experience. Connecting with so many youth, young adults, adults, and community groups has really energized me and reaffirmed my commitment in supporting authentic youth engagement opportunities in the health promotion work we do at KFL&A Public Health. I’ve seen the amazing things that can be accomplished when a whole community is engaged and I’m excited to see the good things that come from the work of the Kingston Youth Strategy.”

CAST Member KFL&A Public Health

“Being involved in the CAST of Y2K has provided me an incredible opportunity to be part of the Kingston community outside of the Queen’s University campus. It has connected me to members of Kingston organizations and most importantly to the people who passionately believe in the good and potential of this city. It has been an awesome experience getting to know and building relationships with the CAST members because they have been the reason to making myself feel what they say is important, that we are important and collectively belong to Kingston. My CAST experience has allowed me to grow and develop inter-personal skills that I will use moving forward and challenged me to listen and think critically about what we can do to make Kingston a better city for young people. I have gained and learned so much from being part of this group from others and about myself I could never have gained or traded for from a traditional classroom experience. I’m forever grateful for this opportunity.”

19 Year Old CAST Member

“Being involved in the CAST of Y2K has totally changed my life. Y2K has made me feel how important I am as well as every individual in this world. It is a place where everyone is welcomed and loved. I have been part of Y2K since February and I have learned and experienced so many things. One of that is to BE HEARD - the feeling of being heard makes me feel important and that I matter. Another experience that I had in Y2K is the youth forum. I am really happy and impressed that there are adults in my community who are willing to listen and hear our (youth’s) opinions. Y2K is such a wonderful place where everyone is welcome. Each individual in the CAST of Y2K has inspired me so much by their different life stories. The CAST of Y2K is not only a place where we talk about the issues of the youth. It is a place where we build the dreams of every teenagers here in Kingston.”

18 Year Old CAST Member

“Being involved with Y2K has strengthened Immigrant Services Kingston & Area (ISKA), part of Kingston Community Health Centres (KCHC) connection to the community and other organizations who support young people. Y2K has built relationships, solidified partnerships and created an environment where everyone feels welcomed, respected and heard. As a Youth Settlement Worker, I have witnessed Y2K support newcomer youth through their settlement process, into Canada (Kingston). As a newcomer, getting involved in the community, meeting new people and adapting to a new country/culture can be difficult.
Y2K has helped make the transition a little easier for some of the young people that I have the privilege of working with. ISKA is grateful to be part of an evolving partnership between youth, young adults, adult-allies, community members and organizations all working together to create a youth friendly city.”

CAST Member; Immigrant Services Kingston and Area (ISKA)
Y2K 2012 Timeline of Events

- November 2011: Initial Organizational Meeting at Grand Theatre
- January: Initial Youth Meeting at Grand Theatre
- February: 1st Youth/Adult Meeting: The Birth of the Youth Adult Partnership Team (YAPT) at Library, an overarching collaborative of 40 plus organizations and youth committed to assisting the drafting of the strategy.
- March: The Birth of CAST, the Collaborative Action Steering Team, who would meet regularly to do the work. Regular Meetings at various locations.
- April: Adult Allies Training hosted at Boys and Girls Club
- April: Working Groups Formed: Communication, Listening To Youth
- April: Initial 5 Research Questions, Themes Developed
- May: Youth Week Activities
- June: Draft Surveys Developed by CAST
- June: March In Support of Victims of Bullying
- July: YAPT Meeting at City Hall – Feedback on Survey’s
- July: Summer student hired to support project and work at City Hall
- July: Surveys tested throughout city by CAST
- August: Mini-YAPT Meeting to review analysis of draft tools
- August: Community BBQ at Wally Elmer Youth Centre
- August: B:Inspired Lunch with youth speaker Wes Prankard at Library
- August: With Modern Fuel produces Y2K 2012 PSA
- August: Surveys finalized and begin final collection
- September: City of Kingston supports employment for two youth positions
- September: Kingston Youth Forum Planning Working Group formed
- September: Continued CAST participation at local events
- October: Kingston Youth Forum at the Wally Elmer Youth Centre includes full day YAPT meeting
- October: Young Adults Participate in National Youth Gathering in Ottawa
- October: Ongoing consultation with youth by CAST in schools, local events
- November: Focus Groups hosted by Y2K youth staff
- November: Youth and young adult members attend provincial youth conference, Shaking the Movers, on mental health and the United Nations Convention on the Rights of the Child
- November: Y2K 2012 welcomes youth from Kitchenuhmaykoosib Inninuwig First Nation officially on behalf of Kingston young people
- November: Y2K 2012 and Grand Theatre host a play, Out in the Open, to talk about bullying/homophobia in Kingston
- December: Y2K 2012 Strategy Writing Session, draft ready for circulation for comments and feedback