

Healthy Schools and Communities Grant Program (2016-2019): Overall Evaluation Report



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Executive Summary

In 2015, the Saskatchewan Alliance for Youth and Community Well-being (SAYCW) conducted a youth health survey in schools with students in grades 7-12. The results provided a clear picture of the health behaviours and well-being of more than 8,800 students across 114 schools in the province. To assist schools and communities in addressing the findings, SAYCW created a Healthy Schools and Communities Grant program with funds provided by AstraZeneca, Cameco Riders Touchdown for Dreams Program, and the Saskatchewan Cancer Agency. SAYCW awarded a total of \$450,530 to 61 recipients.

Highlights from the Evaluation Reports

- **Impact:** All recipients said they felt their project improved youth health and well-being.
- **Youth Involvement:** Majority of the recipients consulted with youth during the planning and implementation stage of the initiative, as well as requested feedback after the project.
- **School:** Recipients reported the youth's school attendance increased and many activities helped youth engage with their school community.
- **School-Family-Youth Connection:** Many projects involved strengthening connections between youth, their families, and the school.
- **Life Outside of School:** Many projects aimed to provide extra-curricular opportunities for youth who usually do not participate in extra-curricular activities.
- **Community Connection:** Through the initiatives, youth were often supported by community members and were also able to give back to their communities.
- **Cultural Pride:** Many recipients utilized First Nations and/or Métis cultural practices to implement their initiatives which helps support the calls to action recommended by the Truth and Reconciliation Commission of Canada.
- **Barriers:** Some difficulties recipients ran into included: buy-in from youth, parents, and/or community; timing; transportation; and staff/personnel availability.
- **Sustainability:** Several initiatives resulted in youth developing skills they were able to put on their resumes or put into use to help their communities. Additionally, multiple initiatives established new partnerships to help them expand and/or continue their program beyond the initial SAYCW funding; though others did note they would require further funding to expand or continue.

Introduction

History of Grant Program

The Saskatchewan Alliance for Youth and Community Well-being (SAYCW) created a Healthy Schools and Communities Grant program in response to the Youth Health Survey they conducted in 2015 with over 8,800 Grade 7-12 students across 114 schools. The aim of the grant program was to improve health and well-being of Saskatchewan youth by funding health promoting actions initiated either by the school and/or community. SAYCW made three calls for grant proposals and awarded 61 projects for a total of \$450,530. The SAYCW grant program was funded by the Saskatchewan Cancer Agency, Cameco Riders Touchdown for Dreams Program, and AstraZeneca.

	Application Period	Funding Distributed	Amount	No. of Recipients
Round 1	September 6 – November 16, 2016	January 2017	\$131,390	21
Round 2	January 16 – March 7, 2017	April 2017	\$145,170	21
Round 3	October 2 – November 3, 2017	January – March 2018	\$173,970	19

Grant Requirements

A grant review committee reviewed 210 applications and approved 61 projects for funding. These applications met the following requirements:

- Use of data from 2015 SAYCW Youth Health Survey (consideration of other youth health data was accepted) and incorporating more than one survey theme into their initiative;
- Two letters of support, one from an outside stakeholder;
- Partnerships (special interest groups that would exclude school or community involvement were excluded from the granting process);
- Integrating the Comprehensive School Community Health framework;
- Youth involvement (action, implementation, evaluation and celebration);
- Agree to write an evaluation report; and
- Initiatives from schools and communities experiencing varied inequities were reviewed more attentively.

Funding was not permitted for permanent staffing positions/wages, general administration fees, office equipment or space, fundraising events/donations, cash prizes, gift cards, addictive substances, overhead, and deficit reduction. SAYCW chose not to fund projects retroactively or any for profit initiatives.

Evaluation

Funded applicants were required to complete an online evaluation report once their project was completed. This included questions such as:

- What did you set out to do? How did you do it? Who was involved?
- What challenges and opportunities did you run into along the way? How did you handle it?
- What lessons did you learn?
- What do you plan to do next?

Highlighted Grants by Impact on Youth Health and Well-being

Grant recipients incorporated multiple themes represented in the 2015 Youth Health Survey in their programs. The majority of grant recipients indicated mental health and school engagement as a focus of their program. Over half of the grants were also focused on supporting youth physical activity and/or nutrition. Additionally, multiple grants had a First Nations and/or Métis cultural component, in which youth were directly taught about traditions and/or traditions were used to help implement the health promotion actions of the program.

Full details on each grant can be found in [Appendix A](#) at the end of this document. Below are grants highlighted for the impact they had on the health and well-being of youth in the areas of: mental health, school engagement, physical activity, nutrition, culture & identity, and support & connection. Presented first is a description of these grants, followed by the impact they had by health and well-being theme. This format of reporting was utilized due to the majority of grant programs addressing multiple health and well-being areas for youth.

Grant Descriptions

Canoe Quest Seeds of Love, Leadership and Truth

Recipient: Nisto Awasisak Memorial School

The community lost one of their youth leaders, so a canoe quest in tribute of this youth leader was done for the youth to visit and see their traditional lands and rivers as a way to deal with the pain and bring hope back into their lives.

Youth Health and Well-being Areas Addressed:

- Mental Health
- Culture & Identity

Culturally Courageous Land-Based Leadership

Recipient: Dorintosh Central School

Our initiative offered activities to promote wellness, healthy lifestyles, and First Nations Cultural Responsiveness by supporting all dimensions of health (Physically, Socially, Emotionally and Psychologically), First Nations culture, and land-based education activities for all students. This initiative also led in part to us pursuing a research grant through the Sterling McDowell Foundation in best practices in education.

Youth Health and Well-being Areas Addressed:

- Physical Activity
- Nutrition
- Culture & Identity

Girls Leading Amazing Missions - GLAM Girls Groups

Recipient: Sutherland Elementary School

Our youth and school community determined the need to create GLAM (Girls Leading Amazing Missions) Girls Groups (Junior and Senior Groups) for 90 students, ages 9-13 years at Sutherland Elementary School in Saskatoon. This project focused on prevention and promoting activities and themes focused on health and wellness, with a special emphasis on: student school engagement through physical activity, nutrition education, mental health and community service/engagement.

Youth Health and Well-being Areas Addressed:

- Nutrition
- School Engagement
- Support & Connection
- Mental Health

Green Acre Elementary School

Recipient: Green Acre Elementary School

Our grade 7/8 Practical Applied Arts teacher provided opportunities for students to learn how to grow and can garden produce, the essentials of nutrition, and how to prepare home-made and well-balanced meals. Partnering with the wellness coordinator, school community council members, and parent volunteers, the grade 7/8 class also prepared healthy hot lunches for students and school staff. The initiative also supported new kitchen equipment at the school.

Youth Health and Well-being Areas Addressed:

- Nutrition
- School Engagement

Healthy Foods, Healthy Life - Food Literacy for Aboriginal Youth and Families

Recipient: Sakewew High School

Nutrition Literacy Cooking Class that focused on healthy, inexpensive meals, traditional foods, cooking for reconciliation. Additionally, the program strengthened school-student-family connections by getting youth and their family members involved in after school activities with their teachers.

Youth Health and Well-being Areas Addressed:

- Nutrition
- Support & Connection

Indigenous Engagement

Recipient: W.P. Bate Community School

We (students, staff and partners) decided to focus on Indigenous engagement because we felt it was imperative to see an improvement in overall health, attendance, and engagement with our Indigenous students and families. We hosted Indigenous song, dance, and cultural initiatives for students, families and the wider community of W.P Bate Community School.

Youth Health and Well-being Areas Addressed:

- School Engagement
- Support & Connection
- Mental Health
- Culture & Identity

Kitchener Community School Playground Revitalization Project

Recipient: Kitchener Community School

Teachers, administrators, students, and community members worked to revitalize the senior side of the school playground. The playground consisted of a field full of weeds with very little to do at recess or before or after school, leaving students standing around the school wall or sitting on the back tarmac, instead of engaging in movement and learning through play. The goal was to also increase student, family and community engagement in providing high quality and culturally relevant outdoor playground and learning spaces, which included the creation of a circular cement pad for our Circle of Courage outdoor classroom.

Youth Health and Well-being Areas Addressed:

- Physical Activity
- Support & Connection
- Culture & Identity

Mental Health Awareness Program for Indian Head

Recipient: Indian Head High School

Mental health awareness program involving guest speakers (e.g., local health unit, RCMP) as well as movie nights to discuss different topics of mental health: cyber bullying, social media, anxiety, depression, self-harm, suicide, teen pregnancy, and drugs and alcohol use. Youth also created their own topic-related videos shown before the movie and community groups were invited to speak.

Youth Health and Well-being Areas Addressed:

- Mental Health
- Support & Connection

Mindfulness Space

Recipient: Whitewood School

Our initiative was to create a mindfulness room and have access to mindfulness resources for students and staff at Whitewood School. We had noticed an increase of anxiety and depression in our students and staff over the past few years. Three staff members have taken mindfulness courses and have since implemented it into their classrooms. We saw benefits to this implementation and wanted to expand it.

Youth Health and Well-being Areas Addressed:

- Mental Health
- School Engagement
- Support & Connection

Nezu Dene Canoe Trip

Recipient: School Social Worker from Northern Lights School Division

Support group for young men who have had past interactions with the law with the aim to offset the likelihood of lifelong involvement with the law. Poverty, addiction, isolation, and suicide were identified as barriers for these youth to succeed. Canoe trip that retraced “the steps of their ancestors in order to rejuvenate a connection with their culture and promote positive life choices.”

Youth Health and Well-being Areas Addressed:

- School Engagement
- Physical Activity

OUTdoor Exploration

Recipient: Moose Jaw Pride, SK Pride Network, Prairie South School Division & Wakamow Valley Authority

Designed to support the mental health of LGBTQ2S+ youth by providing them with a safe setting to explore outdoor leisure skills in the context of building friendships, trust, confidence and appreciation for the environment.

Youth Health and Well-being Areas Addressed:

- Mental Health
- Support & Connection
- Physical Activity

P.A.C.I. Student Health & Engagement Program

Recipient: Prince Albert Collegiate Institute

To improve student safety, skills, and employment assets we implemented a school wide CPR/First Aid class for 150 students through St. John Ambulance. Target student ambassadors in each grade (20 total) took Mental Health First Aid, providing them the skills necessary to identify and connect fellow students to service who may be experiencing a mental health crisis.

Youth Health and Well-being Areas Addressed:

- Mental Health
- Support & Connection
- School Engagement

Pedal Power

Recipient: Churchill Community High School

This grant recipient purchased pedal desks to help students focus, increase physical activity, improve mood and sleep, reduce stress and anxiety, and to improve memory and learning.

Youth Health and Well-being Areas Addressed:

- School Engagement
- Physical Activity

Positive FNMI Media

Recipient: Punnichy Community High School

We created a club and purchased equipment so that our students have the tools necessary to create positive images of themselves and of their communities in media. Students were taught how to use the equipment, created their own mini-media products (e.g. mini-documentaries, daily vlogs), and had the opportunity to visit several local broadcasting stations and CBC Regina.

Youth Health and Well-being Areas Addressed:

- Mental Health
- School Engagement
- Support & Connection
- Culture & Identity

Robotics for Makerspace

Recipient: McLurg High School

We created a Robotics program within Makerspace to engage both boys and girls while increasing their contextual understanding of robotics, scripting, and programming. Its goal was to improve school attendance and resiliency among students who are sometimes on the periphery of the action. A second purpose was to lessen the impact of negative behaviors through a greater variety of engaging opportunities at Robotics Club.

Youth Health and Well-being Areas Addressed:

- School Engagement
- Mental Health

Sewing Circle Program

Recipient: Princess Alexandra Community School

The program was developed by the community coordinator, parent council, two Elder parents, community members, teachers, nurses, and youth at the school to connect students and parents with Indigenous knowledge. Through the program, Elders met with youth and parents to describe regalia and the meaning of colors. Afterwards, students selected their colors and explored different designs, shapes, and animals to create their own designs to then transform their designs into their own regalia with the help of parents and volunteers.

Youth Health and Well-being Areas Addressed:

- School Engagement
- Culture & Identity

Impacts on Youth Health and Well-Being

Mental Health

<p>Canoe Quest Seeds of Love, Leadership and Truth</p>	<ul style="list-style-type: none"> ➤ New coping skills were developed for dealing with loss ➤ “The youth that were grieving have found new ways to cope and have found this canoe quest to be helpful in their healing journey to their traditional territory.” ➤ “They were searching for guidance and found it on the land and on the river. The youth saw things they could not explain but when the [E]lders speak of the past lessons taught by their grandparents, the youth understood what they saw, for example: ‘When an Eagle visits you while you grieve, it is a loved one who has come to visit you.’”
<p>Girls Leading Amazing Missions - GLAM Girls Groups</p>	<ul style="list-style-type: none"> ➤ “Impacts the school community has witnessed as a result of the initiative and actions are: students who embrace[d] healthy eating and nutrition as a lifestyle [experienced] positive peer socialization, belonging, improved self-esteem, sense of pride, improved behaviours and overall mental [health].”
<p>Indigenous Engagement</p>	<ul style="list-style-type: none"> ➤ “Students have greater pride in their culture and share and identify more readily and more often with their school peers and the wider community.”
<p>Mental Health Awareness Program for Indian Head</p>	<ul style="list-style-type: none"> ➤ Reduction in the school social worker’s caseload ➤ PEERS group developed to continue spreading motivational messages / high student satisfaction in program
<p>Mindfulness Space</p>	<ul style="list-style-type: none"> ➤ “[O]ur entry slips for the mindful room showed that the vast majority of the students that utilized the mindful room were entering the room feeling either sad, upset or anxious and left the room feeling calm, peaceful, and responsive to staff and ready to learn.” ➤ Over 60% of students reported interest in an after-school mindfulness club. Students reported practicing the mindfulness strategies outside the classroom and some “were even teaching their parents and siblings self-regulation strategies.” ➤ “Many of our students who were dealing with high-stress situations at home, were coming into school on high alert. This made it difficult for them to sit calmly and pay attention in the classroom setting. But by giving these kids the chance and the space to breathe deeply, to focus their attention on themselves rather than what’s going on externally, has been an effective way to combat stress and improve attention.”
<p>OUTdoor Exploration</p>	<ul style="list-style-type: none"> ➤ Improvement in participants’ social skills and confidence
<p>P.A.C.I. Student Health & Engagement Program</p>	<ul style="list-style-type: none"> ➤ Increase in referrals for mental health supports. ➤ “We have had students who have taken the Mental Health First Aid training connect other students with service. [C]ounselors and administrators discuss this weekly and provide supports as required.” ➤ Youth were surveyed and there was a decrease in stigma about mental health. ➤ “Staff [now] have more open conversations with students about mental health.”

Positive FNMI Media	<ul style="list-style-type: none"> ➤ Participating youth “reported, through survey, that they felt better about themselves and their community. These same students are now beginning projects of their own accord, building and putting their own positive identity into them.” ➤ “Teachers have commented on how students involved have developed increased confidence, responsibility, positive image, determination, initiative, and adaptability.”
Robotics for Makerspace	<ul style="list-style-type: none"> ➤ Decrease in the numbers of self-harm concerns reported among youth who participated in the program
Sewing Circle Program	<ul style="list-style-type: none"> ➤ Increase in confidence and were “proud of their accomplishment and heritage”

Support & Connection

Girls Leading Amazing Missions - GLAM Girls Groups	<ul style="list-style-type: none"> ➤ “Volunteers from our initiative continue to assist and support our school community on a daily basis, whether it be our breakfast program or reading/tutoring to a student. This enhances sustainability and a community of support for our students and families.” ➤ “Students embraced the hands-on learning outside of the classroom and provided community service for others in their community.”
Healthy Foods, Healthy Life - Food Literacy for Aboriginal Youth and Families	<ul style="list-style-type: none"> ➤ “The cooking classes with students and their families allowed us to build stronger relationships with the families that did participate. Many students brought members of their families to the cooking classes, and fun and laughter was apparent in the each of the sessions.” ➤ “There was noted fun and engagement among students and staff that participated. It is great to be able to build those relationships with our students outside of the ‘classroom’ context.”
Indigenous Engagement	<ul style="list-style-type: none"> ➤ “The dialogue between home and school has increased and is more positive... Parents and caregivers are more confident and feel welcome and a sense of belonging.” ➤ “Families who have moved out of area continue to be connected to the school.” ➤ “There are more caregivers who stop into the Family Room to grab a coffee and visit with other community members or check on school activities.” ➤ “Increased volunteers and community supporters who help with community events and school learning opportunities and celebrations.”
Kitchener Community School Playground Revitalization Project	<ul style="list-style-type: none"> ➤ “Staff had the opportunity to spend time with students and community members in the evening as we worked together to finish the playscape (paint the outdoor classroom, build the concrete pad for the Buddy Bench etc.) It was a beautiful way to build relationship with the students and the community.”
Mental Health Awareness Program for Indian Head	<ul style="list-style-type: none"> ➤ Improved teacher-student relationships
Mindfulness Space	<ul style="list-style-type: none"> ➤ “One of the opportunities that presented itself to us, is that we were in a sense trailblazers for other schools within the school division. In fact,

	<p>when we first started this initiative not many other schools had even heard of mindfulness before, and once the word spread that students were benefiting from this initiative, other schools became interested and implemented it themselves. They then contacted us for more information and resources, and it was wonderful to know that we were benefiting other students and communities.”</p>
OUTdoor Exploration	<ul style="list-style-type: none"> ➤ Several youth continued to connect with our organization after the completion of the project to participate in further activities offered by Moose Jaw Pride. ➤ Parents reported importance of the program providing for their LGBTQ2S youth who live in smaller communities outside of Moose Jaw the opportunity to be more outgoing, active and connected to the community.
P.A.C.I. Student Health & Engagement Program	<ul style="list-style-type: none"> ➤ “Participants in the program now openly connect with school staff to access lunch, ask for supports around food security, hygiene, job support, references and transportation.”
Positive FNMI Media	<ul style="list-style-type: none"> ➤ A few local broadcasting companies gave students experience operating their studio equipment. Additionally, youth met with and took a tour of CBC Regina. ➤ “Students... took the initiative to take Grad Photos instead of hiring a professional photographer as many families could not afford the professional.”

School Engagement

Girls Leading Amazing Missions - GLAM Girls Groups	<ul style="list-style-type: none"> ➤ Increase seen in “[s]tudents and families participating that do not traditionally participate in activities at school or in the community due to barriers of poverty, transportation, and childcare issues. The initiative was able to eliminate these barriers for our most vulnerable and at-risk youth and their families.”
Green Acre Elementary School	<ul style="list-style-type: none"> ➤ “It was amazing to see the grade 7/8 class take pride in cooking for & serving their fellow classmates & teachers. It was encouraging to see them step up & become more responsible (setting up tables, doing dishes, being the last ones to eat because they were serving the food).”
Indigenous Engagement	<ul style="list-style-type: none"> ➤ Increased enrollment among First Nations, Métis, Inuit students ➤ Increase in First Nations, Métis, Inuit parents/caregivers present in the school on a regular basis ➤ “Families who avoided interactions with teachers or admin previously, now come into the school and respond to communication. The cooperation between families and staff has increased.”
Mindfulness Space	<ul style="list-style-type: none"> ➤ Reduction in Office Disciplinary Reports due to disruptive behavior ➤ “[T]he principal has not had to meet with as many students due to disciplinary reasons, because our students are more able to self-regulate in the classroom and in the mindful room.”
Nezu Dene Canoe Trip	<ul style="list-style-type: none"> ➤ Increases in attendance over the school year among youth who participated ➤ Increases in high school graduation among these youth

P.A.C.I. Student Health & Engagement Program	<ul style="list-style-type: none"> ➤ “We have had an increase of family participation... Families of student participants have attended parent-teacher interviews... and communicate more freely with staff.”
Pedal Power	<ul style="list-style-type: none"> ➤ Increase in students’ ability to stay at their individual desks and maintain focus on their school work for longer periods
Positive FNMI Media	<ul style="list-style-type: none"> ➤ Increase of 17% in school attendance among participants ➤ “Students who began projects remained active throughout the year and helped fellow students with theirs.”
Robotics for Makerspace	<ul style="list-style-type: none"> ➤ Increased attendance at school among the youth who participated in the program ➤ Increased registration in Distance Education computer courses, request from students for more robotic materials and more difficult project & robotic books/magazines signed out of the library ➤ Increased engagement in other coursework
Sewing Circle Program	<ul style="list-style-type: none"> ➤ Improvements in students' school attendance and parents' engagement with the school ➤ “We noticed... parents being engaged in the school for the first time.” ➤ “We noticed attendance to improve for our students who consistently came to practice and were excited to build their regalia.”

Physical Activity

Culturally Courageous Land-Based Leadership	<ul style="list-style-type: none"> ➤ Through the “Cree Camp” created by the local Cree community, youth participated in traditional practices of winter camping, ice fishing, cross country skiing, snowshoeing, shelter building, summer camping, nature walks, and canoeing ➤ Additionally, through work with the Provincial Park’s interpretive center, youth engaged in nature walks, canoeing, ice age walk, geo-caching, swimming and camping (winter/summer).
Kitchener Community School Playground Revitalization Project	<ul style="list-style-type: none"> ➤ Increase use of the playground by students, staff, and the community throughout the day (before, during, and after school) on a daily basis including weekends. ➤ Students reported being happy to have a break outside utilizing the new equipment and learning structures.
Nezu Dene Canoe Trip	<ul style="list-style-type: none"> ➤ An outdoor education curriculum was developed for the school due to so “many other youths [who] also wanted an opportunity to go canoeing”
OUTdoor Exploration	<ul style="list-style-type: none"> ➤ Youth explored and participated in multiple physical activities including camping, gardening, canoeing, swimming, hiking, and “bubble ball” soccer
Pedal Power	<ul style="list-style-type: none"> ➤ Youth were able to participate in physical activity while working on classroom tasks and/or studying ➤ Youth increased in amount of time pedaling with teacher from 1 minute to 14 minutes

Nutrition

Culturally Courageous Land-Based Leadership	<ul style="list-style-type: none"> ➤ Youth learned about and practiced dehydrating fruits/vegetables, making jam & salsa, building outdoor garden boxes, and planting/growing vegetables for snacks
Girls Leading Amazing Missions - GLAM Girls Groups	<ul style="list-style-type: none"> ➤ “Youth experienced a ‘grocery store’ learning trip in family groupings on a scavenger hunt.” ➤ Youth, volunteers, and staff hosted a school-wide fresh food buffet for 400+ students, staff, and volunteers
Green Acre Elementary School	<ul style="list-style-type: none"> ➤ Youth “went from needing a lot of help with the process of planning & preparing hot lunch to doing it all themselves for the final cook-off.” ➤ “There [was] an increased understanding of preparing a healthy, well-balanced meal.” ➤ There was an increase in youth cooking at home.
Healthy Foods, Healthy Life - Food Literacy for Aboriginal Youth and Families	<ul style="list-style-type: none"> ➤ “The students that signed up for each cooking class were able to take part in the planning, budgeting, shopping, cooking, and cleaning that week.” ➤ “Through our initiative, some of our students were able to get certified in safe food handling. Students were able to add the certification to their resumes for summer and/or part time jobs.” ➤ “The students were able to take home lots of healthy food to share with their family.”

Culture & Identity

Canoe Quest Seeds of Love, Leadership and Truth	<ul style="list-style-type: none"> ➤ “We had games and activities such as canoe races, archery tournament, fish derbies, fish fillet, and survival cooking.” ➤ “The [E]lders taught the youth how to make miniature cabins and how to sew purses from recycled material.” ➤ “The traditional medicine man was able to come and teach the youth about the medicinal plants. The young girls said they ‘enjoyed picking medicine for the [E]lders.’ The medicine man taught us how to pray and identify the medical plants and which season to pick them.”
Culturally Courageous Land-Based Leadership	<ul style="list-style-type: none"> ➤ Through partnerships with a local Cree community, youth attended a “Cree Camp” where they participated in bead and blanket making, how to pull a net in winter, medicine walks, storytelling, Tipi teachings and held a Tipi ceremony. ➤ The Elder also taught the youth about Treaty signings and did a talk on reconciliation for them. ➤ The youth, in turn, conducted a treaty simulation for a group of 35 teachers within their School Division. ➤ The grant recipient received <i>The Inclusive Education Award</i> for the entire province of Saskatchewan due to this grant work.

Indigenous Engagement	<ul style="list-style-type: none"> ➤ Students engaged in regalia-making, beading classes, and a Powwow Troupe. They also visited with kookum/mushum group and Elders and Traditional Knowledge Keepers about ceremonial practices such as smudging, feast and round dance. ➤ Increased number of Elders and Traditional Knowledge Keepers teaching and being present in the school ➤ “School staff have more knowledge regarding student identity and family cultural practices.”
Kitchener Community School Playground Revitalization Project	<ul style="list-style-type: none"> ➤ “The structures are used daily to increase education and cultural awareness. We have had many positive comments about the cultural components that were added to this space.” ➤ “A big part of the process of being culturally relevant was to ensure that we were following cultural protocol and tradition in the elements that we were including in our playground. In designing the Tipi art installation and deciding on colours for the Circle of Courage outdoor classroom, much consultation was made with our school's Indigenous Advocate and our school board Elders. The Elders approved both the Tipi design and the colors of the Circle of Courage, offering both direction and knowledge in the process.”
Positive FNMI Media	<ul style="list-style-type: none"> ➤ Parents and [E]lders participated with youth in the creation of their media products with a few students “successful in creating mini-documentaries involving their [E]lders, kookums, mushums, parents, and themselves.”
Sewing Circle Program	<ul style="list-style-type: none"> ➤ Students met with Elders and learned about traditional regalia, the meaning of their colours, and explored their different designs, shapes, and animals used in traditional regalia. ➤ Students then designed and created their own regalia with parents and volunteers at the school. ➤ Students wore their new regalia and danced for the first time, as well as did two parents, then the program celebrated at the end by attending community powwows.

Action Suggestions for Future Programs

By health and well-being area, successful grant programs shared characteristics and the health promotion actions they utilized to help the youth they served. Listed below are these shared characteristics and actions to help future programs aimed at supporting the health and well-being of Saskatchewan youth. Interestingly, most all grants utilized enhancing supports and connecting youth with others as a way to create their program; and reported great success from it.

Impacts on youth health and well-being were seen in SAYCW-funded grants that....

...in the case of Mental Health,

- directly talked about mental health and brought awareness to it (e.g., making it a topic that is discussed within the school and/or community)
- taught youth about mental health issues, especially when youth helped select the mental health topics of most interest and importance to them
- increased connection with other individuals from the same community (e.g., LGBTQ2S+ and/or First Nations, Métis, Inuit) through engagement in specific activities (e.g., camping, sport activities, a weekly coffee program) or engagement with traditions (e.g., tipi ceremonies, medicine walks, creating traditional regalia) to promote pride, self-confidence, and self-esteem

...in the case of School Engagement,

- created a new club or program within their school to create opportunities for youth who had otherwise “struggled to belong” to provide a new way for them to engage with the school (e.g., gardening, robotics, media clubs)
- included as a key component of their program activities for family members to be involved in to enhance family connections with the school too; often using First Nations and/or Métis traditions

...in the case of Nutrition,

- used gardening to teach food literacy skills as well as connect youth to the land and traditions
- used cooking classes to also teach youth about traditions and reconciliation through food
- used their cooking and/or gardening activities as ways to connect with youth’s families and community at large, as well as strengthen those relationships

...in the case of Physical Activity,

- utilized physical activity as a way to improve additional areas of youth health and well-being (e.g., using sport as a way to connect LGBTQ2S+ youth with other youth, adults, and organizations within the LGBTQ2S+ community)

...in the case of Culture & Identity,

- directly taught youth about traditions by partnering with Elders and adult leaders to lead the instruction and activities
- used cultural traditions to address additional areas of youth health and well-being (e.g., using canoe trip to ancestral lands to help youth’s mental health and healing after loss in the community)

About the Recipients

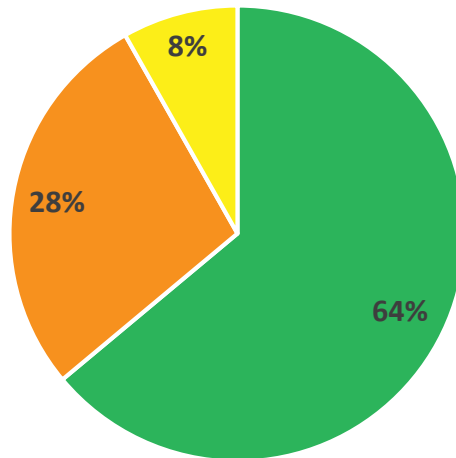
Locations Represented

The recipients were fairly equally distributed between Northern (n=33, 54%) and Southern (n=28, 46%) Saskatchewan and between urban (n=32, 52%) and rural (n=29, 48%) locations.



Recipient Type

Out of the 61 grant recipients, 39 were schools/divisions, 27 were school(s) or entire division(s) who partnered with community organizations (e.g., health units, not for profits, etc.), and 5 were community organizations.



- School/Divisions (n = 39)
- School/Division-Community Organization Partnerships (n = 27)
- Community Organization (n = 5)

Partnerships

Grant recipients partnered with a variety of community organizations for their grant proposal and/or to help continue their programs after they had utilized the funding from SAYCW. Here are examples of these partners to help future initiatives aimed at addressing the health and well-being of Saskatchewan youth.

- Population Health Promotion Practitioners
- Public Health Nurses
- Mayors and public officials (e.g., community councils)
- Community Elders
- Local Park Superintendents
- Local grocery store owners
- Sport Directors of local youth sports (e.g., soccer)
- Office of the Treaty Commissioner
- Saskatchewan Pride Network
- RCMP

Sustainability

Multiple sub-themes emerged when recipients were asked to explain how they planned for the continuation of their projects. Additionally, several grantees reported the need to expand their projects due to popularity and demand.

Partnerships and Funding

Recipients sought out resources to continue their initiatives or to expand them through new funding sources and/or partnerships (including new partnerships with their local community and businesses).

The community has spoken - as a result of the success of this event, there is a strong desire to make it an annual event - not only has the community expressed this sentiment, they have made commitments to partner with us again to make it happen! ...[Additionally, the] Mayor has pledged the Kinsmen Park free for the event on an annual basis! – The Heart of Youth Pow Wow - Empowering Youth, Strengthening our Community, Round 3

This initiative has led in part to us pursuing a research grant through the Sterling McDowell Foundation into best practices in education. We will do research and data collection from what we have learned through this initiative. – Culturally Courageous Land-Based Leadership, Round 3

A local farmer put me in touch with an agrologist who has promised to help develop our Saskatchewan crops area this spring, and will help us obtain seeds at a lower cost... the local grocery store [also] approached us...and promised us all of their unsold seeds in the spring! A local motorist came to donate large boulders from their yard to be used as additional seating, once they saw the work we were doing. – Humboldt Public School Outdoor Learning Space Project, Round 3

A parent who owns a local meat shop called to let us know they would be interested in supporting our program next year. This is a huge sign of success which would allow us to ask for less funding to run the program in the future. – Cooking with Community, Round 2

Prince Albert Afterschool Recreation Program (ASRP) partnership is working to research existing ASRP models and revise the ASRP partnership engagement model. New partners for 2018-2020 to include Sask. Sport, Jumpstart Charities. – P.A. Afterschool Recreation Program Partnership, Round 1

Skill Development and Acquisition

Several initiatives resulted in youth obtaining skills that they could put on their resumes for future employment applications or that they could utilize to create programs that help their friends, families, and community. Additionally, some recipients described skill development and other benefits for the adult staff involved in their initiatives.

We saw students learn new skills, get excited for growing, increased interaction with siblings, parents, grandparents. We also saw students who have shared their new skills with friends and family. – Kakisiswew School Community Garden, Round 3

Students demonstrated leadership by teaching a group of 35 teachers from our division using a 'treaty simulation'...which gave them confidence and understanding of the First Nations culture. – Culturally Courageous Land-Based Leadership, Round 3

Through our initiative, some of our students were able to get certified in safe food handling. Students were able to add the certification to their resumes for summer and/or part time jobs. – Healthy Foods, Healthy Life, Round 2

Two Oskayak students registered and attended the Yoga for Youth teacher training in Saskatoon this winter. We now have 3 former Oskayak students who are certified teachers with Yoga for Youth who are seeking further certification in the future – Yogi in Residence Program, Round 2

In both La Loche and La Ronge, environmental action groups developed and grew as a result of this conference. Students in La Loche were empowered to start a larger recycling program and sales of the reusable water mugs have increased since the conference. In La Ronge, greater emphasis has been placed on composting and developing sustainable practices for the school building and its operations. – Northern Saskatchewan Student Eco Conference, Round 2

When there are conflicts or problems that arise, there is a common language that is used among the adults - asking students to use their mindful breathing, to be calm and to 'find their calm body', calm mind, etc. – Mindfulness Project Enhancement, Round 2

In addition to offering new activities to youth, the OUTdoor Exploration program presented opportunities to the staff and volunteers to try new activities and to become more active. – OUTdoor Exploration, Round 2

I believe that this creative initiative was beneficial for the mental health of not only the youth involved but the staff as well. Working in education, health and the non-profit sectors can be very exhausting and the excitement and encouragement from the staff at all 3 agencies was uplifting for all and I believed helped provided a renewed sense of passion for our work. – Youth Rising, Round 1

Tools and Equipment

We have a MUCH better equipped kitchen. Parents no longer have to bring cooking utensils from home. We no longer have to run around to find the principal to help get the oven working!! – Green Acre Elementary School, Round 1

The community was highly anticipating the opening of the Fitness Center. The process took a long time and a lot of work on behalf of the students. The students worked very hard to get the center ready for opening. The equipment is now inside the building and they are waiting for the incorporation to go through. – Nihinan Youth Fitness Center, Round 1

The end result is the publication of a cookbook, by the students. – Girls Leading Amazing Missions - GLAM Girls Groups, Round 1

This project, and the purchase and use of pedal-desks provided other teachers with an opportunity to get more alternative seating (rocking chairs, hokki stools, standing desks) to help accommodate their students' needs – Pedal Power, Round 1

Expansion

Several recipients found themselves needing to expand due to popularity and demand.

Students were willing to commit to longer and more sessions in a week as they undertook the task. Kids would make a point of coming in first thing Monday mornings to see the new progress... We ha[d] to beat kids off with a stick from joining the club to make it manageable numbers for us. – YGS Mural, Round 3

The scale of the event grew exponentially: we had to add more food items, water, tables, etc. - we were able to manage with the help of our partners and volunteers. – The Heart of Youth Pow Wow - Empowering Youth, Strengthening our Community, Round 3

In the 2019 growing season following this initiative the students got busy and prepared their gardens again and re-planted. We were able to access a few dollars in additional funds to purchase some bedding plants for them. As well more students, Elders and community members took interest and requested boxes. – Kakisiswew School Community Garden, Round 3

So many youth wanted an opportunity to go canoeing that the school developed an outdoor education curriculum. – Nezu Dene Canoe Trip, Round 2

There was lots of interest in the continuation of our cooking class as a club, and also including learning about other ethnic groups and their foods. – Healthy Foods, Healthy Life, Round 2

One of the opportunities that presented itself to us, is that we were in a sense trailblazers for other schools within the school division. In fact, when we first started this initiative not many other schools had even heard of mindfulness before, and once the word spread that students were benefiting from this initiative, other schools became interested and implemented it themselves. They then contacted us for more information and resources, and it was wonderful to know that we were benefiting other students and communities. – Mindfulness Space, Round 2

In Birch Narrows we have had a lot of cultural activities that have started because of the response we have had from the Youth Group. Cultural camps have grown from few children to almost the whole school attending at different times. We have seen so much interest in this initiative that the school has built its very own cabin were we can take students to now [instead of the lodge 2 hours away] and we can keep the cultural aspect going in our community. – Birch Narrows Youth Group, Round 1

Challenges and Barriers

There were a few sub themes that were apparent when grant recipients discussed lessons learned and/or difficulties they ran into running their initiatives. While challenging, this did not stop the initiatives from achieving great outcomes.

Timing

Grant recipients reported two main time-related barriers: implementation time estimation and workload / other commitments (for themselves and others involved in the project). Several recipients reported that they had to learn along the way how to better manage or estimate the time needed to implement their initiatives. Additionally, many recipients found themselves running their initiatives on top of their full-time work and reported it was sometimes difficult to fit the project into their busy schedule.

The most challenging aspect of this project was getting everyone together to work at the school at the same time. Once we set up a working calendar and designated jobs to individuals, it ran a lot smoother. – Creating Fiddling and Jigging Métis Regalia, Round 3

School divisions and Health Programs are very busy systems with limited resources to manage projects. The over-sight committee had limited availability due to busy complex operations in school divisions. – Teen Mental Health Literacy Partnership, Round 3

Coordinating all the events and keeping the momentum up throughout a busy school year, with limited time and an ever-growing list of demands on schools was challenging and will continue to be, but it is worth it! I would say it is preventative and I would rather spend time doing these positives rather than having to follow up with problems on [the] playground, behaviours, etc. – Mindfulness Project Enhancement, Round 2

As a first-time program, we were also somewhat inexperienced at estimating an appropriate length of time that activities should endure. We were occasionally late returning to our drop-off location and felt bad when parents were kept waiting. We made notes about time-consideration in our event follow-up forms for future consideration. – OUTdoor Exploration, Round 2

The only challenge that I experienced was that this was a big project for me to take on with my already busy caseload. I really had to prioritize it and value the preventative and proactive nature of this initiative. I am grateful that my administration at the schools and my supervisors at Living Sky School Division Central Office were all very supportive of this initiative and allowed me the flexibility to do this project. I undervalued how much time and work this initiative would be and am so thankful for the support given by all the staff involved. – Youth Rising, Round 1

The only challenge that I can think of is the timeline for finishing the cookbook, should have begun earlier. Getting extra time from the classroom was tricky in scheduling but we worked it out. Hot lunches we planned ahead for time to prepare and it went well. – Girls Leading Amazing Missions - GLAM Girls Groups, Round 1

The biggest challenges we had with the team was the fact that many of our coaches already volunteer for many other activities and groups. The time commitment can be tricky between their jobs, family and other commitments. Our coaches managed to overcome this challenge and were excellent. – Teen Girls' Wellness Group, Round 1

Transportation

Transportation was a barrier for some initiatives for youth being able to participate, especially in rural areas. Often staff volunteered their time and transported youth themselves to and from programs. Additionally, since many initiatives were in rural areas, it was sometimes difficult to get supplies (e.g., groceries), but staff figured out ways to work together to accomplish their goals.

We faced challenges of attendance of students, which is a constant challenge for our school. It was very difficult for students to attend after school or evening activity, because they live outside of the city in a reserve community. Transportation proved to be a huge factor as we have only one or two volunteers and seven surrounding reserves. Creating a team sport, having practices and [a] tournament, and having to travel four different directions in order to transport kids home was nearly impossible at times. – Sakewew Kihiwak Sports and Wellness, Round 3

Transportation to and from our school for the students. Students expressed interest in attending but not having a ride to and from. We did try to alleviate that as best as we could within the city, but it was difficult to do for our out of town students. – Healthy Foods, Healthy Life, Round 2

While we were glad that our group grew over time, we also struggled to find qualified volunteer drivers to help transport youth to some of our activities. – OUTdoor Exploration, Round 2

We identified a large part of the problem with having more youth from more communities attend being due to transportation. The youth in target age range for the group (12+) are frequently still dependent on parents for transportation. We also identified the time of the group (weekly at 4pm) being potentially problematic due to travel time after school. – Rainbow Coffee, Round 1

City buses do not run after 6:45, as a result creating safe evening programming is not an option. – P.A.C.I. Student Health & Engagement Program, Round 1

The teachers at the school helped with purchasing groceries (our school is 20 minutes out of Meadow Lake), so whoever was in town picked up groceries. – Green Acre Elementary School, Round 1

Staffing and Key Personnel

Availability, turnover, illness, and engagement/utilization of staff created for some grantees challenges and gaps in implementation of their initiative; however, they adapted and learned how to mitigate the issues.

There are challenges getting an Elder into the school regularly. Partly this is due to available funding and partly due to age, health and accessibility of Elders. To mitigate this, we need to get out into the community and attend Indigenous events and learning opportunities to connect with Elders. – Indigenous Engagement, Round 3

The community artist was great but her enthusiasm petered off in the second year. We will be looking to our older, now more experienced members to help lead some of the other younger groups next year. – YGS Mural Club, Round 3

Planning a conference that spans the north is challenging. We learned to include our administration much more in the future, and to involve superintendents to increase the advertising of the conference. – Northern Saskatchewan Student Eco-Conference, Round 2

The biggest two challenges we have had is the staff change over (those who began the project are no longer here) and making sure the garden is maintained over the summer. – Lord Asquith School Community Garden and Outdoor Space, Round 2

One of the lessons I have learned is to always have a back up plan. We had one host needing to cancel out because of a death in the family. I did not have a back up chef for that week just in case. As a result, the kids who signed up for that week had to miss out, and there were already students signed up for the next week, so a few missed out. – Healthy Foods, Healthy Life, Round 2

Turnover of one dietitian also led to lack of programming in one previously-involved school, which expressed interest in continuing. A new partnership has been established to move that forward. – School Nutrition Mentoring Project, Round 1

Buy-In and Engagement

A few initiatives reported facing challenges with getting youth, their families, community and/or schools to buy-in or engage in the program.

Parent engagement was and continues to be challenging due to other stressors in their lives which makes it difficult to partake in school activities. We have been able to connect some of our family up to additional community resources to help address social determinants of health through this project and that has been beneficial. – Creating Fiddling and Jigging Métis Regalia, Round 3

The elementary school was less positive about the project and a change in leadership and staff resulted in barriers to allowing the older students to positively engage with the younger students. However, students taking equipment home began to teach their siblings and involve them in their projects. No formal program, but the informal ended up working. – Positive FNMI Media, Round 3

[O]ur biggest challenge was definitely backlash from certain families from a particular religious group within the community. These community members thought we were bringing the Buddhism Religion into our school. They tried to have Whitewood School remove mindfulness by going to the Director of Education for Prairie Valley School Division and the Ministry of Education. However, PVSD and the Ministry stood behind Whitewood School and its initiative. We tried to handle this challenge to the best of our ability, we met with these families both at school and at their church and listened to their concerns. We tried explaining the benefits of mindfulness and how it does not involve religion. We held community information nights focused on Mindfulness, open to the public, so that community members could learn more about what it is and what it is not. – Mindfulness Space, Round 2

Sometimes initiatives had to deal with a variety of child/youth behaviours that required managing. So, in retrospect, some recipients mentioned in the future they would be more prepared to redirect unengaged or harmful behaviours to more positive actions.

We have learned that pedaling backwards is a bad thing because one of my students, who frequently pedals (often backwards), broke the pedal doing this. We have since instructed the students to only pedal forwards (although they sometimes need reminders). – Pedal Power, Round 1

We will need to have more security for next year as we had many young adults attend that came more to hang out than to take part in the ceremony. – Miyomacihowin - Healing - A Truth and Reconciliation Call to Action Through Feast and Round Dance, Round 1

Funding

Recipients mentioned the need for increased and sustainable funding for youth health promotion initiatives.

There are extremely limited grant opportunities to provide prevention and health promotion opportunities for our children, youth and families in Saskatchewan schools. We have witnessed that health promotion and prevention education is imperative in building healthy, strong and vibrant communities. We know that we will pay in health costs in the future if we do not provide the prevention education to our children, youth, [and] families. – Howard Coad Comprehensive School Community Health Initiative, Round 2

Guest speakers are expensive. Although the message they provide is valuable and engaging, the price tag is massive. Fortunately, we were able to share the cost of our guest speaker on digital citizenship with a neighbouring school. The fear in doing that all the time is that the message gets watered down due to the wide range of ages being presented to. When speakers need to appeal to 8 to 18 year old students, the message may become over simplified. – Activate School-Wide Inclusion, Round 2

Although we put \$400 for material set aside in our budget, many more dresses needed to be made so our school and parent council worked together to support us with the additional funds. We feel that there are still many children that wanted outfits, but within the budget and timeline, we were unable to meet all of the student's needs. – Sewing Circle Program, Round 2

If we can secure more grant funding in the future to run Cooking Club again, we will definitely continue to switch up the days and hopefully be able to accommodate students who missed out in the last rounds. – Cooking Club, Round 1

External Factors

Initiatives mentioned the difficulty winter presented in running their programs. One particular incident, a forest fire, was less predictable and required re-scheduling activities while creating stress for the community. Change in leadership or structure among partnering organizations also created challenges (e.g., Saskatchewan Health Authority).

We had 2 weeks with low attendance due to inclement weather, facilitator illness also affected our programming - there are no substitutes for an [E]lder. In those instances, we used our technology and offered YouTube tutorials and sharing circles. – P.A.C.I. Student Health & Engagement Program, Round 1

The only barrier that this program had to deal with was Mother Nature. There were some days that the weather was bad, which led to the program being delayed. This is how the program began each time the youth went out. – Youth Trapping, Fishing, Hunting Outdoor Wellness Program, Round 1

One challenge that we experienced was that Pelican Narrows was evacuated due to a number of forest fires nearby. Many members of the community were sent to Prince Albert or Saskatoon for about a month in August 2017 until mid-September 2017. This was when we had hoped to do a harvest BBQ to celebrate the garden project. During the evacuation, the staff who stayed behind at the health center watered the garden on occasion to keep the plants alive; unfortunately, because of the evacuation, we were not able to do the BBQ like we had originally hoped. – Youth Engagement Through Gardening Project, Round 1

The primary challenge we faced in the development of the website was the amalgamation of regional health regions into one health authority, which delayed approval of the final project. Saskatoon Sexual Health also experienced a change in leadership partway through the project. Both issues were resolved with time and communication. – Improving Sexual and Reproductive Health Outcomes for Youth in Saskatoon and Area, Round 1

Celebration of Success

All initiatives had an element of celebration with their youth. Many celebrated with food, and others celebrated by sharing their initiative with others.

To celebrate our success we hosted a BBQ and Ribbon cutting at our annual Cultural Day celebration on June 8, 2018. We had a short program from our Principal Mr. Tomchuk and Mr. Dallas Thiessen, a blessing and prayer from our Elder Norma Jean, a Honour Song performed by our student Kitchener Community School Drummers and bannock burgers served by school staff. We invited stakeholders, all students and School Board staff to celebrate with us. – Kitchener Community School Playground Revitalization Project, Round 3

We had a windup field trip to the Moose Jaw mural tour and dinner. We used it for future inspiration and to celebrate the completion of year one. Photos were sent home to the families involved in the efforts, and the yearbook had 2 pages (8%) of the book devoted to the images. The first group of students also donated funds to [make] a plaque for our community artist. – YGS Mural Club, Round 3

We hosted a "thank-you luncheon" for sponsors, partners where we thanked each of them, reiterated our rational/goals for the event, thanked them for helping us achieve the goals and introduced each of the committee members, in particular the youth members. Each youth member said a few words about how they felt about their experience. – The Heart of Youth Pow Wow - Empowering Youth, Strengthening our Community, Round 3

At the end of the quest the paddlers had a feast to celebrate their journey... The community that watch them paddle off on their journey was there to support them as they returned. The people in the vehicles honked their horns loud and proud. – Canoe Quest Seeds of Love, Leadership and Truth, Round 3

We celebrated the success with our students and parents by attending many powwows within the community. We also plan to have a year end party to celebrate all of the students' hard work and will send them home with pictures of themselves in their traditional regalia. – Sewing Circle Program, Round 2

In both the summer and the fall, we celebrated our successes with a wrap up party. Over the summer, our wrap-up party included a BBQ for youth, family members and volunteers. – OUTdoor Exploration, Round 2

We had a feast with the whole community and our youth presented stories and talked to them on how culture had to be a major part of their live[s] because that was the major part that was missing in their lives. Elders came and talked and then the youth group presented their knowledge to the lower grades and talked to the children about their experiences. – Birch Narrows Youth Group, Round 1

...at school assemblies we recognized these students and provided them with cook books with all their recipes in photos in. – Cooking Club, Round 1

The universal, school-wide salad-bar was our celebratory event for our school community. Having the opportunity to provide a 'fresh food buffet' for our 400 students, staff, and volunteer community was nothing short of amazing learning. The event brought everyone working together to host this large scale event. Volunteers, staff, students, parents and community members all came together to provide this awesome salad bar. – Girls Leading Amazing Missions - GLAM Girls Groups, Round 1

Recommendations for Future Grant Cycles

The following are some recommendations to be considered to improve future rounds of the SAYCW Grant program:

- IT troubleshooting FAQ and paper option for application and evaluation reports.
- Grant application more closely resembles other funding applications available in the province to make it easier to apply for additional funds for larger projects.
- Budget section of the application 'flexible' as things can change along the way.
- Clearer timelines described for each grant application round regarding when funding needs to be spent by so programs do not rush implementation.
- The process being completed within one fiscal year.
- A shorter evaluation report as current one intensive and several questions repetitive/overlap with ones completed during the application process.
- Learning from evaluation/assessment models provided by SAYCW staff and being able to use/follow them would be very useful and a good learning opportunity for grantees.
- Create an evaluation toolkit with quantitative measures for recipients to use to support and ease the process of them monitoring and evaluating their initiatives, while also clarifying SAYCW's outcome expectations.
- SAYCW staff visit grantees to see the work being done in the community.
- SAYCW host a "showcase" webinar for grant recipients to share their knowledge and encourage other schools and communities to take up similar projects.

Appendix A: Detailed Grant Information Table

Project Name	Grant Recipient	Location	Amount Approved	Project Description	Themes	Outcome Data	Data Used to Inform Grant
Activate School-Wide Inclusion at UCHS	Unity Composite High School	Unity	\$3,000	We want to continue our focus on the mental health, school climate and inclusion and to follow up on the work began last year through: 1) hosting two keynote speakers, 2) continuing and enhancing our after-school group for students who are experiencing anxiety, depression or severe challenges at home, and 3) sponsoring the "Friends" program for all of our grade 7 students as a way of teaching intervention strategies.	Mental Health Support & Connection School Engagement	Quantitative – grant program specific survey Qualitative – testimonials and feedback	SAYCW School Report
Birch Narrows Youth Group	Birch Narrows Dene Nation	Turnor Lake	\$10,000	A youth group with a focus on traditional medicine, language and culture. Over 30 kids and 15 Elders.	Culture & Identity	Qualitative – testimonials and feedback	SAYCW Health Region Report
Canoe Quest Seeds of Love, Leadership and Truth	Nisto Awasisak Memorial School	Cumberland House	\$10,000	The community lost one of their youth leaders, so a canoe quest in tribute of this youth leader was done for the youth to visit and see their traditional lands and rivers as a way to deal with the pain and bring hope back into their lives.	Mental Health Support & Connection	Quantitative – attendance data Qualitative – testimonials and feedback	SAYCW School Report

Community Connections	Chief Napew Memorial School	Pierceland	\$9,000	Gang activity, drug use, and alcohol consumption is a reality in this community. The leaders and community are tired of this reality and seeking healing for their community. These life issues directly affect all aspects of life for our youth. Self harm and suicidal ideation is a reality for these youth. Many of them are lost. Our school strives to create a caring, compassionate, and supportive environment to support the whole being. We care about our students. The initiative proposed is to create opportunities for community members, Elders, and parents to have a place and opportunity where they can participate in healthy activities with their children.	School Engagement	Quantitative – attendance data Qualitative – testimonials and feedback	Tell Them from Me Survey
Cooking Club	McKitrick Community School	North Battleford	\$1,200	Cooking club with grade 4 -6 students learned to cook basic, healthy meals for their families.	Nutrition Support & Connection School Engagement	Qualitative – testimonials and feedback	SAYCW School Division Report
Cooking with the Community	Hillmond Central School	Lloydminster	\$2,500	A weekly nutrition and cooking class were offered to students between grades 3 and 12, on an ongoing basis. Class was held once per week, for two hours immediately after school. Students prepared healthy balanced meals and take food home for their families, building resiliency and community in difficult times.	Nutrition Support & Connection	Qualitative – testimonials and feedback	SAYCW Provincial Report

Creating Fiddling and Jigging Metis Regalia	St. Michael Community School	Saskatoon	\$10,000	Our initiative engaged youth and community in the creation of Metis fiddling and jigging regalia to enhance mental health and holistic wellbeing. This included the development of traditional Metis fiddling and jigging regalia by students in partnership with community members. Parents and caregivers as well as community worked with students to create and develop traditional regalia for students to use when they perform. Traditional games and activities were included as well as teaching, legends etc. of fiddling, jigging, dance, art, clothing design etc.	Mental Health Support & Connection School Engagement Culture & Identity	Quantitative – attendance data & evaluation tool developed as part of larger school MH initiative that included question about this project Qualitative – testimonials and feedback	SAYCW Provincial Report
Cultural Responsiveness Group	Tommy Douglas Collegiate	Saskatoon	\$3,000	Our vision for this initiative was to form a culturally responsive group that supports our students in many areas. This group was open to everyone but our focus was on at-risk teens. Because this an area that our students have expressed interest in wanting to participate in, we felt that they would be much more likely to apply the teachings and skills learnt through the initiative into other areas of their lives.	Mental Health Culture & Identity	Qualitative – testimonials and feedback	SAYCW Provincial, School Division, and School Reports
Culturally Courageous Land-Based Leadership	Dorintosh Central School	Dorintosh	\$9,000	Our initiative offered activities to promote wellness, healthy lifestyles, and First Nations Cultural Responsiveness by supporting all dimensions of health (Physically, Socially, Emotionally and Psychologically), First Nations culture, and land-based education activities for all students. This initiative also led in part to us pursuing a research grant through the Sterling McDowell Foundation in best practices in education.	Mental Health Physical Activity Nutrition Culture & Identity	Quantitative – attendance data & grant program specific survey Qualitative – youth interviews & Circle of Courage bulletin board to reflect answers and accomplishments	SAYCW Provincial Report

Families and Schools Together Program (FAST)	Minahik Waskahigan Elementary School	Pinehouse Lake	\$14,400	The Families and Schools Together Program (FAST) is a research-based program that aids in the prevention and early intervention of many community, familial and school issues. The program was focused on empowering parents, connecting families, improving school climate and community engagement. The focus of the program was also to improve the lives of the children whom are victims of family dysfunction and can change the course of their lives.	School Engagement Mental Health	Quantitative – grant program specific survey	SAYCW Provincial Report
Family Fun with A Twist	Princess Alexandra School	Saskatoon	\$3,400	School family literacy program with monthly school engagement event.	School Engagement	Quantitative – attendance & grant program specific survey Qualitative – testimonials and feedback	SAYCW School Division Report
Fitness Centre	Charlebois Community School	Cumberland House	\$10,000	Students identified a need to have a fitness center in the community. Students in ELA30 had the opportunity to invite in candidates for the Local Community Authority (LCA) and the Northern Lights School Division (NLS) Board Member positions to make a proposal and seek support for facility space. Funds were used to purchase fitness equipment.	Physical Activity	Qualitative – testimonials and feedback	SAYCW Provincial, School Division, School, and Health Region Reports

Four Season Urban Agriculture Outreach Project	Regina & District Food Bank Inc. in partnership with Regina Public Schools, Regina Catholic School Division, and Regina Qu'Appelle Health Region	Regina	\$7,500	The Four Season Urban Agriculture Outreach Project allowed us to work with ten classrooms or schools to conduct a field trip to the food bank to learn how together we can address food insecurity and hunger and take an active role in the local food system through the new Four Season Greenhouse.	Nutrition Support & Connection	Quantitative – grant program specific survey	SAYCW Provincial Report
Girls Leading Amazing Missions - GLAM Girls Groups	Sutherland Elementary School	Saskatoon	\$4,940	Our youth and school community determined the need to create GLAM (Girls Leading Amazing Missions) Girls Groups (Junior and Senior Groups) for 90 students, ages 9-13 years at Sutherland Elementary School in Saskatoon. This project focused on prevention and promoting activities and themes focused on health and wellness, with a special emphasis on: student school engagement through physical activity, nutrition education, mental health and community service/engagement.	Nutrition Physical Activity School Engagement Support & Connection Mental Health	Quantitative – grant program specific survey Qualitative – testimonials and feedback	SAYCW School Division and School Reports
Green Acre Elementary School	Green Acre Elementary school	Rapid View	\$5,000	Our grade 7/8 Home Economics (Practical Applied Arts: PAA) teacher has been committed to providing opportunities for the students to learn how to grow & can garden produce, learn about the essentials of nutrition & learn how to prepare home-made, well balanced meals. This year, the grade 7/8 class partnered with the wellness coordinator, school community council members & parent volunteers to prepare healthy hot lunches with this initiative helping to continue that work and supporting new kitchen equipment.	Nutrition school Engagement	Quantitative – grant program specific survey Qualitative – testimonials and feedback	SAYCW School Division Report

Healthy Foods, Healthy Life -Food Literacy for Aboriginal Youth and Families	Sakewew High School	North Battleford	\$10,000	This program was a weekly Nutrition Literacy Cooking Class that focused on healthy, inexpensive meals for our students and their families to participate in. It provided sessions from various hosts, and covered a weekly topic including budgeting, food safe handling, Canada Food Guide, traditional foods, cooking for reconciliation. It gave the students an opportunity to enhance their cooking skills, spend time with family, and create take-away meals to share at home.	Nutrition Support & Connection	Quantitative – grant program specific survey Qualitative – testimonials and feedback	SAYCW School Report
Heart of Youth Pow Wow - Empowering Youth, Strengthening our Community	PA Youth Outreach Inc.	Prince Albert	\$9,000	There has been an on-going community powwow organized by the 2 PA School Divisions through the leadership of Community School Coordinators. With the elimination of all CSC positions in PA, PA Youth Outreach proposed to organize and host a new event, following the tradition already established. We re-named and brand this event as a youth-led, youth-focused event, recognizing that the heart of any community is only as strong as the heart of its children/youth!	Support & Connection Culture & Identity Physical Activity	Quantitative – grant program specific survey Qualitative – Debriefing sessions	SAYCW Provincial and Health Region Reports
High School Robotics Team	Rossignol High School	Ile-a-la Crosse	\$1,500	The aim of this initiative was to create a robotics club for high school students by purchasing supplies and participating in the “SumoBot” competitions.	School Engagement	Quantitative – attendance data Qualitative – testimonials and feedback	SAYCW School Division and School Reports

Howard Coad Comprehensive School Community Health Initiative	Howard Coad Elementary School	Saskatoon	\$9,880	Our youth and school community had identified the need to embrace a CSCH framework in a call to action for our school community. Parent Engagement and Parent Knowledge played a key role in identifying needs and health outcomes. Students and families learned about a balance life approach (mental, physical, emotional and spiritual) through various health prevention and promotion opportunities.	Mental Health Nutrition Physical Activity	Qualitative – testimonials and feedback	SAYCW Provincial, School Division, and School Reports
Humboldt Public School Outdoor Learning Space Project	Humboldt Public School	Humboldt	\$15,000	A new school was opened in 2014 to replace the 100 year old Humboldt Public School. It was decided during the planning phase of this new school that not only will it have state of the art interior and technology, but also an exterior outdoor classroom. Students helped in the planning and implementation process of the outdoor classroom. Youth that struggled to belong in clubs before, now had another opportunity to show leadership in school. Additionally, multiple partnerships were made within the community during the project and there has since been an increase in school volunteers.	School Engagement Support & Connection	Quantitative – grant program specific survey	SAYCW Provincial Report
Improving Sexual and Reproductive Health Outcomes for Youth in Saskatoon and Area	Sexual Health Centre Saskatoon	Saskatoon	\$10,000	Sexual Health Centre Saskatoon (SHCS) aimed to create a website which acts as a hub for sexual health related information and resources in Saskatoon and area. The goal of this project was to provide relevant, factual information that connects youth to sexual health information, resources, and community supports.	Support & Connection	Qualitative – testimonials and feedback	SAYCW Provincial and Health Region Reports

Indigenous Engagement	W.P. Bate Community School	Saskatoon	\$10,000	We (students, staff and partners) decided to focus on Indigenous engagement because we felt it was imperative to see an improvement in overall health, attendance, and engagement with our Indigenous students and families. We hosted Indigenous song, dance, and cultural initiatives for students, families and the wider community of W.P Bate Community School.	School Engagement Support & Connection Mental Health Culture & Identity	Quantitative – attendance data Qualitative – testimonials and feedback	SAYCW Provincial and Health Region Reports
Kakisiwew School Community Garden	Kakisiwew School	Whitewood	\$9,774	Our initiative was a school/family garden project. We had students build garden boxes and plant these gardens at their homes and at the school. We involved teachers and Elders to teach the students skills including: basic power tool use/carpentry skills; preparation, cultivating, and growing gardens from seed/seedlings; harvesting and preserving the vegetables from the garden. "We saw students learn new skills, get excited for growing, increased interaction with siblings, parents, grandparents. We also saw students ... shared their new skills with friends and family."	Nutrition School Engagement Support & Connection	Qualitative – testimonials and feedback	SAYCW School Report

Kitchener Community School Playground Revitalization Project	Kitchener Community School	Regina	\$20,000	Teachers, administrators, students, and community members worked to revitalize the senior side of our school playground. The playground consisted of a field full of weeds with very little to do at recess or before or after school leaving students standing around the school wall or sitting on the back tarmac instead of engaging in movement and learning through play. The goal was to increase student, family and community engagement in providing high quality and culturally relevant outdoor playground and learning spaces, which included the creation of a circular cement pad for our Circle of Courage outdoor classroom.	Physical Activity Connect & Support Culture & Identity	Qualitative – testimonials and feedback	SAYCW Provincial Report
Lord Asquith School Community Garden and Outdoor Space	Lord Asquith School	Asquith	\$4,200	The goal of this project is to ensure the students and residents of the Town of Asquith are food secure. Food security exists when all people at all times have physical, social and economic access to food, which is safe and consumed in sufficient quantity and quality to meet their dietary needs and food preferences, and is supported by an environment of adequate sanitation, health services and care, allowing for a healthy and active life.	Nutrition Support & Connection School Engagement	Qualitative – testimonials and feedback	SAYCW Provincial Report
Mental Health Awareness Program for Indian Head	Indian Head High School	Indian Head	\$5,000	At IHHS we aimed to increase mental health awareness and support in two ways: 1. Mental Health Awareness Movie Nights & 2. Guest Speaker for Students, Staff, Parents, and Community (Dwayne Pearce)	Mental Health Support & Connection	Quantitative – grant program specific survey Qualitative – testimonials and feedback	Tell Them From Me Survey

Mindfulness Project Enhancement	JH Moore Elementary School	Lashburn	\$3,000	The aim of the project was to continue to offer meditation and yoga as well as high energy dance to our students. All of these skills help them as they grow to manage things like stress, anxiety and frustration, and teach them how to use energy to get more energy.	Mental Health Physical Activity School Engagement Support & Connection	Quantitative – grant program specific survey Qualitative – testimonials and feedback	SAYCW School Division Report
Mindfulness Space	Whitewood School	Whitewood	\$9,710	Our initiative was to create a mindfulness room and have access to mindfulness resources for students and staff at Whitewood School. We had noticed an increase of anxiety and depression in our students and staff over the past few years. Three staff members have taken mindfulness courses and have since implemented it into their classrooms. We saw benefits to this implementation and wanted to expand it.	Mental Health School Engagement Support & Connection	Quantitative – usage data & grant program specific surveys	SAYCW Provincial Report
Miyomacihowin - Healing - A Truth and Reconciliation Call to Action through Feast and Round Dance	Confederation Park Community School - Nêhiyâwiwin Cree Language and Culture Program	Saskatoon	\$8,000	The Nêhiyâwiwin Cree Language and Culture Program is a bilingual/bicultural program created to address the loss of language and culture for the indigenous people of Treaty Six Territory. Miyomacihowin Feast and Round Dance is a healing process through ceremony. Our Call to Action is to help bring healing to those families effected by residential school, for families of missing and murdered girls, youth and women, for those affected by the 60's Scoop and those who have come through the Foster Care System. We hosted over 500 people between the Feast and Round Dance.	Mental Health Support & Connection	Qualitative – testimonials and feedback	Yes, but did not specify

Muskowekwan School Wellness Program	Muskowekwan School	Lestock	\$1,950	Muskowekwan School, the greater Muskowekwan First Nations community and the local Punnichy RCMP partnered to deliver the RCMP Aboriginal Shield program (ASP) an evidence-based crime prevention and social development program.	School Engagement Mental Health	Quantitative – grant program specific survey Qualitative – testimonials and feedback	Assessment through our behaviour management program & RCMP report for this area
Nezu Dene (Man Group) - Canoe Trip	School Social Worker, Virginia Beebe, from Northern Lights School Division	La Loche	\$10,000	Currently, Nezu Dene is a facilitated support group for young men who have had interaction with the law in the past. The premise of the group is to offset the likelihood of lifelong involvement with the law. Poverty, suicide, addiction, and isolation are the barriers that stand in the way of these particular students' ability to find success within our traditional education system. For this grant initiative, we planned and had a canoe trip in the spring that retraced the steps of the youth's ancestors in order to rejuvenate a connection with their culture and promote positive life choices.	School Engagement Physical Activity	Qualitative – testimonials and feedback	SAYCW School Report
Northern Saskatchewan Student Eco-Conference	Dene High School (Northern Lights School Division #113)	La Loche	\$1,000	The Northern Saskatchewan Student Eco-Conference was the first of its kind in northern Saskatchewan. We invited youth from communities in northern Saskatchewan which have Northern Lights School Division schools or First Nations schools. These youth attended workshops focused on environmental issues such as climate change, water quality, water conservation, local plant and animal species and habitat protection. Traditional First Nations views were incorporated into the conference in cooperation with Elders.	Nutrition Culture & Identity Support & Connection	Qualitative – testimonials and feedback	SAYCW Provincial Report

Oskapios (young cultural helpers) Cultural Arts Academy	Oskayak High School	Saskatoon	\$3,400	Oskapios Cultural Arts Academy initiative was a classroom-based program focused on land-based learning opportunities exploring wellness, science and cultural arts learning outcomes. Students were educated in healthy living practices and Indigenous knowledge as it relates to educational outcomes. They were instructed on traditional Medicine Wheel teachings as they relate to physical, mental, spiritual and emotional health.	Culture & Identity Nutrition Physical Activity Mental Health	Quantitative – grant program specific survey	SAYCW Provincial Report
OUT & About Program	Moose Jaw Pride & the Saskatchewan Pride Network	Moose Jaw	\$5,000	The OUT & About Program brought together lesbian, gay, bisexual, transgender, two-spirit, queer, questioning, intersex and asexual (LGBTQ+) youth and their allies for hands-on recreational activities in eight smaller communities across Saskatchewan.	Mental Health Physical Activity Support & Connection Culture & Identity	No report, change in Executive Director	SAYCW Provincial and Health Region Reports
OUTdoor Exploration	Moose Jaw Pride & the Saskatchewan Pride Network in partnership with Prairie South School Division	Moose Jaw	\$5,000	The OUTdoor Exploration program brought together lesbian, gay, bisexual, transgender, two-spirit, queer, questioning, intersex and asexual (LGBTQQIA+) youth and their allies for a hands-on, 6-week experiential day camp in Moose Jaw, Saskatchewan.	Mental Health Support & Connection Physical Activity	Quantitative – grant program specific survey Qualitative – testimonials and feedback	SAYCW Provincial Report
P.A. Afterschool Recreation Program Partnership (ASRP)	Prince Albert Parkland Health Region	Prince Albert	\$11,800	The goal of the program was to increase access for children & youth to participate in Afterschool Recreation Program in their neighbourhood/ community.	Physical Activity Support & Connection School Engagement	Qualitative – testimonials and feedback	Saskatchewan After-School Time Period Inventory Report

P.A.C.I. Student Health & Engagement Program	Prince Albert Collegiate Institute (P.A.C.I.)	Prince Albert	\$8,850	To improve student safety, skills, employment assets (within a school that has 85% First Nations/Metis and has a great deal of vulnerable/at-risk students and families) we implemented a school wide CPR/First Aid class for 150 students through St. John Ambulance. Target student ambassadors in each grade (20 total) took Mental Health First Aid, providing them the skills necessary to identify and connect fellow students to service who may be experiencing a mental health crisis.	Mental Health Support & Connection School Engagement	Quantitative – grant program specific survey Qualitative – testimonials and feedback	SAYCW online Toolkits & city and provincial data from Addictions, Justice, and Health Region
Pedal Power	Churchill Community High School	La Ronge	\$10,000	Pedal desks were purchased and introduced into the classroom to improve students' cognitive functioning.	School Engagement Physical Activity	Quantitative – grant program specific survey Qualitative – testimonials and feedback	SAYCW School Report
Positive FNMI Media	Punnichy Community High School	Punnichy	\$10,000	We created a club and purchased equipment so that our students have the tools necessary to create positive images of themselves and of their communities in media. Students were taught how to use the equipment, created their own mini-media products (e.g. mini-documentaries, daily vlogs), and had the opportunity to visit several local broadcasting stations and CBC Regina.	Mental Health School Engagement Support & Connection Culture & Identity	Quantitative – attendance, usage reports, & grant program specific surveys Qualitative – testimonials and feedback	SAYCW Provincial Report

Putting our Youth First!	Spiritwood High School - Living Sky School Division	Spiritwood	\$14,296	The "Putting Our Youth First" program was developed to target mental health and physical activity concerns that were flagged in the SAYCW survey. "Putting Our Youth First" project gave Spiritwood High School access to mental health programming and development of an outdoor space which includes a basketball court.	Mental Health Physical Activity School Engagement	Quantitative – attendance data & grant program specific survey	SAYCW Provincial, Health Region, and School Reports
Rainbow Coffee	PARTNERS Family Services Inc.	Humboldt	\$5,000	Rainbow Coffee was a youth-lead initiative to offer a safe and inclusive space for lesbian, gay, bisexual, transgender, queer or questioning youth and their allies to come together. Facilitators from various sectors in the community worked with LGBTQI youth to connect them with resources, provide information about topics relevant to their lives and offer support, advocacy and referrals to improve the health outcomes for youth who attend.	Support & Connection Mental Health	Qualitative – testimonials and feedback	SAYCW Provincial Report
Ready to Learn at Wadena Elementary	Wadena Elementary School- Horizon School Division	Wadena	\$4,000	Not all of our students arrive at school "ready to learn" and student "ready to learn" needs vary. Some students need a healthy breakfast or lunch. Other students need their clothes/jacket/etc. washed because they have been wearing the same clothes for 3 days. Our initiative focused on addressing these various needs by providing meals, remodeling to install a stackable washer/dryer, and creating a community garden. Every student deserves to start their school day with a full stomach, open mind, and clean clothes to learn in.	School Engagement Nutrition	Qualitative – testimonials and feedback	SAYCW School Report

Robotics for Makerspace	McLurg High School	Wilkie	\$3,000	We created a Robotics program within Makerspace to engage both boys and girls while increasing their contextual understanding of robotics, scripting, and programming. Its goal was to improve school attendance and resiliency among students who are sometimes on the periphery of the action. A second purpose was to lessen the impact of negative behaviors through a greater variety of engaging opportunities at Robotics Club.	Mental Health Inclusivity School Engagement	Quantitative – attendance, usage reports, & self-harm incidents rate Qualitative – testimonials and feedback	SAYCW Health Region Report
Sakewew Kihiwak Sports and Wellness	Sakewew High School	North Battleford	\$10,000	We had been listening to our student voice, along with survey data, that our students were not as physically active in their daily activities. This was evident with both in and out of school time. The bulk of our school clientele come from low socio-economic households, and cannot afford after school or club sport programming. We realize the importance and benefits of having our students maintain their physical fitness. Therefore, we purchased some new equipment and supplies as well as new jerseys and shorts that could be used for our sporting teams. We hope that in future surveys, our students will share their increased sense of belonging and involvement in school sport and events.	Physical Activity School Engagement Support & Connection	Qualitative – testimonials and feedback	SAYCW Provincial and School Reports

School Garden Project	Big River Public High School	Big River	\$3,538	Our project provided a growing environment for vegetables and fruit. Our Student Voice Panel felt that we needed to offer healthier options to all of our students and staff. In our Grade 7 Science class, the students germinated and grew fresh vegetables and when it came time to harvest the response was overwhelming. Not only did the students want as much as they could get, the parents were also excited to have fresh vegetables and greens coming home. Through a school garden we can provide fresh vegetables and fruit for our students, families, and seniors.	Nutrition School Engagement Support & Connection	Qualitative – testimonials and feedback	SAYCW School Division and School Reports
School Nutrition Mentoring Project	Northern Saskatchewan Population Health Unit	La Ronge	\$15,000	The School Nutrition Mentoring Project (SNMP) brought an expert nutrition mentor and registered dietitian to participating schools in northern Saskatchewan where they worked side-by-side with the local school nutrition worker and school administrators to improve the quality of the food served to students and advocate for a healthier food environment in the school.	Nutrition School Engagement	Qualitative – testimonials and feedback	Healthy Settings for Young People in Canada, 2008, Public Health Agency of Canada
Sewing Circle Program	Princess Alexandra Community School	Saskatoon	\$7,042	The Sewing Circle program involved students grade 6-8 in making their own traditional regalia and ribbon skirts for powow dancing. This initiative invited students, community members, parents, staff, and Elders to learn from one another to create an end product that the youth then wore while participating in traditional powwows in the community.	School Engagement Culture & Identity	Qualitative – testimonials and feedback	SAYCW Provincial Report

Steps4Success	YMCA of Moose Jaw in partnership with Prairie South School Division	Moose Jaw	\$10,000	The Steps4Success program is a preventative measure for students who find themselves experiencing difficulties in their academic and social development. A youth worker acts as a mentor, an advocate, and a service coordinator whose primary goal is to keep education a salient issue for students and their families. Students can use their time in the program to catch up on school work, participate in individualized action planning, small group workshops, and receive referrals to other community services. This was a resource for Moose Jaw high schools and their students as a tool to prevent expulsion and dropout, and instead to promote school success and wellness.	School Engagement Support & Connection Mental Health	Quantitative – grant program specific survey	SAYCW School Report
Teen Girls' Wellness Group	Teen Girls' Wellness Group	La Ronge	\$2,500	The Teen Girls' Wellness Group was a program that targeted girls in Grades 6, 7, 8 in the communities of La Ronge, Air Ronge & Lac La Ronge Indian Band. The program includes exercise, nutrition and a guest speaker (physical, mental, emotional, sexual health). Our program is volunteer based, all mentors/coaches are women from the community that donate their time and energy to coordinate and deliver the program.	Physical Activity Nutrition Mental Health Support & Connection	Quantitative – grant program specific survey Qualitative – testimonials and feedback	Not Specified
Teen Mental Health Literacy Partnership	Saskatoon Catholic, Saskatoon Public, Prairie Spirit, and Horizon School Divisions	Saskatoon	\$10,000	This project utilized the tools and training from TeenMentalHealth.org to build capacity in partnering school divisions. Using a train-the-trainer model, key school division personnel and MHAS staff were trained by Dr. Stan Kutcher to further deliver the training to teachers on the two key school-based components of the “Pathways Through Care Approach”.	Mental Health	Quantitative – attendance, usage rates, & grant program specific survey	SAYCW Provincial Report

Wakaw Healthy School and Community	Wakaw School	Wakaw	\$13,000	To contribute to a healthy school and community, we: 1) established a community garden on school property to create an outdoor learning space for all students, educating students of the value of healthy eating/living and sourcing raw ingredients to be used for the breakfast/snack program, 2) enhanced the existing "Food for Thought" breakfast program to include increasing student involvement, and 3) created a new after school enrichment program, Kids in the Kitchen, which provided a fun, educational experience of healthy cooking and eating where children were introduced to basic cooking skills.	Nutrition School Engagement	Qualitative – testimonials and feedback	SAYCW Provincial Report
Water Bottle Refill Station and Tower Garden	W.F.A Turgeon Catholic Community School	Prince Albert	\$3,900	The green club purchased a tower Garden to be able to grow food throughout the winter and share it with the school. Growing vegetables and drinking lots of water will help promote healthy eating in our school. Understanding how to grow vegetables helps to make healthy eating more affordable for families. We also installed a bottle refill station that can count how many bottles have been filled using this station. It helps encourage healthy living by both taking care of their bodies as well as the planet. Students did become more aware of their hydration levels as more brought water bottles to school. Students also would ask when they could harvest more vegetables.	Nutrition	Qualitative – testimonials and feedback	SAYCW Provincial Report

We in Wellness	Dorintosh Central School	Dorintosh	\$5,000	Expanded the nutrition program to include opportunities for youth to prepare food, learn safe food handling, nutrition, serving, budgeting and shopping skills.	Nutrition School Engagement	Qualitative – testimonials and feedback	SAYCW School Division Report
Westmount Community Outdoor Metis Cultural Classroom	Westmount Community School	Saskatoon	\$10,000	We (students, staff and partners) created an Outdoor Metis Cultural Classroom which we also referred to as a "Living Museum." This space was primarily be used by our Metis Cultural Program for students, but was also be used by our kookum group, girls group, boys group and community. Westmount also hosted our second annual Metis Day of Learning which is open to selected Grade 4 classrooms in the Public School division. This Outdoor Metis Cultural Classroom was the perfect venue for this event.	Culture & Identity Support & Connection School Engagement	Qualitative – testimonials and feedback	SAYCW Provincial Report
YGS Mural Club	Yellow Grass School	Yellow Grass	\$5,000	The club was 100% student driven, from inception to implementation and reflection. The demand for the club came from student voices heard by school staff. The focus was on mural making, but was a holistic program that promoted healthy risk-taking through artistic expression among members. Too often in rural towns, idle hands of youth get into mischief.	Mental Health School Engagement	Quantitative – attendance data Qualitative – testimonials and feedback	SAYCW Provincial Report

Yogi In Residence Program	Oskayak High School	Saskatoon	\$5,000	We were one of the first schools to incorporate yoga in our classrooms with Ryan Leier before Vinyasa Yoga for Youth even existed. This was the first time that the yogi in residence program was integrated at the High School level. Yogi in Residence (YIR) programs are currently successful at Bishop Klein and Lester B. Pearson elementary schools. The YIR programs continue to have a positive effect at Calder Centre and the Core Neighborhood Youth Coop (CNYC).	Physical Activity School Engagement Mental Health	Qualitative – testimonials and feedback	SAYCW Provincial and School Reports
Youth Community Education through Recreation - Take the Lead!	Saskatchewan Parks and Recreation Association in partnership with Good Spirit School Division, Saskatoon Public, Regina Catholic School Division, and Regina Qu'Appelle Health Region	Regina	\$10,000	At this workshop, educators learned the inclusive Take the Lead! philosophy and how to train the Youth Leaders. Youth Leader training was delivered in a learn through play approach. Educators learned the games and activities used to teach the youth how to be strong leaders. Once an educator completed the Take the Lead! workshop, they are qualified Take the Lead! Leadership Coaches and can train youth year after year, thus ensuring sustainability of the program.	School Engagement Mental Health	Quantitative – grant program specific survey Qualitative – testimonials and feedback	SAYCW School Report
Youth Cultural Bush Survival Campout	Beauval Minor Sports & Recreation	Beauval	\$7,000	The Youth engaged in two bush lifestyle campouts and learned about cultural preservation. They learned outdoor survival skills and how to harvest, clean and prepare traditional foods. This lifestyle promotes wellness, along with healthy and active youth.	Nutrition Physical Activity Culture & Identity	Qualitative – testimonials and feedback	SAYCW Provincial, Health Region, School Division, and School Reports

Youth Engagement Through Gardening Project	Peter Ballantyne Cree Nation Health Services	Pelican Narrows	\$5,250	Project to build a new set of raised garden beds, which would be the "youth garden." We recruited and trained a select, small group of youth to form a 'Gardening Group.' The youth in the gardening group were involved in all stages of the garden planning process.	Nutrition School Engagement	Qualitative – testimonials and feedback	The 2015 Cost of Healthy Eating in Saskatchewan
Youth Rising	Living Sky School Division #202	North Battleford	\$2,000	Youth Rising was a targeted program to be offered to grade 5 and 6 students in three elementary schools within Living Sky School Division, Battleford Central, Bready and St. Vital School. Following the One Billion Rising campaign, the goal of this program was not only to raise awareness and work to end interpersonal violence, but to empower our students through movement and action to create a healthy lifestyle for themselves physically, mentally and interpersonally. A creative process took place including a dance and video creation to be screened in the community.	Mental Health Support & Connection Physical Activity School Engagement	Quantitative – grant program specific survey Qualitative – testimonials and feedback	SAYCW School Division and School Reports
Youth Wellness and Healthy Lifestyle	Northern Village of Beauval, Recreation	Northern Village of Beauval	\$5,000	Cultural camp for youth ages 12 – 17. Offer activities to promote wellness and healthy lifestyle and cultural skills including trapping, hunting, fishing. Partner with local Trappers Association to offer hands on instruction for youth.	Nutrition Physical Activity Culture & Identity	Qualitative – testimonials and feedback	N/A

Appendix B: Grant Application Guide

SAYCW Healthy Schools and Communities Grant

Application Guide

Background

The Saskatchewan Alliance for Youth and Community Well-being (SAYCW) is able to offer the SAYCW Healthy Schools and Communities Grant thanks to a generous contribution from ***Cameco Touchdown for Dreams*** and ***AstraZeneca***. The grant is meant to positively impact youth health and well-being in Saskatchewan by supporting health promoting actions and initiatives at the school and/or community level.

Application Process

You can complete your application form by creating an account on the [SAYCW website](#). You will be able to work at your own pace, save your progress and submit when you are ready. For assistance completing the application form online or accessing a hard copy, please contact our [Community Action Coordinator](#).

Important Dates

The third application period is open on October 2, 2017. The deadline for applications for the third application period is 11:59pm on November 3, 2017.

The Grant Review Committee will review applications over the month of November 2017. Successful applicants will be contacted in December 2017 or early January 2018. Successful applicants can expect to receive funds in January 2018.

Grant Requirements

Grant applications must identify and maintain one lead person for the action or initiative and notify SAYCW should that individual change. Schools or communities are eligible to put forward multiple applications, as long as these applications are distinct from one another and have different lead persons responsible. Funding multiple applications will be considered based on available funds.

Actions and initiatives can be submitted and led by individuals within the **school**, such as teachers, administrators, or students. Applications can also be submitted and led by individuals within the broader **community**, from community based-organizations, health professionals, Universities and Colleges, municipalities, faith groups, etc. Although applications submitted by individuals within the broader

community will be accepted, those applications with the strongest connection to schools will be given preference.

Successful applicants will be expected to sign a Letter of Agreement with the Saskatchewan Cancer Agency on behalf of SAYCW. The Letter of Agreement stipulates the terms and conditions of the grant funding. **Please note, applications approved for funding that are submitted by persons under the age of 18 will require signature by an adult.**

Grant applicants must relate their action or initiative to the SAYCW Thriving Youth, Thriving Communities Survey.

- What did you learn about youth health issues that you can address in your school and/or community?
- Think about the risk and protective factors identified in the SAYCW Thriving Youth, Thriving Communities Survey. What themes can you address in your school and/or community?

Using SAYCW Thriving Youth, Thriving Community Survey Reports...

If you did not participate in the SAYCW Youth Health Survey – don't worry! You can still apply for the SAYCW Healthy Schools and Communities grant. But we do encourage you to make use of the information you have available to you, whether that's a school level report, school division report, health region report, or the [provincial report](#).

Using data and information from any level of the SAYCW Thriving Youth, Thriving Communities Survey reports will help ensure your action or initiative is relevant because it will be based on the issues identified by the youth themselves through their survey responses. Consider the survey themes and how they could be impacted by the action or initiative in your school and/or community.

For more information about SAYCW Thriving Youth, Thriving Communities Survey and to find out how to participate in future surveys, contact the [Community Action Coordinator](#).

The SAYCW Thriving Youth, Thriving Communities Survey data provides health and well-being information on Grade 7-12 students. Therefore, action aimed at this age-group is encouraged, though a broader age-group is also welcomed.

Grant applications must include two letters of support, at least one from an outside stakeholder. We believe the most successful actions and initiatives are supported by others in the community. A letter of support shows that they consider the activity to be worthwhile. A letter of support should include the following information:

- The name, position and/or organization of the person writing the letter.
- Why the action or initiative is important for youth in the school/community.
- What assistance or involvement, if any, will be provided by the organization or the person writing the letter.
- Why they believe you will be able to deliver/implement the action or initiative successfully.

Please note, applicants from all over Saskatchewan are encouraged to apply, but because of a commitment to support health equity in the north, **priority may be given to applications coming from Northern communities (e.g., North of Saskatoon)**. There is also an aim to support School Divisions, Tribal Councils and First Nations schools that did not participate in the SAYCW Thriving Youth, Thriving Communities Survey with the hope that they will be encouraged to participate in the next SAYCW survey in February to April 2019.

Grant Funding

The grant is intended to support schools and communities to start, carry-out and evaluate an action or initiative. The grant funding can also be used to enhance or expand an existing initiative, so long as no expenses incurred prior to January 2018 are included in the request for funding (SAYCW cannot fund retroactively). The grant funding is not intended to support organizations in the ongoing implementation/maintenance of annual operations or existing programs.

The SAYCW Healthy Schools and Communities Grant includes a 2 level funding system:

- Level 1: \$250 - \$5000
- Level 2: \$5000 - \$10,000+

If the grant does not cover the expense of your activities, consider other partnerships and resources you can draw on within your community or network. In-kind contributions of time, space or resources from partners are considered a sign of a strong and collaborative action or initiative by the Grant Review Committee.

Ineligible Expenses

Grant funding **CANNOT** be used for:

- Staffing positions/wages.
- General administration fees or overhead.
- Deficit reduction.
- Activities completed or cost incurred before the grant approval process. (Expenses incurred prior to January 2018 are not eligible for funding. SAYCW cannot fund retroactively.)
- Rental of office space or the purchase of office equipment, utilities, property taxes or insurance.
- Political, religious or special interest groups where there are membership criteria that would prohibit school or community participation.
- Fundraising events.
- Donations to another organization.
- Purchase of items that would benefit a private business (i.e., gym owner applying for equipment for their own business).
- Cash prizes or gift cards.
- Purchase of alcohol, pharmaceutical drugs, and marijuana or tobacco products, with the exception of tobacco products used for traditional/ceremonial purposes.

The Grant Review Committee is more likely to fund those expenses that have the potential to build capacity and have a lasting impact. Although healthy food is considered an eligible expense, for example, applicants must demonstrate how food (and other expendable materials) will be used for learning, skill building, engagement, etc. If the impact of the expense is gone after a one-time use or experience, the budget item will not likely be funded.

The specific information (i.e., grant recipient, project description, and funding amount) on grants awarded in the first two application periods of the SAYCW Healthy Schools and Communities Grant, see Appendix A.

Reporting Requirements

Successful applicants are required to complete an evaluation report 30 days after the action or initiative is completed, as determined by the timeline outlined in your action plan. **Evaluation reports must be submitted no later than 1 year after receipt of funds.**

The evaluation report template is available on the [SAYCW website](#). You can access the report template by logging into your account. You will be able to access your grant application while you complete your evaluation.

The evaluation report includes reflection questions, such as:

- What did you set out to do? How did you do it?
- What changes did you see as a result of your action or initiative?

- What challenges did you run into along the way? How did you handle these challenges?
- What opportunities did you find along the way?
- What lessons did you learn?
- What do you plan to do next?

The evaluation report will also include a report on the final budget.

The evaluation report will include an opportunity to submit photos, videos and testimonials that highlight your action or initiative. Your experience will benefit others embarking on actions and initiatives in their own schools and communities.

For assistance completing the evaluation report online or accessing a hard copy, please contact our [Community Action Coordinator](#).

SAYCW will use your evaluation report in combination with other grant recipients' reports to evaluate the overall impact of the SAYCW grant. SAYCW will use the content of your evaluation report on the SAYCW website, in presentations (e.g., conferences, meetings), in media releases, in reports (e.g., with grant funders), and may share information with SAYCW stakeholders, government officials and others as necessary.

Good luck with your application!

Appendix C: Grant Application Form



SAYCW
Saskatchewan Alliance for
Youth & Community Well-being

SAYCW Healthy Schools and Communities Grant Application Form

Before you get started, please refer to the Application Guide and other relevant information on the SAYCW website (grants page):

<http://saycw.com/resources/grant/>

All information gathered will be held in confidence by SAYCW for the purposes of reviewing applications for funding.

PROFILE

Action or Initiative (Project) Name:

Primary Contact Name:

****Grant applications must identify and maintain one lead person for the action or initiative and notify SAYCW should that individual change.*

Primary Contact Title: *** (if relevant)

Primary Contact Organization/School/Group? (Who do you represent)? *** (if relevant)

Address:

Phone Number:

Fax Number (optional):

Email:

Preferred Method of Communication:

SUMMARY

- 1) **Tell us about your school and/or community. Why is your proposed action or initiative needed and how will it benefit youth health and well-being?** *We want to know more about what's happening in your school and/or community. Describe qualities that make your school and/or community unique. Describe the issues and opportunities facing youth. Tell us why the action or initiative matters. 500 word limit*

- 2) **Provide a brief summary of your action or initiative.** *This brief description allows you to provide a snapshot of your action or initiative and set the stage for more detailed information throughout your application. 300 word limit*

- 3) **Is this a new action or initiative? Or a continuation or expansion of an existing project?**

- New action or initiative
- Continuation or expansion of an existing project

Note: SAYCW cannot fund retroactively. Activities completed or costs incurred before the approval of the request for funding to SAYCW are not eligible.

Please explain how long the action or initiative has been underway and how the funds will support its enhancement. *Please describe how the funds will increase the capacity or enhance the action in some way. The grant funding is not intended to support organizations in the ongoing implementation/maintenance of annual operations or existing programs. 300 word limit*

TEAM

- 1) **Describe your team.** *Who are the partners on the team? What roles will they play (e.g., how will they contribute to the action or initiative)? What sectors do they represent (if relevant)? We want to know how volunteers, partners, community members, etc., are involved.*

- 2) **Describe the process you have used/are using to engage team members in your action or initiative.** *We want to know more about how your team came to be and how it functions. What partnerships already existed? How did you go about getting new partners on board? How do you get everyone to work together?*

- 3) **How are youth involved?** *Please describe how youth are the target of your action or initiative. How are they involved in choosing priority areas, planning, implementing activities, etc.? How do/did you engage youth?*

EVIDENCE

- 1) **What level of SAYCW Thriving Youth, Thriving Communities Survey report data did you review?** (Check all that apply.)
 - School
 - School Division
 - Health Region
 - Provincial Report

- 2) **Where/how did you access the report?**

- 3) **What, if anything, did you learn from the SAYCW Thriving Youth, Thriving Communities Survey report that you can address in your school and/or community?** *Connect the findings from the Thriving Youth, Thriving Communities Survey report to your action or initiative.*

4) **What is the main theme that your action or initiative addresses?**

- Nutrition
- Physical Activity
- Mental Health
- Substance Use
- Sexual Health
- School Engagement and Support
- Oral Health
- Sun Safety
- Sleep
- Other

5) **What other themes (secondary themes) does your action or initiative address?**
(Check all that apply.)

- Nutrition
- Physical Activity
- Mental Health
- Substance Use
- Sexual Health
- School Engagement and Support
- Oral Health
- Sun Safety
- Sleep
- Other

6) **Did you consider any other sources of information when choosing either your priority areas to address or the approach you would take to address them?** *We want to know about any evidence/sources/frameworks you used to inform your planning. How do you know that there is a need? How do you know that the action or initiative you have planned will be effective at addressing that need? Did you consider a framework for Comprehensive School Community Health?*

- Yes ***If yes, please explain:**
- No

ACTION PLAN

Tell us about what you are going to do, how you are going to do it, and the impact you hope it will have. Use the table below to provide the following information:

- Activities and timelines: Indicate the major types of activities that will occur to carry out the action or initiative, their anticipated start and end dates, and the person or group responsible.
- Describe the expected outcomes, benefits or results of the action or initiative. What do you hope will change in the short term? In the long term? ****The same outcome may be reported for more than one activity.*

Activity Description	Start Date	End Date	Person or Group Responsible	Short Term Outcome	Long Term Outcome

- 1) **How have you designed your action or initiative with sustainability in mind?** *With grants of this nature that are offered once and for a short period of time, there is a risk that once the money is spent, the potential for impact has been reached. Have you considered how your action or initiative can help build capacity for a longer lasting impact? This might mean that tangible elements can be used again in the future (i.e., sporting equipment can be used for several years and trained volunteers can be utilized for future events). It might also be reflected in less tangible elements, like your knowledge, skills and experiences that will support future efforts.*
- 2) **What else do you want to tell us about how your action or initiative will be carried out?** *Please share any other information you think the Grant Review Committee should know about your action or initiative.*

BUDGET

- 1) What is the total budget for your action or initiative?

- 2) What level of funding do you request from SAYCW?

- 3) What other sources of funding do you plan to access?

- 4) **Please describe the in-kind contributions to your action or initiative.** *In what ways is the action or initiative supported that ultimately adds value and saves money? Do you have volunteer support? Do you have access to a facility for free or a reduced rate? Is a partner providing any resources? Is a partner paying for some of the expenses?*

- 5) **Using the table below, provide a breakdown of how you plan to spend the money based on the activities you have laid out in your action plan.**

BUDGET						
Budget Item	Amount Requested from SAYCW		Amount Expected from Other Sources (including in-kind)		Total	
	Grand Total from SAYCW:		Grand Total from Other Resources:		Grand Total for Action or Initiative:	

EVALUATION

***Note: Successful applicants are required to complete an evaluation report 30 days after the action or initiative is completed, as determined by the timeline outlined in your action plan. Evaluation reports must be submitted no later than 1 year after receipt of funds.

What is your overall evaluation plan? How will you know that your action or initiative has been carried out as planned and has had the desired impact? Answer the questions below.

- 1) **What changes could you look for as a result of your action or initiative?** *What indicators will you use to evaluate your action or initiative? Your indicators should relate to your process (i.e., how well did you carry out your action plan?) and/or your outcomes (i.e., to what extent have your intended outcomes been attained?). You might look at changes to knowledge, attitudes and behaviours, or changes to policies and environments, for example.*
- 2) **What methods/tools will you use to measure those changes?** *In some cases you may be able to use existing measurements (i.e., school attendance records, future SAYCW Thriving Youth, Thriving Communities Survey reports), in other cases you may want to design an evaluation tool (i.e., surveys, focus groups, interviews, document review, photo voice).*

Celebrating Success

- 3) **How will you celebrate and communicate about your successes within the school and/or community, with partners and with SAYCW?**

GRANT SUBMISSION

Submission Requirements:

I have attached two letters of support, at least one from a partner organization.

I have considered SAYCW Thriving Youth, Thriving Communities Survey report data (from one or more of the following: school, school division, health region or provincial report).

Though it was not necessary to have participated in the SAYCW Thriving Youth, Thriving Communities Survey to be eligible to apply for the grant, we require that applicants relate their action or initiative to the survey in some way by using information from one or more school, school division, health region or provincial reports.

Applicant Declaration:

To complete your application, you must confirm that you understand and agree with all of the following statements:

I have reviewed my application and I am confident it is complete.

I have reviewed the Application Guide to ensure the action or initiative meets the eligibility requirements.

I agree that a complete Evaluation Report including financial verification will be provided to SAYCW within 30 days after the action or initiative is completed, as determined by the timeline outlined in my action plan. Evaluation reports must be submitted no later than 1 year upon receipt of funds.

Submit your completed application by email, fax, OR mail (only one method of submission is necessary):

Email: Please email your application to the SAYCW Project Manager, Shardelle Brown; shardelle.brown@saskcancer.ca

Fax: Please print and fax your application to 1-639-635-3002

Mail: Please print and mail your application to the SAYCW Project Manager, Shardelle Brown: 130 – 1804 McOrmond Drive, Saskatoon, SK, S7S 0A6

Appendix D: Grant Review Process

Grant Review - RUBRIC

SAYCW Healthy Schools and Communities Grant



Project Name:

Primary Contact Name:

Criteria	Indicators	Score = 1 poor 5 excellent	Review Notes
Team / Youth	<ul style="list-style-type: none"> <input type="checkbox"/> Included two (2) Letters of Support, at least one from a partner organization. • Variety of active stakeholders and partners were represented. Evidence of a collaborative approach was provided. • Youth were engaged (there was a process for engaging youth in planning, implementation, evaluation and celebration outlined). In the strongest applications, youth are not only the target of an intervention, rather they have ownership over the initiative and have an active, decision making role. 		
Evidence	<ul style="list-style-type: none"> • Reviewed relevant level of SAYCW Youth Health Survey Report(s) (school, school division, health region, or provincial report) • Applicant drew meaningful connections from the survey findings and used them to inform their action or initiative (e.g., to set priorities for action or build support for action). • Other relevant sources of information were considered, e.g., other surveys, community consultations, etc. 		

Action Planning	<ul style="list-style-type: none"> • Action or initiative was carefully thought out and clearly defined. • Objectives and desired impact were clearly defined. • Activities and actors were clearly defined. • Timeline was clearly defined. • Target audience was clearly defined. • Applicant demonstrated capacity to carry out action or initiative within the defined time period. 		
Budget	<ul style="list-style-type: none"> • Expenses were reasonable and appropriate for the scope of the action or initiative. • Expenses were clearly outlined. • Ineligible expenses were not included. • Expenses will be leveraged well for the benefit of youth health and well-being. • Expenses will help build capacity for longer-term impact. • Significant in-kind resources from other sources were/will be contributed. 		
Evaluation	<ul style="list-style-type: none"> • Indicators were clearly outlined and appropriate/relevant for the action or initiative. • A plan (including methods/tools) was described to measure indicators. • Applicant demonstrated a strong capacity for monitoring and evaluation. • Overall, there was evidence that the applicant thoughtfully considered evaluation. 		
Creativity / Innovation	<ul style="list-style-type: none"> • Application reflected a creative and innovative approach to addressing youth health and well-being. • Application inspired, stretched the imagination, and challenged the status quo! 		
Overall	<ul style="list-style-type: none"> • Action or initiative seemed to be responsive, accessible and relevant to the school and/or community. • Application presented a strong case for the action or initiative as likely to positively impact youth health and well-being in Saskatchewan. • Action or initiative had a good potential to build capacity for long term impact (i.e., sustainability was considered). • Action or initiative is congruent with a model of Comprehensive School Community Health. 		
Total Score [out of 35]			

Notes, questions, clarification needed, discussion points, etc.:

Appendix E: Grant Evaluation Report Template



Evaluation Report

SAYCW Healthy Schools and Communities Grant

Tell your story! Help us to understand what you did and the impact that it had. Your experience will benefit others embarking on actions and initiatives in their own schools and communities.

We will share or use portions of your evaluation report on our website, with our grant funders, media, government officials, and in our own SAYCW evaluation.

Successful applicants are required to complete the Evaluation Report 30 days after the action or initiative is completed, as determined by the timeline outlined in your action plan. Evaluation reports must be submitted no later than 1 year after receipt of funds.

PROFILE *(Grant applications must identify and maintain one lead person for the action or initiative and notify SAYCW should that individual change.)*

Action or initiative (project) name:

Primary contact name:

Primary contact title:

Primary contact organization/school/group: (Who do you represent?)

Address:

City:

Province:

Postal Code:

Phone number:

Fax number (optional):

Email:

Preferred method of communication:

YOUR JOURNEY

We want to know about the successes you had and the challenges you faced. What lessons did you learn along the way? What do you wish you had done differently? What do you want others to know when they embark on their activities in their schools and communities? You may find it helpful to read and reference your application form so that you can comment on how the action or initiative unfolded compared to your initial plans.

Thank you for sharing your journey with us!

Idea

- Why did you decide to implement this action or initiative? *(You can describe the context: What was going on in your school and/or community? What information did you use to select your priority areas for action? If you used the SAYCW Thriving Youth, Thriving Communities Survey, what did you learn?)*

Team

- Please describe how your team worked together. *(In your application we asked who was on your team, the sectors they represented, and the roles they would play. Please highlight if there were changes to the makeup of the team once you started: Did new members join? Did certain team members play a more prominent role? Please comment on the successes and challenges of working as a team.)*

Youth Involvement

- How were youth involved?

Describe the Action or Initiative

- Please summarize what you did. *(Highlight in particular, the ways in which you carried out your action or initiative differently than you planned and outlined in your application form. Were new activities added and others dropped? Did activities happen according to the timeline you laid out?)*

Photos, Videos or Stories



[Submit Photos](#)



[Submit Videos](#)



[Submit Stories](#)

Monitoring Change

- What changes did you see as a result of the action or initiative? *(What impact can you see as a result of the activities in your action plan?)*

Measuring Change

- How did you measure or capture these changes? *(Describe the steps or processes in place to measure outcomes.)*

Evaluating Success

- How did you evaluate the overall success of the action or initiative? *(Do you consider the action or initiative to be a success? Why or why not? We value your experience and want to hear about your successes, as well as areas where you had less of a positive outcome. It is about everyone learning from the process.)*

Communication and Celebration

- How did you communicate about your action or initiative along the way? How did you celebrate your successes?

Additional Files

- If you wish to include additional files that do not fit with a particular evaluation report question, and you feel it is valuable to include in your evaluation report, please include them here (photos, videos, stories, testimonials).



Budget

- Provide a breakdown of how you spent the money based on the activities you have laid out in your action plan.

Budget Item	Amount Requested from SAYCW (Budgeted)	Amount Spent (Actual)	Amount Expected from Other Sources, including In-kind (Budgeted)	Amount Contributed by Other Sources (Actual)	Total

Challenges and Solutions

- What challenges did you run into along the way? How did you handle these challenges?
(Please share your true reflections with us. We value your experiences and we want to learn from you.)

Opportunities

- What opportunities did you find along the way? Were there any opportunities that you did not expect?

Lessons Learned

- What lessons did you learn along the way?

Suggestions for Improvement

- What suggestions do you have to make the SAYCW Healthy Schools and Communities Grant better? *(You can comment on the application process, the funding arrangement, the information available to you, etc. Please share any ideas you may have to make the grant more accessible or impactful.)*

Thank you! Your evaluation report will help us to assess the overall impact of the SAYCW Healthy Schools and Communities Grant. Sharing your experience and lessons learned will benefit others embarking on actions and initiatives in their own schools and communities.



Photos from Grant Recipients



Mental Health Awareness Program for Indian Head



Miyomacihowin- Healing - A Truth and Reconciliation Call to Action through Feast and Round Dance



Pedal Power



Healthy Foods, Healthy Life – Food Literacy for Aboriginal Youth and Families



Positive FNMI Media



High School Robotics Team