

Table of contents

Executive Summary

1. Background and introduction	1
1.1 Methodology	
2. Project results	3
2.1 Relevance	
2.2 Effectiveness	
2.3 Sustainability	
3. Recommendations	13

Annexes

Annex 1: Imagine Campbell River: A Place to Belong LOGIC MODEL

Annex 2: Key informant interviewees

Annex 3: Key informant questionnaire

Tables and Boxes

Table 1: Short term outcome statements and results

Table 2: Medium term outcome statements and results

Table 3: Workshop follow-up evaluation 3-month

Box 1: Case study: Aboriginal community participation

Box 2: Case study: Resiliency workshops with high and middle schools

Acknowledgements

With thanks to Erin Dusdal, former project Coordinator; The John Howard Society of North Island and particularly Mary Catherine Bellamy Williams and Jeanna Glendinning; Kathi Camilleri, Barb Preston and Diana Lontayao for supporting focus groups; and participants in the focal groups.

Cover photograph: graphic designed by Jill Banting during an Imagine Campbell River workshop, used by permission of the artist and The John Howard Society of North Island.

Executive Summary

In 2011, The John Howard Society of North Island (JHSNI) received \$178,000 for a project titled *Imagine Campbell River: A Place to Belong* from the Community Action Initiative (CAI). As a requirement of project funding, and for learning lessons about the project's successes and challenges, JHSNI commissioned an evaluation of the project which was mainly carried out in October and November 2012.

The project originally had two main components:

- ✧ researching and developing an engaging message about community resiliency, connectedness and the promotion of mental wellness using strength-based, life affirming approaches. The project planned to use community as the main vehicle for achieving social cohesion and individual and family well-being.
- ✧ using a train-the-trainer model to develop community ambassadors who are sharing the message community-wide and mentoring specific vulnerable groups at key transitional times and developmental stages.

The project design was for the most part relevant. The project employed current research that builds on developmental assets, the Trauma Resiliency Model and the Stress-Vulnerability Model, focusing on teaching community members self-stabilization skills that prevent or delay substance use and promote mental wellness. Key informant respondents noted how the project stood out because it was based on good background research. The project made a serious attempt to reach out to a variety of community groups, and the idea of creating a more resilient and welcoming community resonated with many community members. Certain sections of Campbell River took up project activities more than others. The local School District and Aboriginal communities were strong partners. The business community, persons with disabilities, seniors' groups and organisations, and the City Council were not as involved as was planned in the project proposal. Stronger strategic planning could have led to more effective targeting of the project message.

The training material in the "Seeds of Resilience" workshop was relevant to a wide population and was praised by all key informants and in the focus groups. The material was adapted for different groups, and in some cases led to significant behaviour change. One of the most important project adaptations was for Aboriginal communities; after a rocky start the project reached out to Aboriginal communities in an appropriate fashion, and can be seen as a model for other projects in terms of facilitating participation.

One potential gap was the policy area. Imagine Campbell River didn't discuss the policy implications of the project systematically with municipal politicians, in terms of changes in policy which might have supported the project's objectives.

The project's short and medium term outcomes were largely met. It should be noted that the project was considered a success in a review by the Canadian Centre on Substance Abuse. Respondents pointed out that it was too early to tell if some of the medium term outcomes were met, but noted that in general the project had laid the groundwork for supporting the achievement of these outcomes. Overall respondents rated the project as very effective, which demonstrates the high regard with which it is held in the community. Several key informants and community members termed the project "inspirational." The strategic linkages with schools, the training of trainers and training in schools, and Aboriginal outreach have been the most effective elements in the program.

All respondents agreed that the management and implementation of the project was excellent. Respondents noted the Coordinator's inter-personal skills, dedication and enthusiasm, and that she was able to communicate effectively with a wide range of stakeholders. JHSNI also played a very effective backstopping role.

Serious attempts were made by Imagine Campbell River to ensure sustainability of activities carried out. New grant funding, teachers continuing with the training, the continuance of the First Nations Working Group, integration of project material into their everyday work by service providers, and the convening role of JHSNI will all help to make the project ongoing. Nevertheless, respondents noted that the short funding cycle and inadequate project monitoring worked against sustainability. The latter because the project cannot determine the extent to which some of its planned outcomes are likely to be met. Respondents also noted the need for greater attention to sustainability earlier in the project, and questions remain as to whether sowing the seeds of resilience will lead to the kinds of changes anticipated in the medium term outcomes of the project.

1. Background and introduction

In 2011, The John Howard Society of North Island (JHSNI) received \$178,000 for a project titled *Imagine Campbell River: A Place to Belong* from the Community Action Initiative (CAI).¹ As a requirement of project funding, and for learning lessons about the project's successes and challenges, JHSNI commissioned an evaluation of the project which was mainly carried out in October and November 2012.

The project planned to build knowledge and capacity at key transition points along the human developmental pathway by injecting upstream preventative initiatives targeted at various groups in Campbell River. It also planned to create a community of citizens with the skills needed to help one another. The project intended to create a legacy of community belonging and mental wellness that would be sustainable and evolving at a local community level, as well as create a solid foundation of mental wellness that would positively impact future generations.

The project originally had two main components:

- ✦ researching and developing an engaging message about community resiliency, connectedness and the promotion of mental wellness using strength-based, life affirming approaches. The project planned to use community as the main vehicle for achieving social cohesion and individual and family well-being.
- ✦ using a train-the-trainer model to develop community ambassadors who are sharing the message community-wide and mentoring specific vulnerable groups at key transitional times and developmental stages.

The process of developing the project is analysed in Section 1. Project activities are set out in Section 2. The project established a Steering Committee with representatives that included service providers and community members to guide the project, and hired a Coordinator for implementation. The project's Logic Model is included as Annex 1.

1.1 Methodology

The evaluation methodology was as follows:

- ✦ Development of an evaluation plan in May 2012, based on the Canadian Evaluation Standards² and CAI evaluation guidance³, which was accepted by the Steering Committee and highlighted as good practice by the CAI.

¹ The CAI provides grants for sound and leading-edge projects that are planned, led and implemented through community partnerships. The initiative aims to take a localized, collaborative approach to helping those affected by mental health and substance use issues in B.C. The CAI creates networks and encourages dialogue between community mental health and substance use organizations around the Province. It is funded through the Province of B.C. which provided a \$10 million grant in 2008 <http://www.communityactioninitiative.ca/about-the-cai/what-we-do/>

² <http://www.evaluationcanada.ca/site.cgi?en:6:10>

³ *CAI Community Action Initiative: Toolkit for Creating a Project Evaluation Plan.*

- ✦ Meeting with the project Steering Committee and Coordinator in April 2012.
- ✦ Review of project background material and reports, including monitoring reports and an external review as part of a Canadian Standards self-assessment review process led by the Canadian Centre on Substance Abuse (CCSA).
- ✦ Carrying out thirteen key informant interviews, including the CAI, Steering Committee, project Coordinator, school teachers, and service providers. A list of key informants interviewed is included as Annex 2. The questionnaire used for these interviews is included as Annex 3.
- ✦ Carrying out two focus groups with students, one with Aboriginal Advisors, and one with service providers. These along with other interviews and other materials have been developed into case studies.
- ✦ Review of 10 training evaluation forms which were completed by participants one, three and six months after the project training.

Data from these sources was triangulated and all broadly led to the same findings about project results. The evaluation plan and evaluation itself were completed in 13 consultancy days, which included two trips to Campbell River by the evaluator.

Limitations to methodology

The Evaluation Plan included making short video clips during training workshops. However, it was not possible to carry out this exercise because of lack of resources, so existing video clips made by the project were used instead as referenced below. As the project was only 1.5 years in duration, it was not possible to fully assess if its mid term outcomes had been met; instead the evaluation assesses if the medium term outcomes are likely to be met.

Report organisation

The results statements as set out in the project Logic Model were taken as the starting point for organising this evaluation report. The report focuses on three of the standard evaluation criteria: relevance, effectiveness and sustainability. The other two standard evaluation criteria, efficiency and impact, were outside the scope of the evaluation, the former as the evaluator was not requested to review this, and the latter because the project is of too short a time-frame to assess longer-term results.

2. Project results

2.1 Relevance

Project development

JHSNI, through the Campbell River Alcohol and Drug Action Committee, which has worked for the past ten years to bring agencies together around the issues of drugs and alcohol in Campbell River, was awarded a CAI Convening Grant. This was used to review community research surrounding substance use and mental illness issues, create and distribute a community-wide survey, organize two community forums, and hold weekly open working group meetings. The result was an inclusive process that generated multi-agency support. This participatory project development process was a key building block for the project's success, as it expanded an established network and ensured a relatively wide reach for the project. One area that could have been stronger was youth involvement in project development, as noted by the CCSA review: "there were possible special strategies that could have been used at the inception stages of the project to make youth representation more meaningful..."

Relevance of project design

The project design was for the most part relevant. The project employed current research that builds on developmental assets, the Trauma Resiliency Model and the Stress-Vulnerability Model, focusing on teaching community members self-stabilization skills that prevent or delay substance use and promote mental wellness. Key informants noted how the project stood out because it was based on good background research.

The project Logic Model (see Annex 1) was overly ambitious in some areas, leading to some unrealistic expectations and difficulty in measuring the project's results. The Logic Model was also not used adequately as a planning and implementation tool. This is not unusual in projects of this kind, but could have been picked up on by the CAI during review of the project proposal, and by the project Steering Committee.

Relevance of project to different community members

The CCSA notes: "Perhaps the most compelling argument for shared responsibility is that evidence based prevention efforts are most likely to have a positive effect when they occur in multiple settings across a community and its schools, and when they are linked or integrated.... Ultimately, prevention needs to occur "wherever people are", which may require teams to reach out to non-traditional settings such as shopping malls and housing developments."⁴ The project made a serious attempt to reach out to a variety of community groups, and the idea of creating a more resilient and welcoming community resonated with many community members. Certain sections of Campbell River took up the project activities more than others. The local School District and Aboriginal communities were strong partners. The business community, persons with disabilities, seniors' groups and organisations, and the City Council were not as involved as was planned in the project proposal. This was partly related to the ambitious nature

⁴ CCSA (2010) *Stronger Together. Canadian Standards for Community-based youth substance abuse prevention*, pp.12, 15.

of the project design, which involved trying to reach out to too many different constituents, and partly to the responsiveness of these groups to the project. A more focused strategic plan and logic model could have achieved even more results with community groups that did actively participate.

The training material in the “Seeds of Resilience” workshop was relevant to a wide population and was praised by all key informants and in the focus groups. The material was adapted for different groups, and in some cases led to significant behaviour change. One of the most important adaptations was for Aboriginal communities, details of which are set out in the case study in Box 1; after a rocky start the project reached out to Aboriginal communities in an appropriate fashion, and can be seen as a model of facilitating participation.

Box 1. Case study: Aboriginal community participation

Context

The project document notes that the physical and mental health of Aboriginal youth is seriously affected by the burdens that some adult members of the community continue to carry, particularly because of their experience in Residential Schools. The high level of vulnerability of Aboriginal youth was identified as a serious concern through the community consultations leading to project development, and the project therefore planned to provide Aboriginal youth with mentorship and skill-building that would have a strong culturally relevant educational component using art and story-telling methods, and to work in collaboration with Campbell River's local Aboriginal communities to promote healing from a First Nations perspective.

Process

Imagine Campbell River was highly successful in its interaction with Aboriginal communities, but the project could have gone the way of many others which attempt to impose an external concept on these communities. The project began with pre-conceived ideas about how to support Aboriginal communities, and soon found that those communities had little interest in participating in a project where they had not been integral to its planning and development. A major advance, and learning for other similar projects, was for the project to step back and reconsider the ways in which it wanted to connect with these communities. It hired an Aboriginal consultant skilled in facilitation and the process was re-started with Aboriginal and project representatives on an equal footing. Joint planning was then possible to develop culturally relevant activities, and the concept of “resilience” was redefined to make it more appropriate to Aboriginal communities and their background, and an understanding that resilience for Aboriginal and First Nations communities includes healing from residential school trauma and intergenerational effects of residential schools.

Results

The first result is the establishment of what could be a long term connection and partnership between Aboriginal and non-Aboriginal communities. The project has resulted in the establishment of a First Nations Working Group made up of local Elders and Cultural Leaders, which meets monthly and has acted as an advisory council to the project, and led to greater awareness of

Aboriginal issues within JHSNI.

The second result is the receipt by JHSNI of a grant for Aboriginal Youth Resiliency Training, which is a follow up to the Imagine Campbell River project, and which will expand the Seeds of Resilience training to be culturally focused for Aboriginal and First Nations youth in Campbell River.

A third major result was the Day of Healing which was held in February 2012 at the Kwanwatsi Big House in Campbell River. The event was a welcoming home for those who had been in Residential Schools, an occasion to celebrate those who came home from Residential Schools and those who did not, and was planned in advance of the Truth and Reconciliation Commission which was coming to Campbell River. The event involved survivors telling their stories and a welcoming home. At the end of the event everyone gathered around the fire at the centre of the big house, and on pieces of paper wrote a sentence or two on the things they wanted to leave behind. These pieces of paper were then burned. Then participants wrote about things they wanted to reclaim for their community. These were placed in a bentwood box to be presented to the Truth and Reconciliation Commission. All respondents noted the success of this healing event and the ways in which it supported resilience from Aboriginal peoples' own perspective.

In relation to relevance of the Seeds of Resilience curriculum for schools, respondents reported high levels of participation from high and middle school students from all backgrounds, suggesting the curriculum material is relevant. When adapting the material, the project may in future want to pay greater attention to two factors:

- ✧ Gender differences. Boys and girls tend to learn differently and girls may be more vocal in class around social issues, so the workshop facilitators need to ensure that the material presented is equally relevant for boys.
- ✧ Inclusion of art work. The training material has a number of role plays, but could focus further on art, particularly for those students who are less articulate. A grant proposal has been submitted through Robron school for follow up to the training, which would involve two artists working with three classrooms to create a multi-media resiliency art wall with a photo/voice installation.

Students working on resiliency



One potential gap is the policy area. Imagine Campbell River didn't discuss the policy implications of the project systematically with municipal politicians, in terms of changes in policy which might have supported the project's objectives. For example, retail zoning regulations (e.g. big box stores as opposed to small businesses), or support of local food initiatives, have a major effect on community resiliency as well as the longer term sustainability of some of the project's initiatives. This was partly due to the make up of City Council during the project period, but is an area that could be explored in follow up to the project.

2.2 Effectiveness

As with many projects of this kind, the components were adapted to the local context and the main completed activities included:

- ✘ 16 "Seeds of Resilience" Workshops with 110 adults trained
- ✘ Training of senior high school trainers who went on to provide workshops to lower grades – some 1,200 school children received "Seeds of Resilience" training
- ✘ Six community meetings with 750 people attending
- ✘ 1,240 wristbands, 760 bookmarks, and 200 calendars provided to the community
- ✘ 18 ads in local newspapers, 675 radio ads on local radio, 7 media interviews
- ✘ Presentations made to 12 groups including First Nations youth, seniors, new parents, City of Campbell River Council, and business groups
- ✘ Wrap up Resiliency in Action Workshop with 70 participants

This section is organised around the short and medium term results in the project document and Logic Model. Key informants and some of the focus groups were asked to rate the project outcomes on a scale of 1-5, with 1 being limited effectiveness/poor, 2 somewhat effective/close to satisfactory, 3 being effective/satisfactory, 4 being very effective/good, and 5 being extremely effective/excellent. They were also asked to explain their rating decision. A summary by outcome is given in Tables 1 and 2; only those outcomes where at least five respondents provided a rating are included in the tables. The rating for the project overall as assessed by key informants and participant groups is also provided in Table 2.

Table 1: Short term outcome statements and results	
Short term outcome in project Logic Model	Rating (1-5) and rationale for rating
Researching and developing an engaging message about community resiliency, connectedness and the promotion of mental wellness using strength-based, life affirming approaches	Very effective (4) The background research was thorough and the message developed engaged certain but not all sections of the community

Using community as a vehicle for achieving social cohesion and individual and family well-being	Effective (3) Some respondents noted that certain sections of the community were not integrally involved in the project
Developing awareness of the project message through an intensive marketing campaign using print and social media and organized community events	Effective (3) The message that was developed was highly effective, however respondents noted that data was lacking to determine the extent to which the marketing campaign was successful in achieving its aims
Increased knowledge of resiliency, self-regulation and stress management factors within various community sectors and individuals	Very Effective (4) While there was different uptake of the project, overall those people who did participate received substantial new knowledge which many noted they would use regularly

The short term outcomes were largely met. It should also be noted that the project was highlighted as a success in the CCSA Stories of Prevention Initiatives.⁵ However, respondents noted that it was difficult to assess some project interventions because of a lack of data. There were a large number of outreach activities to the general community, such as newspaper and radio ads and tabling at malls, which may have yielded results, but the lack of a comprehensive communications and monitoring strategy meant that the results are uncertain. The three short term outcomes about which there was inadequate information to come to an overall conclusion on success and support this conclusion about a lack of tracking of data of the broader outreach initiatives and the ambitious nature of the project’s objectives. They were as follows:

- Increased knowledge about and use of community supports regarding mental health and substance use especially for non-traditional groups
- Build connections and sense of community belonging for residents of Campbell River
- Increased community wide knowledge about the ability of community members to promote mental wellness and reduce substance abuse

Table 2: Medium term outcome statements and results	
Medium term outcomes in project Logic Model	Rating (1-5) and rationale for rating
Individuals (including youth,	Effective (3)

⁵ <http://www.ccsa.ca/2012%20CCSA%20Documents/2012-CCSA-StoriesOfPreventionInitiatives-en.pdf>

parents, seniors, service providers, government, educators, business people) will have more knowledge and better skills to manage stress and self-regulation in their daily lives	This result needs to be disaggregated. For some individuals, particularly youth and those with an Aboriginal background, the rating was either very effective (4) or extremely effective (5), but for other groups (parents, government and business) the rating was somewhat effective (2)
Community agencies, business and key partners have embedded good practice in their workplace and service delivery	Very Effective (4) Respondents pointed out that service providers and the School District in particular had embedded good practice
Rating for project as a whole	Very effective (4) This rating demonstrates the overall success of the project and the high regard with which it is held in the community. Several key informants and community members termed the project “inspirational.”

The medium term outcomes of the project were also largely met. Respondents pointed out that it was too early to tell if some of the medium term outcomes were met, given that the project was only for an 18 month duration. For example, most respondents could not comment on these two medium term outcomes because of the length of time it would take to achieve them, which would likely be in the 5-10 year period:

- Individuals and community members have an increased sense of belonging and inclusion in the community
- Individuals have a measureable improvement in mental health and reduction in substance use issues

Having said that, respondents did note that in general the project had laid the groundwork for supporting the achievement of these objectives. This is further discussed in the next section on sustainability.

In terms of effectiveness, one of the CCSA reviewers noted: “The initiative does an excellent job of building capacity for community based prevention..... Community participation was diverse and employed effectively in modifying the initiative to meet community needs. The team did an excellent job of building a peer training model that can be sustainable in the community.”

Box 2. Case study: Resiliency workshops with high and middle schools

Context

CCSA notes (p. 13): “Research shows community-based initiatives can work but in real-world situations often *don’t* work.Too often, community-based teams or coalitions overlook the most powerful tool at their disposal—young people themselves. Initiatives that ‘target’ youth or are ‘directed to’ youth, rather than ‘partnering with’ youth will likely have a muted effect.”

The project took an approach of partnering with youth and developed a successful relationship with high school teachers and students. This was key to the success of the Seeds of Resilience training workshops in schools.

Process

The project did a very good job of creating a user friendly curriculum. It then took a training of trainers approach, training high school students to in turn train middle school students. Training for middle school students was then held over three days, with trainers going into the classrooms for between 30 minutes and an hour each day. The high school trainers who participated in the evaluation focus groups were impressively committed, skilled, and dedicated. Their involvement meant students were presenting to students, which appeared to have a significant impact on trainees. Particular exercises such as role playing had a real impact.

The training was carried out while teachers were on job action, which created some constraints. Respondents noted that middle school teachers could also have done more to maintain discipline during the training.

Results

Respondents noted take up of the training material by a wide section of the population, and evidence suggests that both trainees and trainers have used the Seeds of Resilience material in their everyday lives. There was some evidence to suggest that the training could have been more tailored, for example towards boys and less communicative students (see above under Relevance).

The rating in Table 1 above on the project short term outcome: “Increased knowledge of resiliency, self-regulation and stress management factors within various community sectors and individuals” is corroborated by findings from training workshop evaluations. The overall feedback from course participants (114 responses) immediately after the training was that the course was extremely well presented, with 88 per cent of participants rating the course presentation as excellent. The courses appear to have achieved their purpose in terms of increasing self-reflection, changes in behaviour, and increased resilience. Findings from the one and three month post training evaluations suggest that the benefits of the workshop may be sustainable – see Table 3 below.

The project produced an excellent video which captures the dynamism and effectiveness of the training – go to

http://www.youtube.com/watch?v=yav_ljIPqCE&feature=youtu.be

The CCSA review noted: “The initiative has done an excellent job of youth engagement. ...It is very appropriate to employ peer mentors and to revise the curriculum in response to their input....The project also proactively included Aboriginal youth.....Youth outreach and First Nations involvement in the initiative were well documented and important aspects of community building. The results at this stage are exemplary.”

Effectiveness of project management and implementation

All respondents agreed that the management and implementation of the project was excellent. Respondents noted the Coordinator’s inter-personal skills, dedication and enthusiasm, and that she was able to communicate effectively with a wide range of stakeholders. As one person put it, the Coordinator was the right person in the right job at the right time, and without her skills it is likely that the project would have been less successful. JHSNI also played a very effective backstopping role.



Capturing a workshop through art

2.3 Sustainability

Serious attempts were made by Imagine Campbell River to ensure sustainability of activities carried out. Most participants noted the project had laid the groundwork for taking the project further. The following will help ensure sustainability:

- ✧ Two new funding proposals were successful, the first for training for Aboriginal youth noted above in Box 1, and the second an extension of the project funded by CAI for six months to extend the Seeds of Resilience training Province-wide. This also points to the value of the work to funders. Two other funding proposals are also pending, both offshoots of the project.

- ✧ The City of Campbell River will be approached in January 2013 to consider adding the concept of “Promoting Resiliency” to the Official Community Plan.
- ✧ The Chamber of Commerce will be approached in January 2013 to request the creation of a Community Resiliency Award to be presented at the Annual awards ceremony to honour the business or agency in our community which best fosters the development of resilience.
- ✧ CARIHI Secondary School has already imbedded the Seeds of Resilience training into its Peer Leadership Course and high school students will continue to offer training to the middle school students in coming years. The project community volunteer is continuing to work with Timberline and Robron Secondary School for the same or similar outcomes.
- ✧ The First Nations Working Group will continue providing support and guidance to JHSNI, reflecting a successful partnership which is a direct result of the project, and adaptability on the part of JHSNI which was commended for its role in this area.
- ✧ Service providers have integrated project material into their everyday work, and also plan to continue the training with clients. JHSNI’s Behaviour Consultant to Caregivers Program has developed a strengths-based assessment to use with new clients which supports looking through a resilient lens in planning for service.
- ✧ A number of community agencies, spearheaded by the Imagine Campbell River Project, have organized resiliency focused training in February 2013 for the community. It is planned that one training per year will be organized. Next year’s topic will be Resiliency in Leadership. A small working group has been organized to maintain this training plan.
- ✧ JHSNI has committed to maintaining the Imagine Campbell River presence for the foreseeable future. The website will be maintained and a volunteer or staff will monitor emails and other communication. JHSNI has also agreed to offer Seeds of Resilience Training to anyone requesting it on a cost recovery basis.

Details of a workshop summarizing the results of the project and examining sustainability can be found at <http://youtu.be/fHLR0RBvcuA>. The project also organised a wrap up workshop in November 2012 which included a focus on taking the results of the project forward. The 22 people who completed an evaluation form for this workshop all rated the workshop as good (40 per cent) or excellent (60 per cent).

Nevertheless, respondents noted that the short funding cycle and inadequate project monitoring worked against sustainability, the latter because the project cannot determine the extent to which some of its planned outcomes are likely to be met.

Respondents also noted the need for greater attention to sustainability earlier in the project.

The project governance structure could have been one mechanism to take the project forward, however for various reasons numbers on the Steering Committee dwindled in the second half of the project – partly the difficulty of managing a Steering Committee on top of all the project activities, partly other commitments of Steering Committee members, and partly Steering Committee members’ workplaces not allowing them extended participation. Volunteerism was therefore both a strength and a weakness of the project.

There is some evidence to suggest that retention of the curriculum material by some high school trainees is low, however there is not sufficient data to corroborate this, and in the project’s extension this is one area which may need to be improved through more regular follow-up trainings. Trainee follow-up evaluations after three months suggest a high degree of retention (see Table 3), but similar testing could be done after a year.

Table 3: Workshop follow-up evaluation 3-month					
	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	
The information presented at the “Seeds of Resilience” workshop was useful.	15	11			
I felt motivated to take action based on what I learnt and my experience in the “Seeds of Resilience” workshop.	10	16			
	Yes	No			
Have you found the resource material provided during the workshop useful?	24	2			
If your knowledge around resilience was high or very high before taking part in the workshop, was the information provided a strong refresher and motivator for you?	15				
	Very Low	Low	Neither High nor Low	High	Very High
My knowledge around resilience before having taken part in the workshop was...		1	14	10	
My knowledge around resilience			1	18	7

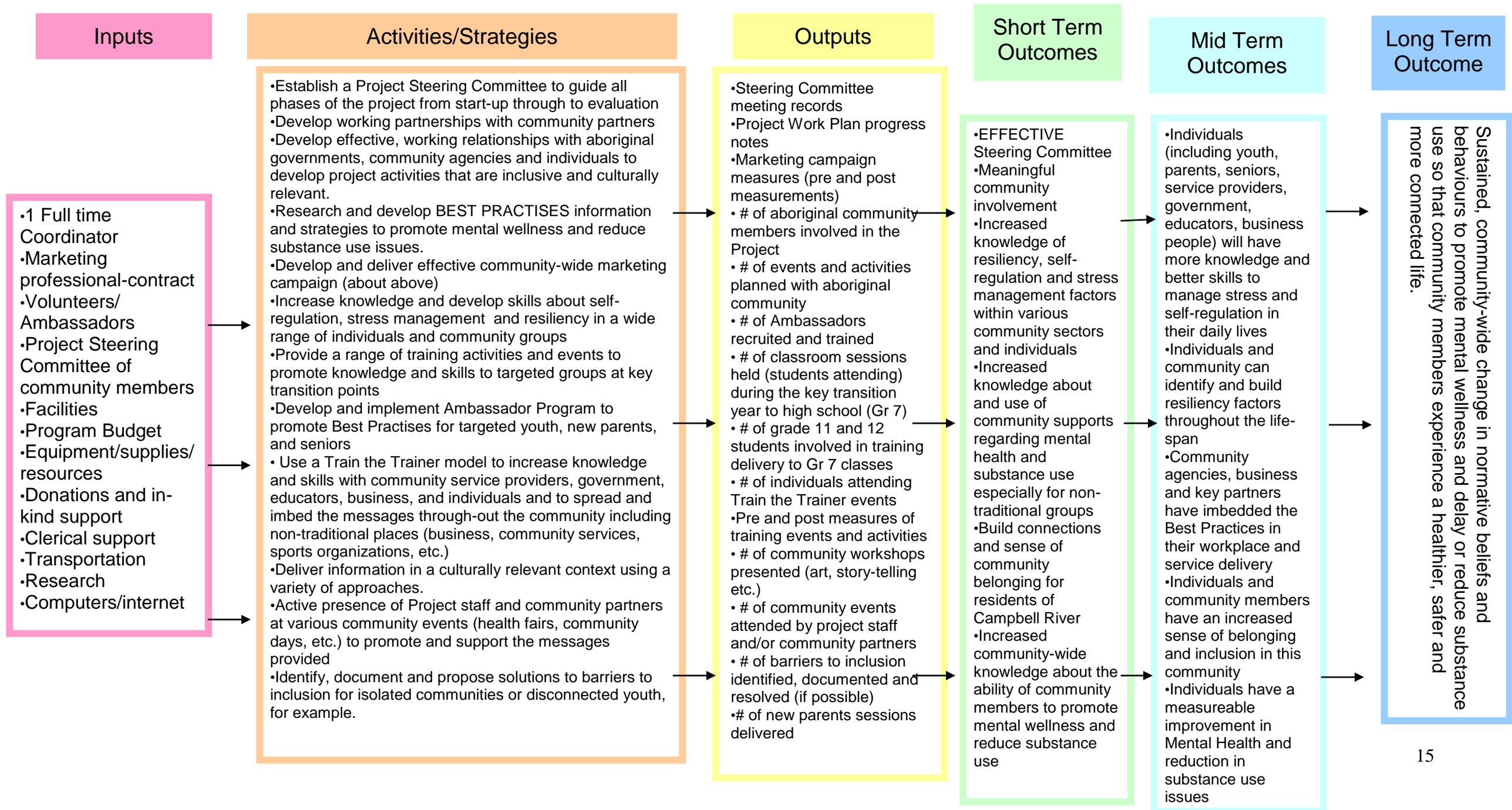
after having taken in part in the workshop is...					
--	--	--	--	--	--

3. Recommendations

Recommendations are mainly addressed to JHSNI in its convening role and as the holder of two grants for follow up to the project.

Finding	Recommendation	Timeline and resources needed	Follow up by
There are a number of resilience champions in the community as a result of the project	Create a network and/or community or practice of resilience champions, and use this as a means of supporting sustainability	Ongoing JHSNI staff time and time of volunteers	JHSNI
There was little or no focus on policy changes which could support community resilience	Network of resilience champions to focus on potential municipal policy changes	Ongoing JHSNI staff time and time of volunteers	JHSNI
The project would have benefited from stronger strategic planning and monitoring	JHSNI should seek support in establishing a monitoring system for the upcoming CAI project, adapting the CCSA standards for monitoring purposes	Project duration \$1000	JHSNI
The Seeds of Resilience training material may need some revisions to ensure its appropriateness to all trainees. More frequent follow up training may be required to ensure retention	Organize a meeting with all teachers, service providers, and others involved in the training to discuss potential revisions to training material and this evaluation's results. Invite the former project Coordinator to this meeting	January 2013 Travel from Victoria to Campbell River and honorarium for former project Coordinator	JHSNI
The project would have benefitted from a systematic communications strategy	In future projects of a similar nature, ensure that target groups can be feasibly reached and messages are clearly targeted to different groups, and consider greater use of social media	Ongoing Resources required for integration of social media into communications	JHSNI

Annex 1: Imagine Campbell River: A Place to Belong LOGIC MODEL



Annex 2: Key informant interviewees

Jill Banting, Community Arts Facilitator, Arts Council, Campbell River

Kathi Camilleri, Aboriginal Team, Child and Youth Mental Health, Ministry of Children and Family Development

Erin Dusdal, Project Coordinator

Jeanna Glendinning, volunteer and consultant

Duane Hanson, consultant

Susan Landell, Child & Youth Mental Health Services, Ministry of Children and Family Development

Diana Lonayao, High School teacher, Campbell River

Linda Moore, City of Campbell River

Gus Papagiannis, RCMP

Barb Preston, High School teacher, Campbell River

Laura Tate, Provincial Director, Community Action Initiative

Brenda Wagman, volunteer

Mary Catherine Bellamy Williams, Collaborative Planning Coordinator, John Howard Society of North Island

Annex 3: Key informant questionnaire

Imagine Campbell River: Growing Better Together

As the Community Action Initiative funded project will be complete by the end of 2012, an end of project evaluation is being conducted by an external evaluator, Tony Beck. The evaluation will be used to report to the project funder, and for learning by project actors and the community. Findings of the evaluation will be disseminated through an event in Campbell River to be held in November 2012.

Questionnaire for key informants and partners Not all questions will be addressed to all respondents

A. Background and assessment of strategy and model used

1. What has your involvement been in the CAI funded project? What is your level of knowledge of the project?

2. How effective have the strategies behind the CAI project been in the following?

a. Researching and developing an engaging message about community resiliency, connectedness and the promotion of mental wellness using strength-based, life affirming approaches.

5. Extremely effective 4. Very effective 3. Effective 2. Somewhat effective 1. Limited effectiveness

b. Using community as a vehicle for achieving social cohesion and individual and family well-being.

5. Extremely effective 4. Very effective 3. Effective 2. Somewhat effective 1. Limited effectiveness

c. Developing awareness of the project message through an intensive marketing campaign using print and social media and organized community events.

5. Extremely effective 4. Very effective 3. Effective 2. Somewhat effective 1. Limited effectiveness

Please expand on any of your ratings.

3. Are there ways in which these strategies could have been used more effectively?

4. How effective was the training-the-trainer model for developing community ambassadors to share the message community-wide and mentor specific vulnerable groups?

5. Extremely effective 4. Very effective 3. Effective 2. Somewhat effective 1. Limited effectiveness

Please expand on your rating.

5. Were there ways in which the training-the-trainer model could have been used more effectively?

6. How relevant was the model used for different stakeholders, e.g. First Nations, partner organizations, youth, young parents, marginalized groups etc?

B. Community engagement and partnerships

7. To what extent has the project facilitated community partnership that jointly address the mental health of children, youth and adults along with the harms of problem substance use?

5. Very significant extent 4. To a large extent 3. Adequate 2. Close to adequate 1. Inadequate

Please expand on your rating.

8. To what extent has the project built connections and a sense of community belonging for residents of Campbell River?

5. Very significant extent 4. To a large extent 3. Adequate 2. Close to adequate 1. Inadequate

Please expand on your rating.

9. First Nations

a. How effective was the First Nations Working Group in addressing the concerns of First Nations?

b. Did First Nations receive proportionate benefits from the project?

10. Were any new partnerships formed with partners that were not engaged with earlier, related work?

C. Sustainability

11. To what extent has the project created a legacy of community belonging and mental wellness that will be sustainable?

5. Very significant extent 4. More than average 3. Adequate 2. Close to adequate
1. Inadequate

Please expand on your rating.

12. Will partnerships developed during the project continue into the future? If so, why? If not, why not?

D. Results

Short term

13. To what extent is there now an increased knowledge of resiliency, self-regulation and stress management factors within various community sectors and individuals?

5. Very significant extent 4. To a large extent 3. Adequate 2. Close to adequate
1. Inadequate

Please expand on your rating.

14. To what extent is there now an increased knowledge about and use of community supports regarding mental health and substance use especially for non-traditional groups?

5. Very significant extent 4. To a large extent 3. Adequate 2. Close to adequate
1. Inadequate

Please expand on your rating.

15. To what extent is there increased community wide knowledge about the ability of community members to promote mental wellness and reduce substance abuse?

5. Very significant extent 4. To a large extent 3. Adequate 2. Close to adequate
1. Inadequate

Please expand on your rating.

Medium term

16. To what extent do individuals (including youth, parents, seniors, service providers, government, educators, business people) have more knowledge and better skills to manage stress and self-regulation in their daily lives?

5. Very significant extent 4. To a large extent 3. Adequate 2. Close to adequate
1. Inadequate

Please expand on your rating.

17. How far is the community better able to address on their own the mental health of children, youth and adults along with the harms of problem substance use?

5. Very significant extent 4. To a large extent 3. Adequate 2. Close to adequate
1. Inadequate

Please expand on your rating.

18. To what extent do individuals and community members have an increased sense of belonging and inclusion in the community?

5. Very significant extent 4. To a large extent 3. Adequate 2. Close to adequate
1. Inadequate

Please expand on your rating.

19. Has there been an improvement in mental health and reduction in substance use issues?

5. Very significant extent 4. To a large extent 3. Adequate 2. Close to adequate
1. Inadequate

Please expand on your rating.

20. Has the project helped improve the quality of services for people with mental health and substance use problems?

5. Very significant extent 4. To a large extent 3. Adequate 2. Close to adequate
1. Inadequate

Please expand on your rating.

21. What is your overall assessment of the CAI funded project in terms of whether it has met its goals?

5. Extremely effective 4. Very effective 3. Effective 2. Somewhat effective 1. Limited effectiveness

22. Are there any other successes that have been realized through the project that you can share?