

# **YOUTH AND ECOLOGICAL RESTORATION PROJECT**

## **BRIDGING FUNDING REPORT**

For the Period of September 1, 2005 to March 31, 2006  
Completed on March 29, 2006

PROJECT FUNDED BY:

**QUEEN ALEXANDRA FOUNDATION FOR CHILDREN  
STRATEGIC INITIATIVES INVESTMENT FUND  
CHILD WELFARE ADVISORY COMMITTEE**

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## **1. EXECUTIVE SUMMARY**

The Youth and Ecological Restoration Project (YER) was designed to provide vulnerable youth with ecological restoration work experience and training opportunities, while improving their sense of belonging within our community. The result is that they established connections with both the social and natural elements of the Comox Valley. Some of the youth had never seen salmon spawning, and most had no idea that within our community exist environmental organizations dedicated to ensuring healthy watersheds are part of the place we call home.

Queen Alexandra Foundation for Children supplied original YER funding from July 2004 to August 2005, with an extension to March 2006. Ministry of Children and Family Development will be contributing financial support for YER to provide services for Comox Valley youth from April 2006 to March 2007. The nine initial partnerships with local youth and environmental organizations have now grown to twenty-five. As well, the program coordinator is currently working with students from North Island College and University of Victoria, and has had interest expressed from a professor at University of British Columbia.

Building healthy community relationships remains a primary YER goal, and youth participants learn better social and communication skills by interacting with positive community members. Raising community awareness and positive perspectives of youth and their issues also occurs. Conclusion of the 20-hour program requires that youth do a community presentation, which further contributes to their personal confidence. Since YER began, forty out of forty-four youth participants have completed the program and made presentations to eighteen community groups.

YER is a program that goes to the heart of community and strives to restore ecological and social connections for youth who are struggling to become decent members of society. They usually want to be good people, often only needing guidance and support from caring community members. Assisting them is a huge investment in our common future.

## **2. INTRODUCTION**

The Youth and Ecological Restoration Project (YER) was originally funded from July 1, 2004 to August 31, 2005 by Queen Alexandra Foundation for Children (QAF), Child Welfare Advisory Committee (CWAC) under the Vancouver Island Strategic Investment Initiatives Fund (SIIF). Based in the Comox Valley community, YER was selected for funding through guiding principles that recognized that each community has unique characteristics, knowledge and experience to deliver innovative approaches to address prevention and early intervention for youth at risk. In the first year, YER met the CWAC criteria of providing integrated and collaborative services for youth that supported the community's capacity to build healthy community relationships between

youth, their families and support workers.

Due to YER success, QAF contributed bridging funding for an extension of YER services to the Comox Valley community from September 1, 2005 to March 31, 2006. Ministry of Children and Family Development (MCFD) has supplied funds for the period of April 1, 2006 to March 31, 2007. This report mainly documents that six month time period while providing some summaries of YER total history.

### **3. ACTION STEPS**

YER was developed as a pilot project for SIIF, and I (Wendy Kotilla) remain the individual responsible for the program management and administration, as well as for coordinating and participating in the ecological restoration activities with the youth. The program continues to assist Comox Valley youth to develop positive relationships with community members, deepen their understanding of the natural world, and provide them with meaningful work experience and training opportunities.

Youth are referred to the program by Comox Valley youth organizations (Table 1) and fit an “at risk” criteria that is broadly defined as having social or learning difficulties. Some of them are doing community service hours for a harm that they have caused to the community. All of them benefit significantly from the experiential style of learning implemented by YER. The youth participate in ecological restoration activities for Comox Valley environmental organizations (Table 1) that also contribute to the social and ecological well being of our community.

Completion of the 20-hour program requires an oral presentation to a community group, after which the youth are awarded a certificate, a letter of reference, and a YER crest. A \$50.00 honourarium is included for those who are not doing community service hours. YER completion is considered an accomplishment, so youth participants cannot fail the program, and they all leave feeling proud of themselves and their ability to complete something. Forty-four youth have been involved in YER since it was initiated in July 2004, and forty have completed the program.

### **4. COMMUNITY PARTNERSHIPS**

Building and sustaining community partnerships is critical to YER being successful in providing a foundation of support for the youth, their families, support workers and the Comox Valley community. Partnerships with Comox Valley youth and environmental organizations were established prior to YER being selected for SIIF funding. With an interest of providing the most benefit to Comox Valley youth, the nine original partners were consulted for their feedback and assistance in developing YER. The five youth organization partnerships have remained the same, and the four environmental organizations offering work experience and training opportunities have now increased to twenty. Youth who have finished the program have also presented their completion speeches to eighteen community groups. Positive relationships between individuals, families and organizations are critical to building healthy communities.

### **Youth Organization Partnerships**

From September 1, 2005 to March 31, 2006, YER had fourteen youth referred from the following five local youth organizations (Table 1):

- John Howard Society
- Comox Valley Community Justice Centre
- Ministry of Children and Family Development
- School District #71 Alternate Programs:
  - Sandwick Alternate School; Senior Alternate School;
  - Nala'atsi Program; Contract Tutoring
- Comox Valley Youth Resource Society

Six out of the fourteen youth were referred from the Comox Valley SD #71, Alternate School Programs as listed above (Table 1). These youth were not participating in regular school programs for a variety of reasons. Five of the youth were doing community service hours for either John Howard Society or Comox Valley Community Justice Centre (Table 1). Two referrals came from MCFD, and one from Comox Valley Youth Resource Society (Table 1).

### **Environmental Organization Partnerships**

The environmental organization partnerships have now increased from the original four to the current total of twenty since YER was initiated in July 2004. The twenty environmental organizations are:

- Millard/Piercy Watershed Stewards
- Oyster River Enhancement Society
- Tsolum River Restoration Society
- Hart Watershed Society
- Morrison Creek Streamkeepers
- Comox Valley Naturalists
- Comox Valley Land Trust
- Comox Valley Watershed Assembly
- Perseverance Creek Streamkeepers
- Sunrise Rotary Club
- Georgia Strait Alliance
- Courtenay Fish and Game Club
- Comox Valley Project Watershed Society
- Natural Journeys Society
- Fanny Bay Enhancement Society
- Cumberland Community Forestry Society
- Comox Valley Environmental Council
- Comox Valley Sustainability Network
- Department of Fisheries and Oceans
- BC Hydro, Bridge Coastal Fish & Wildlife Restoration Program

Each of the fourteen youth that participated in YER from September 1, 2005 to March 31, 2006 worked with an average of four and a total of fourteen environmental organizations (Table 1). Ecological restoration activities included field work in local watersheds, environmental group meetings and public education events. These were often attended by a large number of community members and there was an average interaction of fifty-three community members for each of the fourteen youth participants (Table 1).

### **Community Presentations**

Completion of YER required doing an oral presentation for a group that was either selected by the youth or suggested by the YER coordinator. Since July 2004 community presentations were given for the following eighteen groups:

- John Howard Society
- Comox Valley Youth Resource Society
- Courtenay Kiwanis Club
- Comox Valley Community Justice Centre
- Comox Valley Project Watershed Society
- Comox Valley Watershed Assembly
- St. Joseph Hospital Adolescent Support Group
- Sandwick Alternate School
- Puntledge Park Elementary School
- Brooklyn Elementary Grade 5
- Courtenay Elementary Grade 5/6
- Ecole Aspen Park Middle School
- Senior Alternate School
- Contract Tutoring Program
- Nala'atsi Program
- Roseberry Pre-School
- Comox Valley Naturalists
- Airport Elementary School

All of the fourteen youth involved with YER from September 1, 2005 to March 31, 2006 completed the program by making oral presentations. The fourteen youth presented accounts of their experience to eight different community groups, which were attended by an average of fifteen community members (Table 1). They were all publicly presented with a YER certificate and crest, and a letter of reference acknowledging their work experience and contributions to the Comox Valley community. Nine of the youth also received a \$50.00 honorarium, while five made contributions through community service hours for John Howard Society or Comox Valley Community Justice Centre (Table 1).

### **Future Partnerships to Sustain Funding**

Fundraising efforts last year were successful in achieving additional funds from September 1, 2005 through to March 31, 2007. QAF provided funds for the first six months and MCFD contributed the remainder of the funds for YER to continue to provide services to youth at risk in the Comox Valley community. Sustainable long term funding support for YER does not exist at this time and is a concern. Time and energy spent on soliciting potential funders is time and energy that could be better spent working with youth to assist them in becoming productive society members. YER is not alone in this search for funds to continue to provide meaningful and valuable services in our communities.

## **5. PROGRESS AND OUTCOMES**

Youth participants continue to be consulted to evaluate YER progress and outcomes. Interview questions developed when the program was initiated in July 2004 continue to evolve, and the seventh version was completed in November 2005. Youth are asked questions at three stages of

YER involvement: prior to commencement of work on their first day, after the work experience and training portion, and on conclusion of their community presentation. A debrief at the end of each work day also obtains information about what they liked the best, what they liked the least and what they learned.

Notes are kept from the interview questions and daily debriefs, and form the basis of the oral presentations that youth make to a community group, as well as being the data that is analyzed. Each of the youth participants have a number to protect their anonymity, and record files that contain individual interview and debrief comments, as well as their community presentation notes. This documentation is reviewed to verify each participant's learning accomplishments, providing a gauge of YER success and outcomes (Table 2).

One of the best evaluations of YER success is how many youth finish the 20-hour program. The completion rate for the fourteen youth who participated in YER from September 2005 to March 2006 was 100% (Table 1). This completion rate is higher than the 86% recorded for the July 2004 to August 2005 time period. Oyster River Enhancement Society and Millard Piercy Watershed Stewards continue to be the environmental organizations most attended (Table 1) and best liked by the youth participants. This is due to their commitment to providing YER with meaningful work experiences and high levels of involvement from community members. Hart Watershed Society, Morrison Creek Streamkeepers and Tsolum River Restoration Society have also contributed good quality work and community involvement experiences (Table 1).

The five main goals (Table 2) established to illustrate youth learning are: building healthy community relationships, gaining valuable work experience, improving knowledge of ecological restoration, increasing social skill development and enhancing communication skills. Each of these goals was further divided into three subcategories (Table 2) and youth quotes are given in the text below to illustrate the knowledge and experience they gained.

### **BUILDING HEALTHY COMMUNITY RELATIONSHIPS**

Working Cooperatively With Others – 100% of Youth Participants (Table 2)

- *Old people usually are pretty picky, but people here seem to come together and work together really good and all seem to really enjoy it, too. (Participant # 31)*
- *Everybody works together there and they are all volunteers and they help the river be a better place or make it look better. It feels good to see everybody working together and not caring about money and helping the water system be better for fish. (Participant # 39)*
- *I thought that it was neat seeing all these people working on their own time together, doing it by their own choice. They weren't doing it for themselves they were doing it for the community's environment. All the volunteers got along because they were all doing the work for the same reason; they were working together on the same thing. (Participant # 43)*

Role Models and Mentoring – 93% of Youth Participants (Table 2)

- *I liked the best seeing how many other people were out there helping out. Not just older people like to help out and learn younger people like to do that too. People learned that I care too. (Participant # 33)*
- *Old guys can be funny, not like my Grandpa. Some old guys can tell really good jokes and make people laugh. It felt good to be with old guys like that because I can get some humour. It allows me to open up and tell jokes and laugh, too. (Participant # 35)*

- *It was cool, it was fun, different people, different opinions, I can learn from them. I feel like I did some volunteer work that helps the ecosystem recover from mankind's destruction to nature. Maybe other people will see us doing this and want to volunteer.* (Participant # 40)

#### Increased Community Capacity – 100% of Youth Participants (Table 2)

- *A lot of people care and try to provide extra things. A bunch of people provide helpful options for the community to expand and make the community a better place. Our community is a better place through people contributing time and making it a better place.* (Participant # 34)
- *The importance of all the restoration programs in the valley is very high because of everything they give back to the environment. The community has many people willing to help out and they all seem to get together and work hard to accomplish their goal, restoring the salmon population.* (Participant # 36)
- *Community work makes our community a nicer, better looking place. It makes a strong community because people are helping others.* (Participant # 39)

### **GAINING VALUED WORK EXPERIENCE**

#### Data Collection Methods – 86% of Youth Participants (Table 2)

- *Later in the day we got our gumboots on and walked Millard Creek doing a salmon count. We were collecting scientific data by counting pinks in the creek.* (Participant # 32)
- *The most important thing I learned is how much activity and knowledge comes through analyzing fish. What I learned from them, I never would have – water temperature and water samples. From how to analyze them to working with Millard Piercy Watershed Stewards – scientific data collection.* (Participant # 34)
- *Scientific data – you have to be careful when you are collecting data, try not to move it and not have it out of the water. You always have to remember when you are collecting data to be really careful and not be stupid about it. It can confuse you a little and you have to take the time.* (Participant # 44)

#### Working With Tools – 86% of Youth Participants (Table 2)

- *It was teamwork pulling things off trees and moving stuff with the wheelbarrow – working together.* (Participant # 35)
- *I liked planting trees in the woods. We planted cedar trees, snowberry, salmon berry, devils club, and fern. They were planted near the stream. We worked as a team. We communicated well. We helped each other dig holes.* (Participant # 37)
- *We had to dig about 25 holes. Then we had to take the trees out of the pots and put fertilizer in the bottom of the hole, then put the trees in and then make like these little miniature moats, also known as berms.* (Participant # 43)

#### Job Variety – 78% of Youth Participants (Table 2)

- *It was interesting, factual and taught me a lot about things I didn't know about. It was different every time. It gave me a chance to meet new people and see what they do for work and for fun.* (Participant # 33)
- *I liked the variety. I got to move around, help other people and didn't have to stay in one*

*place. Help other people out and I got to go to other places to help them out so they have help too. Instead of being stuck at one place helping one person, I helped a whole bunch of people. (Participant # 35)*

- *I enjoyed that it allows me to learn more than one thing about nature and wildlife and fish. I enjoyed working in different watersheds, Towhee Creek, Tsolum River, Oyster River Hatchery, Millard Creek. I liked that I learned more than one topic. It is actually more experience for me if I learned more than one topic or watershed. (Participant # 44)*

## **IMPROVING KNOWLEDGE OF ECOLOGICAL RESTORATION**

Ecosystem Cycles and Interconnections – 100% of Youth Participants (Table 2)

- *Fish connect the ocean to the land and are an indicator of watershed health. (Participant # 32)*
- *Roots of trees hold up river banks, trees provide shade, leaves fall off trees into the creek and rot and aquatic insects eat leaves and fish eat insects. (Participant # 38)*
- *Woody debris helps fish stay away from predators, slows the current down, shades the streams, keeps the water temperature cooler, and aquatic insects eat them. (Participant # 42)*

Identification Techniques for Plants, Animals and Fish – 100% of Youth Participants (Table 2)

- *A good way to identify a fish if you are unsure is to debate it with your partners, instead of assuming. (Participant # 32)*
- *I watched the salmon spawn and the female lay on her side then she built her redd, then the male fertilized the eggs, then the female buried the eggs. I sat on a rock. It was very interesting to watch the fish spawning. I was surprised because I never saw fish doing that before. (Participant # 37)*
- *I learned the different kinds of trees...I smelt them and felt the needles of hemlock, fir, cedar. (Participant # 41)*

Environmental Impacts – 100% of Youth Participants (Table 2)

- *Fish need our help to survive because it seems in the past they have been killed off by logging and mining and other tragedies. (Participant # 31)*
- *The salmon enhancement work is being done because of past logging practices that increased water run off and created unstable fish habitat and resulted in declines in fish stocks. (Participant # 33)*
- *We removed invasive species from Millard Park. Invasive species are plants that kill native plants and they take over the land. (Participant # 37)*

## **INCREASING SOCIAL SKILL DEVELOPMENT**

Meaningful Participation – 100% of Youth Participants (Table 2)

- *It feels pretty good, knowing that you are doing things for the good of the Earth instead of just for yourself. It takes you outside yourself. (Participant # 35)*
- *It was kind of cool meeting people. It felt pretty good to work with them. It feels good, you get to work, you get to help out. It feels good inside. (Participant # 38)*
- *I feel good and proud of myself because I helped the forest and endangered species. When more people come and do it, it gets to be a bigger thing and it goes quite fast. When one person does a little bit and another person does a little bit, it helps a lot more. (Participant # 39)*

Commitment, Respect and Responsibility – 100% of Youth Participants (Table 2)

- *I liked the best when we were up by where the guy had passed away – there were lots of trees and lots of shade. It looked like it was a place where he got peace and quiet and it looked like a place he enjoyed surrounded by the environment, and where he sat down and listened to nature, birds and the river. (Participant # 41)*
- *I don't hang out with the best people to hang out with and do the wrong things. They seem to like crime a lot and that is the reason why I'm here, cause of that. Like stealing, a lot of people do that and I've stolen bikes. I learned from my mistake and have to do all this. Taking responsibility, it was not great. (Participant # 43)*
- *You are always supposed to be safe in what you are doing and careful with another person's equipment and respecting other people and their feelings. Relationships with people mean being kind if you are working in a group and not breaking the rules. (Participant # 44)*

Accomplishing Goals – 100% of Youth Participants (Table 2)

- *I am satisfied that I stuck with it. I am done one program and almost finished another. I accomplished and finished what I started. It is a goal to finish what I started. (Participant # 34)*
- *It feels good to accomplish something. It is a step towards something else I can do now. It was a positive experience and different from how community service hours are usually done. (Participant # 36)*
- *So to finish, I won't have nothing to do for the next while. It was a good experience, just fun doing stuff and not being bored. It was a nine out of ten. I'm going to miss you. (Participant # 42)*

**ENHANCING COMMUNICATION SKILLS**

Public Speaking – 100% of Youth Participants (Table 2)

- *The presentation was alright. At the start I was a bit nervous, but once I got into it, it was a bit easier. I used a microphone before with karaoke. The audience learned about the program. They learned about salmon populations going to go back up soon and that it is important for people to volunteer. (Participant # 36)*
- *The presentation was odd because I had never spoken in front of a group before. It was different. (Participant # 40)*
- *It was scary standing up and saying it to them. First time doing it was pretty nerve wracking. They learned a lot more about salmon than they did. I think they really enjoyed it. (Participant # 42)*

Active Listening – 100% of Youth Participants (Table 2)

- *It is a relaxed way of learning. It feels tingly sometimes when you learn something after and you find out what it means and is cool. It was actually a good discussion learning, a good way of learning – easier than school where teachers nag and nag and nag. You didn't nag, you asked me something and reviewed it a bit later – it is a more patient and gentler way. (Participant # 35)*
- *Working with others and sharing our ideas and thoughts and sharing our past life, like what's happened to us – telling stories. (Participant # 41)*
- *I learned that you should respect old people and listen to what they have to say. (Participant # 42)*

Interpersonal Relationships – 100% of Youth Participants (Table 2)

- *There were lots of good people and they made you feel welcome and not just doing community service hours. People don't judge you and are decent people and have something to give the environment and working on the same thing. (Participant # 36)*
- *The most important thing I learned was how to communicate with people if I don't know them. (Participant # 37)*
- *Other friendly people helped me be more friendly because that is what most owners and managers of jobs are looking for these days. Hard working people, kind people, people that won't screw up and make a mess of the place, can be trusted, can be honest, and can be reliable, responsible and not disrespectful. (Participant # 44)*

## 6. UNEXPECTED BENEFITS

YER has attracted interest from one University of Victoria (UVic) student and two Comox Valley, North Island College (NIC) students, as well as from a University of British Columbia (UBC) professor. Involvement with these post secondary education institutions requires a time commitment from YER, but the benefits of establishing links with British Columbia academic communities are invaluable.

The UVic student is working on a Masters Degree with the Dispute Resolution, Human and Social Development Department. The title of the master's thesis proposal is "Sustaining Change: An examination of the processes used by community action projects to create and sustain change in youth". This student has already conducted interviews with two YER partnering organizations and will be conducting further interviews as the master's thesis work continues. Part of the agreement to be involved with this research is to have the ability to use the interviews in YER future reports. For YER to be used for dispute resolution research at the master's degree level is an honour, and a tribute to the success and quality of the program.

The two NIC students are involved with the Human Service Worker and Media Studies programs. The Human Service Worker student is doing a 50-hour practicum by working directly with the YER coordinator and the youth to obtain hands on experience. The Media Studies student is video-documenting YER for a 5-10 minute short film to complete a major term project by April 2006, and a copy will be provided to YER for discretionary use. This student is also interested in a six month extension of videotaping work to produce a 30 minute video. Such a video would provide further documentation of YER work experience activities for promotional, fundraising and public awareness purposes.

The UBC professor, Dr. Jennifer Vadeboncoeur, is with the Education & Counselling Education & Special Education Department. She was sent a copy of the YER Final Report (October 15, 2005) and has expressed further interest in the program as part of her involvement in restorative justice processes for youth at risk. A follow up discussion with her will be arranged later this spring.

## 7. KEY LESSONS AND LEARNING

YER continues to be a benefit to the Comox Valley community and receives positive feedback from individuals and partnering organizations. Going beyond the ecological restoration activities and holding community events like the July 14, 2005 celebration help to further raise public awareness and support for the program. It was quite amazing and very gratifying to witness the

gathering of about thirty people that represented such a diversity of community members. A similar event will be organized in June or July 2006.

People learned that youth can offer positive contributions and care about the kind of communities in which they live. By working beside each other both youth and community members gained a better understanding of and more respect for each other. Youth felt accepted by others and were motivated to take responsibility for the environment, which could lead to developing future land stewardship ethics. The youth participants' cross-cultural experiences and sense of belonging in our community flowed naturally from interactions with various kinds of people and age groups.

By example, many community members were inspiring and positive role models for the youth, who often looked up to them. Countless times my role was to facilitate bringing them together and then leaving the youth to interact with the community members, forming more personal relationships on their own. This interaction was also beneficial in raising community awareness and positive perspectives of youth and their issues. The community presentations continue to be extremely valuable for honouring the youths' accomplishments and allowing them to take pride in themselves (Table 1).

The YER goals established for youths' key lessons and learning have all been achieved (Table 2). Out of the five main goals the following four received the most comments during the youth interviews: building healthy community relationships, improving knowledge of ecological restoration, increasing social skill development and enhancing communication skills (Table 2). The fifth goal category, gaining valued work experience, had fewer comments, but is considered to be more of a method for youth to learn better social, communication and community building skills. These are the skills that will assist them in problem solving, conflict resolution, leadership, analytical, strategic thinking and working cooperatively with others. They will go a long way in supporting them to become decent, respectful and productive members of our society.

As YER coordinator, facilitator, ecologist, counselor, and administrator, there have been key lessons and learning for me as well. I have come to realize that we have some amazing youth in our community, who struggle like the rest of us to be the best person that he or she can be. Sometimes I am sure that it is I, not them, that is doing the most learning and I know sometimes it is so true. I have learned better interview techniques and communication skills as I strive to understand and help them on the early stages of their life path. As I am more at the middle of mine, I have much life experience to share with them, both from my mistakes and successes. For me to admit to them that I am not perfect either is one of the best ways to tell them it is part of being human.

## 8. BUDGET UPDATE

The final budget for the YER project bridge funding from September 1, 2005 to March 31, 2006 was slightly more than the \$15,000.00 funded by QAF for a total of \$15,173.68 (Table 3). Listed below are the expense items:

- **Professional fees** were higher than the original budget, as were the in kind contributions.
- **Honouraria** for youth participants was lower because the youth doing community service hours could not receive remuneration.
- **Capital/equipment** had no expenditure as most of the capital/equipment was purchased in

the first year of YER operation.

- **Administration** expenses were the same amount as the budget estimate. Report writing took an additional day, and was considered an in kind contribution.
- **Transportation** costs were slightly higher than estimates and were adjusted to the present government rate of \$.45/km.
- **Supplies/Materials** were lower than the budget estimate, as were the in kind contributions.
- **Evaluation** expenses were the same amount as the budget estimate.
- **Other** expenses, including insurance and bank charges, were also lower than estimated.
- **In kind Contributions** were similar to the original estimates.

## 9. CONCLUSION

Youth become at risk for a variety of reasons that include feeling unsupported and disconnected from their families and communities. Often they just need to know that someone cares about and accepts them for where they are at that point in their lives. That sounds pretty simple, but can be a huge undertaking if they are angry and belligerent, or acting out to get any kind of attention, even if it is negative. They usually need some guidance and assistance to help them see the positive aspects of themselves, their families and communities.

Since its inception, YER has had the vision of offering support for troubled youth by broadening their perspective of the Comox Valley community, and its natural and social resources. Working with the ecological and human communities takes them outside themselves and gives them the ability to see beyond their daily struggles. Even if it doesn't prompt immediate changes for the youth, it gives them a light at the end of the tunnel and plants seeds for their future reference.

Seeds of change were also planted to raise community awareness and positive perspectives of youth and their issues. By connecting youth and community members, both were able to view each other as people who were working together in a good way for the greater purpose of making our community a better place to live. Common goals bring common people together for a common future.

<b>TABLE 1: YOUTH AND ECOLOGICAL RESTORATION PROJECT (YER)</b>	
<b>YOUTH PARTICIPANT SUMMARY TABLE FOR THE PERIOD SEPT. 1, 2005 TO MAR. 31, 2006.</b>	
YER was funded by the Queen Alexandra Foundation for Children, Victoria, British Columbia.	
Comox Valley youth at risk were involved in a 20-hour ecological restoration work experience program.	
Community presentations by the youth were required for completion of the 20-hour program.	
The total number of youth participants involved was 14 (4 girls and 10 boys); ages 12 to 17.	
All YER participants were given a number to protect their anonymity.	
<b>YER COMPLETION</b>	<b>YOUTH</b>
<b>YER completion required finishing 20 hours and giving a community presentation.</b>	<b>PARTICIPANTS</b>

Total Complete: Participant # 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44	14
Total Incomplete: 0	0
<b>TOTAL 280 WORK EXPERIENCE HOURS</b>	<b>14</b>
<b>YOUTH ORGANIZATION REFERRALS</b>	
School District #71 Alternate Programs: Participant # 32, 35, 37, 38, 39, 44	6
John Howard Society: Participant # 31, 33, 36	3
Comox Valley Community Justice Centre: Participant # 41, 43	2
Ministry of Children and Family Development: Participant # 34, 42	2
Comox Valley Youth Resource Society: Participant # 40	1
<b>TOTAL 5 YOUTH ORGANIZATIONS</b>	<b>14</b>
<b>ECOLOGICAL RESTORATION (ER) WORK</b>	
<b>ER work events were attended by approximately 747 community members.</b>	
<b>The average interaction per 14 youth participants was 53 community members.</b>	
<b>Each youth participant worked with an average of 4 environmental organizations.</b>	
Oyster River Enhancement Society: Participant # 31, 32, 33, 35, 36, 37, 39, 40, 41, 42, 43, 44	12
Millard/Piercy Watershed Stewards: Participant # 32, 34, 35, 36, 37, 38, 39, 40, 41, 43, 44	11
Hart Watershed Society: Participant # 33, 35, 36, 37, 38, 39, 40	7
Morrison Creek Streamkeepers: Participant # 31, 32, 33, 34, 36, 38, 41	7
Tsolum River Restoration Society: Participant # 31, 34, 36, 42, 43, 44	6
Cumberland Community Forestry Society: Participant # 35, 38, 39	3
Department of Fisheries and Oceans: Participant # 33, 38, 41	3
Comox Valley Watershed Assembly: Participant # 32, 42	2
Comox Valley Naturalists: Participant # 42	1
Comox Valley Land Trust: Participant # 32	1
Comox Valley Environmental Council: Participant # 37	1
Comox Valley Sustainability Network: Participant # 34	1
Fanny Bay Enhancement Society: Participant # 40	1
Bridge Coastal Fish & Wildlife Restoration Program: Participant # 40	1
<b>TOTAL 14 ENVIRONMENTAL ORGANIZATIONS</b>	<b>57</b>
<b>TABLE 1 (Continued): YOUTH AND ECOLOGICAL RESTORATION PROJECT (YER)</b>	
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The total number of youth participants involved was 14 (4 girls and 10 boys); ages 12 to	

17.	
All YER participants were given a number to protect their anonymity.	
<b>COMMUNITY PRESENTATIONS</b>	
<b>The presentations were attended by approximately 209 community members.</b>	<b>YOUTH</b>
<b>The average interaction per 14 youth participants was 15 community members.</b>	<b>PARTICIPANTS</b>
School District # 71 Contract Tutoring: Participant # 40, 43, 44	3
Sandwich Alternate School: Participant # 38, 39	2
Senior Alternate School: Participant # 33, 34	2
Comox Valley Watershed Assembly: Participant # 31, 32	2
Nala'atsi School Program: Participant # 35, 37	2
Comox Valley Community Justice Centre: Participant # 41	1
Comox Valley Naturalists: Participant # 36	1
Airport Elementary School: Participant # 42	1
<b>TOTAL 8 COMMUNITY PRESENTATION LOCATIONS</b>	<b>14</b>

<b>TABLE 2: YOUTH AND ECOLOGICAL RESTORATION PROJECT (YER) GOAL SUMMARY TABLE (for the period of SEPTEMBER 1, 2005 TO MARCH 31, 2006).</b>	
Funded by the Queen Alexandra Foundation for Children in Victoria, BC, fourteen Comox Valley youth at risk were involved with YER from September 1, 2005 to March 31, 2006. All participants were given a number to protect their anonymity and interviewed to document what they had learned. Interview analysis was conducted to verify each participant's learning accomplishments.	
<b>BUILDING HEALTHY COMMUNITY RELATIONSHIPS</b>	<b>TOTALS</b>

Working Cooperatively with Others:	
31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44	14
Role Models and Mentoring:	
31, 32, 33, 34, 35, 36, 37, 39, 40, 41, 42, 43, 44	13
Increasing Community Capacity:	
31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44	14
<b>GAINING VALUED WORK EXPERIENCE</b>	
Data Collection Methods:	
31, 32, 33, 34, 35, 36, 38, 39, 41, 42, 43, 44	12
Working With Tools:	
31, 32, 33, 34, 35, 36, 37, 39, 40, 42, 43, 44	12
Job Variety:	
32, 33, 35, 36, 37, 39, 40, 41, 42, 43, 44	11
<b>IMPROVING KNOWLEDGE OF ECOLOGICAL RESTORATION</b>	
Ecosystem Cycles and Interconnections:	
31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44	14
Identification Techniques for Plants, Animals and Fish:	
31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44	14
Environmental Impacts:	
31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44	14
<b>INCREASING SOCIAL SKILL DEVELOPMENT</b>	
Meaningful Participation:	
31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44	14
Commitment, Respect and Responsibility:	
31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44	14
Accomplishing Goals:	
31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44	14
<b>ENHANCING COMMUNICATION SKILLS</b>	
Public Speaking:	
31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44	14
Active Listening:	
31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44	14
Interpersonal Relationships:	
31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44	14

**TABLE 3: YOUTH AND ECOLOGICAL RESTORATION PROJECT (YER)  
BUDGET TABLE FOR THE PERIOD OF SEPT 1, 2005 TO MAR 31, 2006.**

Budget figures and expenditures for YER to work with youth at risk in the Comox Valley community. YER was funded by the Queen Alexandra Foundation for Children

<b>EXPENSE ITEM</b>	<b>Estimated Budget Expenditures</b>	<b>Final Budget Expenditures</b>	<b>Estimated In kind Contributions</b>	<b>Final In kind Contributions</b>

Professional fees	\$8,000.00	\$9,200.00	\$1,500.00	\$1,700.00
Honouraria	\$750.00	\$450.00		
Capital/Equipment	\$250.00			
Administration	\$2,000.00	\$2,000.00		\$200.00
Transportation	\$1,500.00	\$1,665.75		
Supplies/Materials	\$1,000.00	\$718.03	\$1,000.00	\$700.00
Evaluation	\$1,000.00	\$1,000.00		
Other	\$500.00	\$139.90		
<b>Total project expenditures</b>	<b>\$15,000.00</b>	<b>\$15,173.68</b>	<b>\$2,500.00</b>	<b>\$2,600.00</b>