

# Outcome Evaluation of the *Police & Youth Engagement Project* 2017 Results

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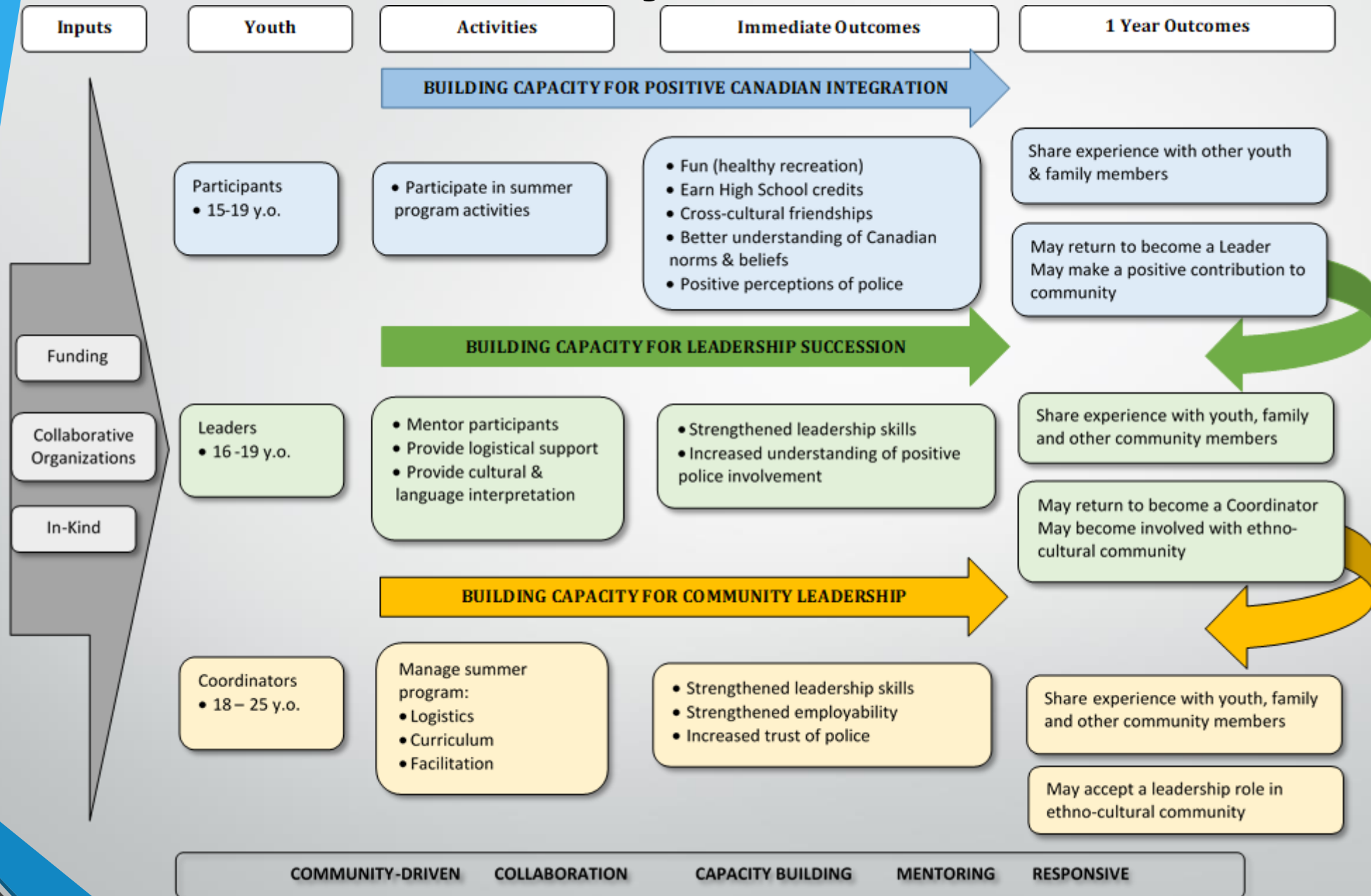


# PYEP Partners

- Edmonton Police Service
- City of Edmonton
- Edmonton Public School Board
- Eritrean, Iraqi, Oromo, Somali, Sudanese and Syrian communities
- Edmonton Police Foundation
- REACH Edmonton



# Logic Model



# A systematic & comprehensive evaluation.

Stakeholder	Method	Number (response)
Students	<ul style="list-style-type: none"><li>• Administrative data</li><li>• Pre-post survey</li><li>• Observation</li></ul>	<ul style="list-style-type: none"><li>• 52 records</li><li>• 35 -pre and 27-post complete surveys</li><li>• Observed Graduation ceremony</li></ul>
Youth Leaders	<ul style="list-style-type: none"><li>• Administrative data</li><li>• Focus group (2 h)</li></ul>	<ul style="list-style-type: none"><li>• 3 records</li><li>• 4 participants</li></ul>
Youth Coordinators	<ul style="list-style-type: none"><li>• Administrative data</li><li>• Focus group (2 h)</li></ul>	<ul style="list-style-type: none"><li>• 4 records</li><li>• 4 participants</li></ul>
Parents	<ul style="list-style-type: none"><li>• Focus group (2 h)</li></ul>	<ul style="list-style-type: none"><li>• 9 participants from 4 cultural communities</li></ul>
Organizational Partners	<ul style="list-style-type: none"><li>• Interview (1 h)</li></ul>	<ul style="list-style-type: none"><li>• 2 in-person interviews (3 people) 2 phone interviews</li></ul>
Community Leaders	<ul style="list-style-type: none"><li>• Focus group (2 h)</li></ul>	<ul style="list-style-type: none"><li>• 7 Community Leaders, from 5 cultural communities</li></ul>



## **EPSB High School courses were an excellent fit.**

- Alignment of lesson plans & presenters' content with course outcomes & themes created cohesive approach
- EPSB attendance policy led to consistent student attendance to earn credits
- Teacher leadership improved quality of learning environment

*"The EPS officers that attend are there because they have a passion and commitment to this type of outreach."*

(Organizational Partner)

Teacher & support connected with youth

- Engaged and supported all students
- Mentored Youth Leaders & Youth Coordinators

EPS went above and beyond

- Carefully planned sequence of events
- Intentionally selected officers who knew how to work with youth.

Community presenters were "*role models for the kids*" (Organizational Partner)

# A gender balanced group of young high school students attended PYEP.

Characteristic	Attendees	Non-Attendees
Male	55%	78%
Female	45%	22%
Age	15 – 16 years (69%)	17 years & older (74%)
Cultural community	Somali (34%)	Congolese, Somali, Sudanese, Syrian (17% each)
Citizenship	Canadian Citizen (42%)	Asylum/ Refugee Claimant (35%)
Experienced conflict or trauma	43%	85%
Was in refugee camp	36%	39%
Most common High Schools	Queen Elizabeth 35% M.E. Lazerte 14%	Queen Elizabeth 44% M.E. Lazerte 14%



***"This year was **the brightest year.**"***

*(Community Leader)*

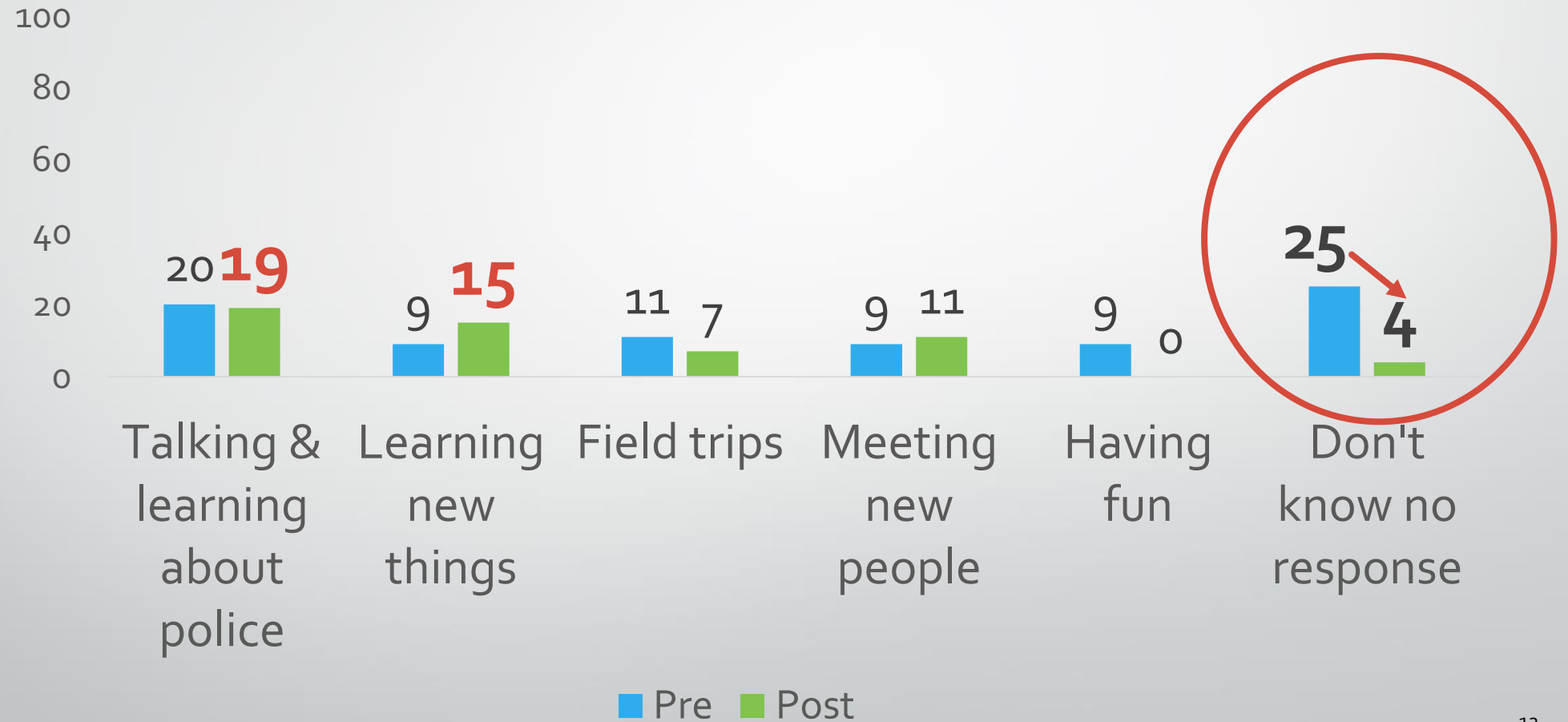
**What **Difference** did PYEP Make?**



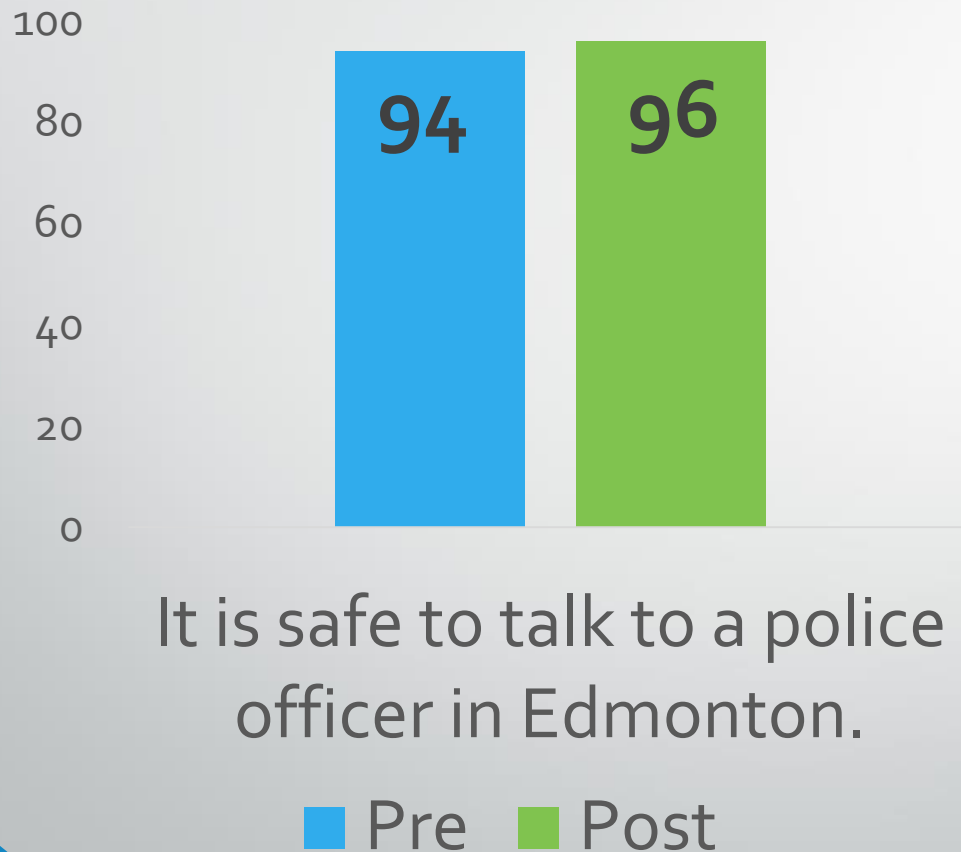
## 100% understood Canadian norms.



# Students liked *learning*!



# Students were not afraid of police... their parents were.



*"Police here are different -  
not like those at home"*

Parents learned to trust and feel comfortable with police in Edmonton through their children's "*Canadian experience.*" (Parent)



# Leadership capacity development occurred.

## Youth Leaders & Youth Coordinators:

- Gained transferable leadership skills
- Increased appreciation for daily police work & community relationships
- Built professional networks

## Youth Coordinators knowledge of own and other ethno-cultural communities deepened.

- Especially appreciated learning about Indigenous culture



# **REACH's Backbone Role**

## **The Collective Impact Collaboration**

# REACH guides the vision and strategy.

- Collaborating partners agree about PYEP's purpose, but may not have shared vision
  - Lack of consensus about who program serves – Who is 'at-risk?'

*"REACH works as a peace keeper... stays as transparent as possible, so all of the partners can understand each other's needs."*

*(Organizational Partner)*

# Unique & Complementary Roles.

Organizational Partners and Community Leaders understand:

- Specific roles in PYEP
- Broader contribution to the program

## REACH

- Plays lead role in coordinating the program
- Mobilizes funding
- Supports evaluation and shared measurement
- Informs policy advocacy with community-based knowledge

# A Committed Partnership.

- High regard and mutual respect among Organizational Partners and Community Leaders
- Backbone role effectively spans community and organizational contexts

REACH is *"Bringing together two different worlds:  
community and organizations."*

(Organizational Partner)

# QUESTIONS?

## Contact Helen Rusich

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