



“Engagement Summary”

October 2019

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1. Introduction/Background

Children in the North tend to be less healthy than others in BC (Health Status Report on Child Health 2016). When we compare the health of children in Northern BC to the rest of the province, the picture is concerning. Lifelong health and wellness are strongly influenced by the contexts of people's lives: their families and communities, the resources available to them, a sense of connectedness with their peers, their family and their community. Positioned at the confluence of rivers, highways and railways, Prince George is defined as the hub city for northern health care, social services, international trade, manufacturing, education and research, retail and culture. The Indigenous community is the segment of the community that is growing at the highest rate, the largest proportion is youth. Of particular concern in Prince George is the health of children at Nusdeh Yoh Indigenous Choice School. It had a student population that was one of the most vulnerable in the Province (Ministry of Education).

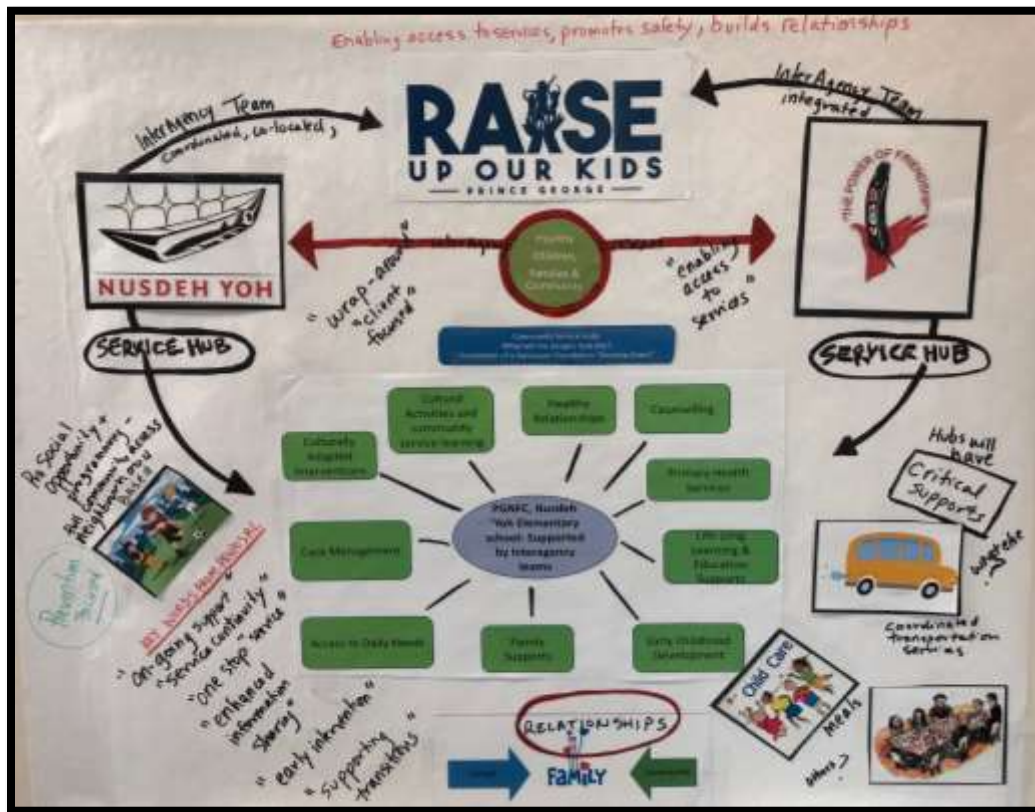
The population is comprised of 170 students, 98% of whom are Indigenous. School staff report student behaviours related to personal or familial experiences of addiction; family violence and sexual abuse, rooted in the legacy of trauma; problematic contact with the RCMP and MCFD; parent/sibling incarceration; and poor home environments resulting from caregiver/sibling involvement in the drug and/or sex trade. Staff report these issues affect 85% school population. While the school has been increasing programming and supports for vulnerable students, and adding pro-social opportunities to ensure upstream, school-wide protective factors are enhanced, additional work is required to improve child health outcomes in the Nusdeh Yoh neighbourhood.

The Prince George Native Friendship Centre (the largest in Canada), has 49 years of experience delivering social service programs in the community, and 30 years of experience delivering clinical programming within a cultural context. They regularly work in this neighbourhood/school to deliver programs and services. We wish to better integrate the services of PGNFC in the neighbourhood to ensure year round service access in a way that addresses transitioning.

The concept of this project is to develop a process/project plan that will explore the viability, the required resources (including staffing) and an effective approach to design and implement service hubs in a vulnerable neighbourhood by enhancing existing infrastructure and facilitating collaborative, integrated and coordinated services across sectors (education, health, social services etc.). As part of our community's systems change planning process, we need to investigate how to integrate and coordinate (not just colocate) services in a way that addresses barriers that have been created when children and families are not able to create relationships and secure services in an accessible and culturally safe environment

The development of a model that intercepts the cycle of poverty, mitigates the effects of intergenerational trauma, and improves poor health outcomes for children and families in Prince George is critical to countering the negative factors that influence lifelong health/ wellness.

A critical first step in this work is extensive community consultation, involving residents from the neighbourhood, school staff, service providers, parents/families. They need to be included in the plan development about how to successfully utilize existing neighborhood based infrastructure to provide services and space where children and families can connect and access services.



Visual of Integrated Service Delivery Hub Model

2. Engagement Process

It was important to look at how the hub model will be most beneficial to the people in the community. By reaching out to the families and staff in the two centers, the committee was able to look at the original proposal and follow through with the ideas proposed that the community feels they needed and make changes where necessary. By talking to community organizations and gathering feedback on the model and hearing what they have to offer, the committee is able to support a stronger community connection.

- **Target Groups (who contributed to the development process and why that's important)**
 - Parents and children of Nusdeh Yoh school
 - Staff of Nusdeh yoh School
 - Community members of PGNFC (Elders, Adults, Parents, Youth and Children)
 - Staff of PGNFC
 - Community Partners of the Community
- **Timelines**
 - From January 2019 – October 2019

| Location and Event | Type of Engagement | Date |
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| | | |
| Nusdeh Yoh Strengthening Families Program | Small group brainstorming for parents | January 31, 2019 |
| Nusdeh Yoh School | Parent interest in participation survey | March 8, 2019 |
| Prince George Native Friendship Center Caregiver workshop | Open discussion booth | March 9, 2019 |
| Nusdeh Yoh School small parent group – gathered for discussion on the HUB model | Small group brainstorming engagement for parents | March 11, 2019 |

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| Prince George Native Friendship Center Health Fair | Open discussion booth | March 14, 2019 |
| Prince George Native Friendship Center Family Craft Day | Open discussion booth | March 22, 2019 |
| Prince George Native Friendship Center Family Craft Day | Open discussion booth | March 29, 2019 |
| Nusdeh Yoh School Kids Lacrosse Camp | Small group brainstorming engagement for children | March 29, 2019 |
| Nusdeh Yoh School small parent group – gathered for discussion on the HUB model | Small group brainstorming engagement for parents | April 8, 2019 |
| Nusdeh Yoh School small child group – gathered for discussion on what they would like to see offered in their community | Small group brainstorming engagement for children | April 15, 2019 |
| Nusdeh Yoh School staff breakfast engagement for discussion on the HUB model | Staff Engagement | April 24, 2019 |
| Nusdeh Yoh School small child group – gathered for discussion on what they would like to see offered in their community | Small group kids | April 29, 2019 |
| Nusdeh Yoh School an extensive staff survey containing questions created by the committee was collected | Survey | May 6, 2019 |

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| Nusdeh Yoh School Parent Teacher Conferences and Elders tea | Open discussion booth | May 6, 2019 |
| Prince George Native Friendship Center Aboriginal Infant and Family Development Parent Workshop | Small group brainstorming engagement for parents | May 14, 2019 |
| Prince George Native Friendship Center Aboriginal Infant and Family Development Staff – engagement to discuss the HUB model | Staff Engagement | May 27, 2019 |
| Prince George Native Friendship Center - an extensive staff survey containing questions created by the committee was collected | Survey | June 3, 2019 |
| Nusdeh Yoh Community Service Provider Engagement – World café event to gather feedback on the HUB model | Community Service Provider Engagement | October 16, 2019 |

- **Surveys** – Parent interest survey to see who was interested in adding additional resources and programming and who was interested in providing input in a small group setting from NDY School. We did have a draw from these initial interest surveys that were handed in. The parent and community surveys gave the individuals 5-6 areas to brainstorm services and resources that they wanted to see, using the components of the medicine wheel. The staff surveys were more extensive and had the questions put forward by the committee. See copies of all surveys at the end of the report.

- **Small group brainstorming engagement for children.** We used flip chart paper with more specific questions around different areas of recreation and services that they would like to see to gather information. This was done by myself and the school coordinator who had strong relationships with the children already. We did it in her room where they felt comfortable and had candy and Gatorade for incentives. We had three flip charts up at a time and each child had a pad of sticky notes that they would print on with or without assistance and put up on the flip chart. We took each group through 9 sets of questions and got a lot of great discussion and ideas. We drew names for prizes at the end of each day.

- **Small group brainstorming engagement for parents.** We had organized sessions at both locations for parents to give their input. Questions were put forth on the flip charts from both the medicine wheel components and the questions created by the committee. There were refreshments provided as well as prizes drawn at the end of the session.

- **Open discussions at community engagements at both PGNFC and NDY with both an information delivery and collection booth.** Information was collected on flip chart papers posted on the wall using the components of the medicine wheel, as well as the questions the committee put together to gather relevant information from those participants. People who approached the booth were given a description of what RUOK was all about and then asked to share their input. They either wrote on the flip chart papers themselves or it was written on there for them. There were also the surveys mentioned above available for those who wished to fill them out. There was a draw for prizes at the end of each engagement session.

- **Staff engagements.** I met with staff at both NDY and PGNFC separately and did a brainstorming session with flip chart papers containing condensed questions proposed by the committee to gather the relevant information. Staff offered their input and asked questions. Refreshments were provided. Staff were also asked to fill out the extensive survey that contained more specific questions.

- **Community Service Provider Engagement.** We met with 14 different organizations at a World Café style feedback session. In small groups the participants went around the room to the three stations that each had a question regarding the hub model. The participants gave feedback on the model as well as discussed how their organizations could support the model.

Successes and challenges with the engagement process

Successes:

The children came up with some great suggestions ranging from activities to tutoring. Children expressed a great desire to doing more activities with their families. Many expressed that there were not enough fun things to do with their families right now. This confirms the committees thoughts on the need for more family opportunities.

We received quite a bit of input from Elders in the community, especially at PGNFC at one of the many engagements there. The Elders seem to have a lot of wisdom to what the community needs and how to bring in holistic and traditional teachings.

Families expressed a large interest in doing things as a community (cooking, games, sports, dances, movie nights) with their families and others. This again reflects on the committees direction towards a healthy community.

The youth expressed interest in wanting a safe place to “hang out”. It is important to get the input from all ages of people in the community.

Emotional health, mental health and support with trauma were top priorities in almost all of the engagements. This identifies a need that the committee had brought forward as a priority of the project.

Collaboration with community service providers. There was discussion of what is offered by the community service providers and how they can support the HUB. This engagement also initiated talks of ongoing community engagements to work together to provide services for the families.

Challenges:

The children did need more guidance and persuasion to think of ideas beyond what is available to them already. However once they began to come up with new ideas, they were able to provide an abundance of input.

The school staff seemed to be already at capacity with their current positions as well as having to address ongoing crisis at the school. There seemed to be some resistance to offer ideas and input, possibly because they feel that cannot fit any more into their day. It felt like they and may have felt that if they suggested something that they would have to be a part of it. There was a lot of questions around who would be staffing these extra programs. Though we received quite a few surveys back from the staff, it is felt that many staff just did not have the time to focus on the topic. The school does seem to be dealing with many crisis' throughout one day which appears to have the staff to not have extra time or energy.

Importance of the Engagement process with moving the Raise Up Our Kids work forward:

It is important to have programming and resources that the community wants, needs and has input in, as they are more likely to access the resources if they have some ownership. The staff also see more of the needs in the community by working with the families directly and have relationships with them. They also may have knowledge of what has worked in the past and what has not. By involving the community organizations and asking what they can offer, will give a plan to start with and to avoid duplication of services.

Partnerships: Who did we build relationships with during this process and how were people directly affected by the issue involved:

The relationships built within this process have been with the children and their families within the communities. They were given a voice as to what they would like to see in their own community. Relationships with other people in the community have been formed (elders, grandparents, non-parents of NDY children and other community members). There are also new and more solidified relationships with the community organizations and their staff, within the community, that were formed. As there had already been joint partnerships with the school district and PGNFC it is a way to keep that partnership strong with adding different areas of collaboration. Partnership with MCFD will hopefully bring a more positive relationship with families to the school, seeing a familiar face, someone as a resource. Holly (MCFD) has such an abundance of contacts and information within the community, she has helped us to reach out to other organizations with this proposal. The city of Prince George has facilitated this initiative and partnership giving support to maximize the social, health and mental well-being benefits for the children in this community.

Feedback from the Community

Family, Children and Community members

| | Nusdeh Yoh School | Prince George Native Friendship Center |
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| <u>Emotional Support</u> | <ul style="list-style-type: none"> • Individual mental health for all family members • Trauma support • Grief and loss support • Coping skills • Peer support • Community service navigation support • Opportunities to give back to the community • Yoga inside and outdoors | <ul style="list-style-type: none"> • Emotional Support • Trauma support for all ages • Safe space to hang out • Reconciliation support • Counseling services for all family members • Support groups • Social emotional programs • Boundary setting programs • Support with healthy touch (ie. handshakes, dancing) |
| <u>Cultural and Spiritual Practices</u> | <ul style="list-style-type: none"> • Connecting children with elders • Cultural activities during and outside of school hours • Sharing knowledge of traditional medicine • Opportunities to experience cultural life practices (ie berry picking, jarring, hunting, snaring) • Powwows, potlatches, feasts • Healthy spirit groups (ie. Warrior) • Building a sweat lodge and having teachings on the practices • Traditional games | <ul style="list-style-type: none"> • More ceremonies, powwows and feasts • Mini workshops for ceremonial practice times and protocols • Drumming, singing and dancing opportunities • Cultural crafts (ie. beading, tie blankets, dream catchers) • Traditional medicine teachings • Opportunities to learn about net making, fishing and hunting |

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| | <ul style="list-style-type: none"> • Drumming, singing and dancing | |
| <u>Family and Community</u> | <ul style="list-style-type: none"> • Group projects (ie. murals, clean up, community garden) • Organized gatherings for families for a common cause (ie. garage sale, cooking together, movie nights) • Art programs • Sport and recreational activities for all ages and families • Promotion of programs • Information board of school staff with pictures to identify who they are • Vision board of what projects the school and community may have as goals | <ul style="list-style-type: none"> • Events for all ages (ie. traditional game night, cooking, movie night) • Healthy adult only events (ie. dry dance, karaoke, BINGO) • Mentoring opportunities for all ages • Volunteer opportunities • Craft opportunities for families (ie. beading, painting, jewelry) • Physical activities for families and community members (ie. gym nights, nature walks, swimming) |
| <u>Learning</u> | <ul style="list-style-type: none"> • Adult education • Tutoring support for the whole family • Formal courses (ie. Babysitting course, WHIMIS, PAL, language) | <ul style="list-style-type: none"> • Information classes with documentaries (ie. history, science, colonialism) • Tutoring and literacy support for ages • Formal training (ie. PAL training, First Aid, Drivers education) |
| <u>Health and Life Skills</u> | <ul style="list-style-type: none"> • Health clinics • Professional Services (ie. Speech and Language Pathologists, Massage therapists, counselors, nutritionists) • Outdoor training (ie. bush safety, hunting, fishing) | <ul style="list-style-type: none"> • Regular health check clinics • Medical professionals on site • Health challenges (ie. step counting, weight loss) • Information sessions (ie. budgeting, nutrition, healthy lifestyle) |

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| | <ul style="list-style-type: none"> • Support with self care, physical and emotional • Traditional medicine learning • Resource navigation • Life skills training (ie. cooking, sewing) • Parenting groups | <ul style="list-style-type: none"> • Opportunities and space to feel safe • Support groups |
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Nusdeh Yoh School Community Feedback

During the course of gathering information for the Nusdeh Yoh school community, the members of the community seemed quite eager to be asked for their feedback. Many kept returning to the booths or engagement areas with new ideas. The children were also animated with their ideas, particularly the ideas that included their whole family.

The themes that came out of all of the feedback have been grouped into five areas; Emotional Support, Spiritual and Cultural Practices, Family and Community, Learning and Health and Life Skill Support.

Emotional Support

Emotional support was asked for in several areas. Individual mental health support for families has been requested at all engagements for children, parents and families. This support included, but was not limited to, trauma, coping skills, grief and loss, self esteem and body changes (puberty). Group and peer support was also requested in this area (ex. Warrior classes, Rainbows, Sunbeams, Support Groups). Having someone available after school for the children to talk to was also shown as a need from both the parents and the children. Different types of therapy was suggested such as music and art therapy. There also showed a need for families to have an advocate to assist with navigating the resources in the community, and supporting them with medical or Ministry of Child Development questions and appointments. Opportunities for families to volunteer or give back to the community came up at most of the sessions. Yoga was suggested both inside and outside for both children and families.

Cultural and Spiritual Practices

Connecting the children with their Elders was a continuous theme throughout the engagement sessions. Ideas were given for cultural activities during school and outside of regular school hours. Some of these activities included but wasn't limited to; language classes, drumming, dancing, story telling, arts and crafts (ex. beading, blanket making,

painting), sharing knowledge of traditional medicines, hunting, snaring, fishing, berry picking, cooking and jarring and jam making. Drumming came up continuously as the children really seem to enjoy the drumming that they have done in school. The feedback given suggests that more opportunities for family and community drumming would be beneficial. Drum making and singing also were a part of this piece. An after school cultural program for families was suggested. Powwows, potlatches, feasts and season change activities were also of interest. Lahal games was another suggestion for families.

Healthy spirituality groups or classes for adults and children were requested. The sharing of traditional medicines and practices was of interest to families. Building a sweat lodge and teaching the cultural practices around it to all ages was requested within several of the engagement sessions.

Community

Many ideas around the community and having a sense of belonging came up. Group projects such as murals, neighborhood clean up, volunteering, community gardens and building benches where everyone in the community could come out and contribute, were some of the ideas put forth. Organized gatherings such as community garage sales, farmers market trips, camping opportunities, community clean up, cooking together as families followed by eating together, bike exchange, movie nights and picnics.

Child sports (ex. baseball, basketball, floor hockey, soccer- see full list attached), adult sports, family sports, drop in gym times, family gym night and family sports days. Arts programs such as crafts, music and painting were suggested.

It was asked that the school create a board within the school that has names and pictures of all of the staff, so that the families can put faces to the names. It was also suggested that the school put up a vision board of things that the people in the community would like to see and what steps everyone needs to do to get there. More promotion of the programs would be beneficial as well.

Learning

A group of parents brought forward the idea of having continuing education for adults located at the school. The obstacles for getting to the existing continuing education classes were reportedly very difficult to overcome when the parents have children in school or smaller children at home. The idea was that there would be classes at the school, which would be modeling for the students to see their parents attending as well. There was also a request for childminding for younger children during these classes.

Tutoring was also requested along with support for the whole family with literacy, writing, math and handwriting.

Formal courses that were brought forward were; the babysitting course, home alone course, WHIMIS, language courses and PAL training.

Health and Life skills and support

Having more access to a variety of health services was requested. Health clinics, speech and language pathologists, massage therapists, counselors and nutritionists were some of the requests. As stated above there were also many requests for the teachings of traditional medicine. The awareness and strategies of self care both physically and emotionally were also brought up at most of the engagements.

There were many requests for life skill training as well. Many people were interested in learning new skills such as sewing, cooking, evacuation readiness, budgeting, grocery shopping (buy bulk and share with other families), self defense, PAL training and hunting. Other areas were groups where the children were talked to about hygiene and puberty. Parenting groups or classes where they can learn new skills was suggested. Having someone available to help out with transportation or show the families how to use the public transportation. Having someone to help with navigating the resources in the community and how to access them. Having work experience programs for the children. Families would like information on safety in the bush as well.

Cooking classes, bulk Costco shop where families pool money and buy basics, sewing, berry picking, Farmers market coupons with transportation, Ride sharing, transportation, parent groups and classes, evacuation readiness, traditional medicine, work experience, support with resources

Nusdeh Yoh Student Feedback

We did several small sessions with the children. The children were more open to sharing when in a smaller group. They seemed to enjoy having someone hear their ideas.

Family

The students were interested in more activities that they could do with their families. Organized games, fun nights, picnics, sports and activities. One child said that they would like to go visit his Grandmother at her senior home more often.

Learning and Arts

The children were interested in learning life skills such as cooking, sewing, mechanics, hair and makeup, and babysitting. There was also expressed interest in learning entrepreneurial skills that could benefit future opportunities such as coding, running machines, building and running a lemonade stand and building other things. Tutoring (math, reading, writing), music lessons and volunteering were also popular in the groups.

Friendships and Feelings

There was a definite interest for both a boys and a girls club. The children also expressed interest in groups that discuss emotions and being kind to others.

Cultural

The children all seem to enjoy and want more opportunities for drumming and dancing. More pow wows and feast days were requested.

Physical activities

There was a large variety of both winter and summer sports requested. Many girls expressed an interest in girls only sports, as they do not always feel comfortable playing with the boys. They suggested many indoor and outdoor physical activities that they would enjoy.

Prince George Native Friendship Center Community Feedback

In the five engagement sessions there was feedback received many people of all ages (children, youth, adults and seniors). The majority of the feedback did come from parents, seniors and elders.

Again the themes that came out of all of the feedback have been grouped into five areas; Emotional Support, Spiritual and Cultural Practices, Family and Community, Learning and Health and Life Skill Support.

Emotional Support

Emotional support was requested for all ages of people in the community. Trauma was an area where there was a large focus. Support for children who have experienced trauma (ex. sexual abuse, violence in the home, homelessness, separation from parents) was requested. Youth grief and trauma services and resources were asked for by parents and grandparents. Youth wanted a safe place to hangout. Support for parents who have experienced trauma or are still experiencing trauma was mentioned. As well as support

for parents whose children have experienced trauma. More knowledge and support was requested around healing from residential school and colonialism experiences.

Strategies for supporting the community with emotional needs and trauma that were suggested were individual counseling for all family members, family counseling, small support groups and other ways of communication for support (online/email/text/phone).

Other ideas around emotional support that were suggested were groups that provided life skill building, emotional literacy, stress relief, finding yourself after trauma, classes for kids after separation, friends groups, anger management groups and classes on setting boundaries. It was also suggested to have appropriate times for healthy touch (dancing, wrestling, hugs).

Spiritual and Cultural Practices

There were many suggestions around spirituality and culture. Many events were suggested such as more ceremonies, Powwows and feast days. There were also requests around having mini workshops on ceremonial practices and protocol. Practices sessions before the events were requested as well.

Other activities such as drumming singing and dancing were popular. Along with this was drumming making. More opportunities for other cultural crafts such as beading, blanket making and dream catchers were requested as well.

Having someone teach about traditional medicines and doing nature walks was of interest to many people. Opportunities for learning about net making, fishing and hunting were also requested.

Family and Community

There were several areas that the community members would like to see community building take place.

Events for all ages such as a traditional games night, movie nights, cooking together and sharing food and family dances were suggested. Adult only events such as comedians, dry dances, karaoke and BINGO were highlighted many times by different people.

More opportunities for positive connection were suggested. Mentoring opportunities for all ages, opportunities for child and elder interaction and peer to peer support were some of the ideas put forward. Having opportunities for people of all ages to volunteer and give back to the community was of interest to many people.

Providing more craft opportunities such as beading, painting and jewelry making were also requested by a large number of people.

Some of the physical opportunities for families that were brought forth were gym nights, nature walks, walking clubs, stargazing walks, swimming (lessons for all ages) gym activities and various sports.

Learning

There were a few different areas that the community members expressed interest in learning.

There were several general interest topics (history topics, science topics etc) that were brought forward and requested information classes and documentaries to be provided. More information sessions on colonialism was of interest to many people.

Tutoring and literacy support were requested for people of all ages. Continuing education for adults was also of interest. Formal courses such as PAL training, Drivers education and training, First Aid, the Babysitting course and Home Alone were asked to be offered within the community.

Health and Life Skill Support

There were several health requests brought forward. Regular health checks being offered as well as a medical professional being onsite. Having health challenges for community members was brought forward (step counting, weight loss etc.).

Offering information sessions around nutrition, budgeting and healthy lifestyle choices was also suggested. Providing opportunities and space to feel safe. Suggestions for this were having a safe gathering place for different age groups (youth, adults, seniors), support groups and healthy lifestyle activities such as dry dances, and karaoke were put forth by several people.

Staff Members

| | Nusdeh Yoh School | Prince George Native Friendship Center |
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| Pros | <ul style="list-style-type: none"> • Ease of access • Support for the whole family • Support with trauma for the whole family • More parental involvement • More access to early interventions • Multiage connections within the community • Looking at the whole child not just the academics • A youth group and a safe environment for the young people to be | <ul style="list-style-type: none"> • Families comfort levels will increase and they will begin to connect with services that they may not have connected with otherwise. • A group of agencies working together without overlapping services. |
| Cons | <ul style="list-style-type: none"> • Cost • Time consuming to create • Not enough staffing • Not enough specialized staff • Families will not learn to access services outside of the HUB • Parents will use it as a drop off or babysitting center | <ul style="list-style-type: none"> • Cost • Not enough staffing • Concerns with families not connecting with services that are not available in the HUB – less empowered |
| What was liked about the HUB model? | <ul style="list-style-type: none"> • Ease of access for families • Supporting the whole family • Trauma support for the family | <ul style="list-style-type: none"> • Creating a “village” that people used to have for support • One stop place for people to access services |

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| | <ul style="list-style-type: none"> • Supporting healthy relationships within the family and the community • Looks at the needs of the whole child • Having a safe place for youth • The community center approach in an already established safe place • Supporting the connection of children and youth to their community • Positive presence of RCMP and MCFD • Getting all children assessed that need it which will bring in more resources • More services in one area • Attraction of more funding • Will allow staff to focus on their own jobs and hire experts do the complex work | <ul style="list-style-type: none"> • It's a safe place to gather • A multitude of services working together • Gathering input from the community gives a sense of ownership • Less anxiety for parents to be in the school setting and other public buildings • Ecological approach • Promoting positive relationships with professionals in the community (MCFD, RCMP) • Promotes a sense of community and relationship building • Promotes connections with community services |
| What is missing in the HUB model? | <ul style="list-style-type: none"> • Bussing system for families • Assessments for mental health • Counseling for all family members both individual and group • Addiction supports • Life skills classes | <ul style="list-style-type: none"> • Youth mental health, suicide preventions and interventions • Food services such as hampers, coupons and meals • More advertising and promotion for all services through different medias |

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| | <ul style="list-style-type: none"> • Parenting groups that offer child groups as well • More opportunities for families to be together • Many different health professionals being made available • Extra staffing for all of the extra services • Trained specialists for complex and intergenerational trauma • More training for the current staff in complex trauma • Alternate education and staggered times for school and programming • Use of Elders and volunteers to help support the programs • Childcare for various groups | <ul style="list-style-type: none"> • Training provided to staff around indigenous protocols as well as someone to approach with questions • Increased indigenous staffing representation • Support with obtaining drivers licenses (teach a man to fish . . .) • Communication and information sharing between service providers • Creating more reciprocity between youth and families • Offer support in accessing other services in the city (ex. Banking, buses etc) |
| How do we transition this to reality? | <ul style="list-style-type: none"> • Start with small steps • Prioritize what can be implemented now or what needs to be done immediately • Talk to the community through focus groups to find out the needs • Connect with other agencies to get feedback • Host a family fun night to introduce the program with sign up | <ul style="list-style-type: none"> • Start with small steps, leading to the larger goal • First steps should be the ones recommended by the community • Gather input of what services are wanted from the community • Reach out to other organizations with a similar model to see |

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| | <p>sheets for the programming being offered</p> <ul style="list-style-type: none"> • Provide other information sessions with childcare • Have elders or other volunteers talk to parents and guide them through how to access what is being offered • Regular communication with community organizations about services being offered and how to access them • Securing funding for both programs and staffing • Transportation • Using the new offices that are at the school with specialists • Create a circle room for parents, students and staff • Start a kindergarten readiness program | <p>how they are successful</p> <ul style="list-style-type: none"> • Collaborate with all of the community partners to gather input • Have an adequate amount of trained staff specialized to implement the programs • Maintain networking and communication about services being offered at PGNFC to create awareness and promotion • Hiring new staff to run the programs • Extending hours of operations (evenings and weekends) • More available transportation. Maybe use existing busses and vans |
| Steps to wraparound person centered approach | <ul style="list-style-type: none"> • Equal partnerships where the community members feel that they are heard • It needs to be a model created together by families, staff and community agencies • Community collaboration, involvement and communication | <ul style="list-style-type: none"> • Hire trained and knowledgeable staff (trauma informed practice, reconciliation and cultural safety) • Create an advisory panel of parents and community members • Keep the community updated so there is a better understanding |

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| | <ul style="list-style-type: none"> • Complex trauma services and counseling for all family members. • A liason worker to connect families to services and assist with the family's needs and goals • Groups that create a positive interaction along with learning new skills • Promotion and knowledge of the services | of the HUB model and the work going forward <ul style="list-style-type: none"> • Continued funding |
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Nusdeh Yoh Staff Feedback

The feedback received from the staff through both engagement and surveys was extensive. The themes that came up consistently were; transportation, trauma support for the whole family, assessments for children within the school, a place for families to feel safe, more parental involvement, collaboration with families and outside agencies, more staffing (specialized) and outside community support, healthy relationships and connections within the family, and healthy relationships and connections within the community. The questions below were asked and summaries to the questions have been documented.

1. What do you like about this HUB model?

Family

Many of the staff liked the ease of access for parents and families. Offering support to the whole family in building healthier relationships, more parental involvement/presence at the school, family interactions and support with trauma (individual and intergenerational) were looked at positively. The staff liked that the families would have more access to early interventions and the multiage connections within the community. Also looking at the whole child and not just focusing on the academics was appreciated. Having a youth group and a safe environment were also positive aspects.

Community

The staff liked the idea of creating a community centered approach in an already established and known safe environment. The model supports the connection with children and youth and their families to their community. It was felt that the possibility of a presence from MCFD and the RCMP would promote a more positive relationship for the children.

Access

Assessments need to be done with ALL of the students that are in need of them (approximately 50 students are in need of assessments and many won't receive the assessments with the current funding), so that funding can be accessed to support these children in the best learning environment and provide access to early interventions. More services can be accessed in one place, making it a place where families feel comfortable and safe. They may access more services than they would have previously. When parents have so many services and appointments in different places to get to for their children, they sometimes get overwhelmed and the child will end up missing out on the services. This will help to eliminate having to be in so many places that may be unfamiliar.

Funding

Hopefully it will attract more funding if successful.

Staff

Will allow us to focus on our jobs while experts do theirs. More staffing will be required if all children are assessed and plans are to be out into place.

2. Pros and Cons of the HUB Design

PROS:

The positive feedback in regards to the HUB design is that there would be an integrated response and approach. There will be more access to services in one place. This could increase positive relationships and communication with outside services. It may increase the attendance of the students. This will bring families together with stronger relationships.

CONS:

There are concerns over how expensive and time consuming this model will be to implement. There are worries of not enough staffing and specialized staff. There were

also concerns that families would not learn to access services outside of the HUBS. Other concerns were that parents would use it as a drop off or babysitting service.

3. What would you add as a missing service or something that we need to give thought to?

Transportation

A bussing system for the families in the community was suggested several times.

Family

There was a lot of information provided around families having a safe place to access these services. Also creating more opportunities for families to be together. There were many suggestions about having parenting groups for people with children from infants and up. Offering parenting strategies and skills from early development up to the youth. Suggestions of groups that had both a parent component alongside a child group. Also incorporating more activities and mandatory times for parent child interactions at the school. It was suggested that increasing and extending program delivery times would encourage families who could not normally attend during typical school hours, to be able to. Life skills classes and groups such as budgeting, nutrition and cooking would offer community support to families. Providing child care for these groups would also be necessary.

Counseling for all family members was put forward. Counseling for the whole family as well as individual counseling is needed.

Mental Health and Health Services

Requests for many different health specialists were put forward; complex trauma specialists, medical, dental, speech and language pathologists were some of them named. Assessments for mental health support service were requested. Addictions support was also included.

Staffing and school

Concerns over how to provide the staffing for all of the needs was expressed. Many said that they felt that there needed to be trained specialists and service providers to be on site to support the families with their needs, especially complex and intergenerational trauma. It was also expressed that more training is needed for current staff to be able to support the families with the trauma.

Alternate education was suggested with the possibility of staggered start times, year round schooling and outdoor education programming.

It was suggested that for some of the programming that elders and volunteers be used to assist delivery of the some of the programs.

4. What can we do to transition this to reality?

It was suggested that the committee start with small steps, prioritizing what can be or needs to be implemented first. Talking to the community through focus groups or individually to see what services they would want and use. Connecting with other agencies that have done this to see what has worked for them and what has not, would be an efficient way of starting.

Hosting a family fun night where families can learn about the opportunities and changes. Perhaps having sign up sheets for programming available. It could start with parent involved activities during school hours as well as outside of school hours. Provide other information sessions with childcare so parents can participate. Have elders or other volunteers talk to parents and guide them through how to access what is being offered.

Making sure that there is regular communication with community organizations to see what services are being provided and information on how to access them, as well as possible opportunities to bring them to the HUB.

The importance of securing funding for both the programs and the staffing is of great importance.

5. What is one thing you would change as a part of the HUB service delivery model with the current system in which you work?

A bus for the school community seems to be a priority amongst the staff. Having more opportunities for parents to be involved would benefit the families. There are new school offices and the staff would like to see them filled with specialists (nurse, social worker etc.) that will support the families. Creating a circle room for parents, students and staff. Also having a kindergarten readiness program more comprehensive than Strong Start in place to assist with the entry into kindergarten.

6. What steps will help us move towards a wrap around person centered approach?

There needs to be an equal partnership where the community members feel that they are heard and that their needs are being met. It needs to be a model that is created

together by the families, staff and community agencies. There needs to be more community collaboration, involvement and communication.

Complex trauma services and counseling for all family members (child, parent and whole family).

A liaison worker to connect the families with the services that will best support them with their needs. Someone who can look at the individual families and assess the services that they are receiving or may need. This person will support them in moving forward towards the goals that the individual family may have. Some families are not receiving any services currently, while others are over serviced. Neither of these are effective.

There needs to be groups for families that create a positive interaction along with learning new skills (life skills, team work, relationship building, helping others).

7. Do you think this model will lead to improved health for children and families?

The school has a great knowledgeable and passionate team. Utilizing the skills and knowledge available without over extending the staff will bring a greater approach to the health of the community. The staff already have a great investment in the families.

If the caregivers are happier and lead a healthier lifestyle, the children will follow and in turn be more successful. It will provide more complex services and strategies to deal with difficult situations. The ease of access will help to reduce stress on the family.

Promotion and knowledge of the services are important as the services will then be accessed and welcomed more readily.

Prince George Native Friendship Center Staff Feedback

What do you like about the HUB model?

Access

The feedback was that it is creating “the village” that people used to have. It’s a one stop place for people to go and access a multitude of services. It’s a safe place to gather beyond regular school or business hours. They liked that there was a multitude of services working together to create this idea.

Family

Gathering information from the families and others in the community gives the community members a sense of ownership over their community. It is a great way to stay connected with the families and hear their ideas.

It was expressed that by having this HUB, some of the anxiety that parents have around going into the school environment and other public buildings may possibly be alleviated. Looking out for the families in an ecological approach (ex. health, spirituality, relationships, physical activity) is a positive step for families. Many staff members pointed out the positive effect that relationship building with professionals in the community (ex. RCMP, MCFD) would do for the families.

Community

This model promotes a sense of community and encourages getting to know others with in the neighborhood. It encourages relationship building within the school and the community organizations. It promotes connections which supports community.

There is opportunity for mentorship in all different sections of the model.

Pros and Cons of this Design

Pros:

The positive feedback was that hopefully the comfort level will increase and then families will connect more with services that they otherwise may not have. It was also pointed out the importance of all agencies working together and not overlapping services and support for families.

Cons:

There were concerns that it may actually discourage people from branching out and accessing services at varying organizations throughout the city. They may become less empowered if they only access services within the HUB. There were concerns over costs and staffing. Would the funding be continuous? Would there be new positions, or would the staff have to take on more work?

3. What is missing from this model?

Mental Health Services

It was expressed that youth mental health, suicide prevention and interventions are needed. There should be staff trained in trauma informed care and prevention training to support this.

Food

Another concern that was put forward was around food services. Can there be services such as hampers, coupon or or actual meals provided?

Access

There needs to be advertising and promotion for all the services, possibly a website.

Culture

Culturally it was expressed that there should be training around indigenous protocols as well as somewhere to ask questions without feeling judged. And a concern was brought forward that indigenous representation in staffing was not addressed.

Transportation

Looking at the approach of “teaching a man to fish”, it was brought forward that there should also be support around accessing public transportation and getting their drivers licenses, not just providing rides.

What other things do we need think about outside of the core services?

Communication

Communication or information sharing between service providers. How do we do this so the families do not have to tell their stories over and over again? It is also important for the information to get out to the families so that they can access the services. Promotion through different medias will be needed.

Empowerment

Creating more reciprocity with the youth and families. Giving them opportunities to give back to the community. An example is giving them an opportunity to help beautify a community area, which will instill pride in the community. Also offering support on how to use other services in the city (ex. transportation, banking).

4. How do you transition this to reality?

Moving forward it was expressed by many staff that it is important to start with small steps. These small steps should be leading towards the larger goals of the model. These first steps should be ones that were recommended by the families in the community.

It was suggested that input be gathered from the people in the community around what services they would like to see available. Reaching out to other groups in the community that have been successful with similar models would be beneficial. Collaboration with all of the community partners is necessary in gathering input and ideas.

It was also important for the staff that there be an adequate amount of trained and specialized staff to implement the programs.

5. What changes can be made to the current system to support moving towards the HUB model?

Currently there are lots of services working in isolation. More networking and communication between current services being offered at PGNFC will create awareness and promotion. A communication lead to share what is happening within the center would be beneficial.

Hiring new staff to run the new programs. It is important not to add new expectations to existing staff and programs. Extending hours of operations to programming to accommodate the different schedules of the families in the community (evenings and weekends). Staffing would have to accommodate this.

More available transportation for families for appointments is needed. Using existing vans and busses could work.

6. What steps will help us move towards a wrap around person centered approach?

An importance of hiring knowledgeable staff that have been trained was emphasized. Training in trauma informed practice, cultural safety and reconciliation is important.

Creating an advisory panel/committee of parents and community members could be beneficial. This panel could have some decision making power, this would ensure representation of the community's needs and wants. Keeping the community updated so there is a better understanding of the HUB model and the work going forward.

7. Do you think this model will lead to improved health for children and families?

This model will be beneficial for the health of the families in the community. However, there was a large emphasis on making sure that there is continued funding to make this work. Possibly a longitudinal study to track changes and successes would assist with this.

This will be successful with the support and involvement of specialized professionals and practitioners.

Using small attainable steps to begin will support the health of the families

Community Service Providers

| | |
|---|---|
| What do you like about this hub model? | <ul style="list-style-type: none">• Collaboration and communication with service providers• A proactive approach for MCFD• Specialists to support families in areas that present staff are not able to• All the services in one place• Builds connections for family within the community• Holistic model• Having two sites for families to access• A safe place to go• Less wait times, drop in model• Extended and alternative hours• Culture awareness• Potential for youth mentorship and volunteer opportunities• Transportation |
| What is missing from the hub model? | <ul style="list-style-type: none">• Nutrition and food security for all family members• Multicultural inclusion• Legal services• Medical clinic with childminding• Community Pharmacy• Addiction support groups and programs• Plan for leadership opportunities with all ages• Senior supports• Internet for public use• Social space that is not connected to programming with a family/community worker• A plan to look at what services are missing in the community• A plan to be aware of what is being offered |

| | |
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| | <ul style="list-style-type: none"> • A liaison for referral purposes, advertising and promotion • Planned community engagement • Upper levels of organizations need to add mandatory community engagement into contracts • Inclusion of practicum students in supporting program • Communication protocol/system in place for all the service providers • A standard process for all service providers (trauma informed, family centered approach) • Self care for staff (debrief and reasonable workload) • Support services to assist with applications for ID, Care Card, Status etc. • MSDPR (Ministry of Social Development and Poverty) – workers on site to talk about applications and navigation • Professional service providers in the building with access to childminding • Youth diversion program at PGVAJS (Prince George Urban Aboriginal Justice Society) – opportunity to involve kids in programming • Outreach component • Continuing Education for parents (a tutor available for the whole family) • Child care services so parents can access services (possible for Carney Hill Neighborhood Center or older children) • Laundry services • Clothing exchange • After hours transportation |
|--|--|

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|---------------------------------------|--|
| | <ul style="list-style-type: none"> • How do we support families who flow in and out of the community • Sustained funding • Additional staff to support the number of assessments processed |
| How do we transition this to reality? | <ul style="list-style-type: none"> • City bus that can have a set route that is hop on hop off (6 different stops ie Nusdeh Yoh, Connaught Youth Center, Spruceland, PGNFC, Superstore, Pine Center) • Look at the barriers and solutions with transportation (Hop on hop off bus, handidart, taxi, van, walking school bus, building in skills to help families breakdown their own transportation barriers) • Take what already exists and take it one step further (ie adding drop in child care for site offering health care, getting volunteers to start helping with breakfast and expand to a food program) • Give families choices and options • Identify your partners in the community • MCFD engaging on a preventative level with appropriate staff for the model • A pediatrician on site • Tap into supports for kids, seniors, youth, then break down into age cohorts, with some crossover • Get services on site • Networking • Find sustainable funding • Continuing services |

Community Service Provider Feedback

There was one engagement for the community service providers. The participants worked together to give feedback in regards to the HUB model. The feedback was gathered from using the three questions below.

What do you like about the hub model?

Service Providers

The collaboration of service providers was well approved of. The cross sector support and communication is suggested to support the breakdown of service provider silos. Community service providers and specialists supporting families will support families with the needs that the school staff do not have the expertise or time to support.

The presence of the Ministry of Children and Family Development in a proactive presence was highly supported by both groups. The expressed benefits of this approach would be that the parents will get support at times other than just in crisis situations and it will give the parents opportunities to approach the worker with any questions they may have.

Services

The idea of having all of the services in one place, a “one stop shop”, will give families a safe comfortable place to access services. If families are comfortable they may begin to access other services available. This holistic model supports making sure families can access all of the services that they may need.

The idea of having two service HUBS gives options to families for the space that is most comfortable and accessible to each family. The extended hours will also support the ease of accessibility. Having a HUB at the school will help to build connections between parents and the school, from the perspective of reconciliation.

Family and Culture

The idea of supporting people continuous through the whole lifespan was expressed. The model comes from a place of cultural awareness. There is potential for youth mentorship and volunteer opportunities which helps to develop leadership, promote parental involvement and opens up to families buying into the sense of community.

Transportation

Supporting families with transportation will assist with safety from a harm reduction perspective.

What do you think is missing in this hub model?

Nutrition

It was expressed that food services for all ages needs to be added to the model. Preventative programs around nutrition such as skill development (ie. cooking classes, nutrition sessions) or projects like community gardens would be beneficial.

Culture

The aspect of multiculturalism was felt to be missed on the model. With this is the idea of strategies to engage these families in being a part of the community.

Legal

Legal services and support should be added to this model.

Medical

Access to counseling, auditory, vision and dental services should be added. Possibly the College of New Caledonia's and University of Northern British Columbia's programs can help to support this. A medical clinic with childminding of was suggested. The addition of "Well-briety" programs was also brought forward. Bringing in a community pharmacy to the hubs. The possibility of partnering with local pharmacies was suggested.

Community

Leadership opportunities for all ages would provide families the opportunity to give back to their own community. It was requested that a safe social space for families, not associated with services be provided, possibly with internet access. A need for more recreation and sport activities was suggested. Senior activities and services to be added.

Service Providers

It was suggested that there needs to be awareness about what programs are already in the community and what is missing. A liaison for referral purposes, advertising and promotion should be added.

There needs to be continued community engagements to keep the momentum of collaboration. Implementation at a higher level, upper management, need to add into their contracts a mandatory portion for community engagement. The service providers need to have a standardized process that everyone adheres to (ie. trauma informed, family centered approach). A communication protocol/system needs to be in place for the services.

The addition of supporting all staff in the service hubs with self care, through debriefing and reasonable work expectations.

Support

The groups want to see support services to assist with applications (ie. ID Care Card, Status). Another suggestion to add was support on site from the Ministry of Social Development and Poverty to discuss navigation and application around services offered. The addition of the Youth Diversion program that is offered by the Prince George Urban Aboriginal Justice Society would be an opportunity to involve kids in the programming.

Other additions that were brought forward were outreach services for those who cannot make it to the service hub or childminding for those who have little ones and need to use the services. There needs to be thought put into how to support the families that flow in and out of the community.

Life needs such as laundry services and a clothing exchange were suggestions as additions.

Services that are most in demand in the community presently by community service partners

- Safe space (Connaught Youth Center)
- Healthy Food (Connaught Youth Center)
- One on one support, counseling – (Youth probation, CDC)
- Grief and Loss groups – (CDC)
- Space for rent (Connaught Youth Center)
- Parenting classes (CDC)

How do we transition this to reality?

Small Steps

Take what already exists and follow it with a step further (ie. adding drop in childcare for services offered). Using building blocks to give parents a service then offer them more when they are comfortable. Making sure that families have choices and options.

Transportation

Some ideas around transportation that were suggested were providing a city hop on hop off bus, handidart, taxi, purchasing a van, a walking school bus and building in skills to support families breakdown their own transportations barriers. Adding transportation after hours to support after hour programming and appointments.

Partners

Identify the community service partners and get services on site. Add specialists such as a pediatrician to the hub. Make sure the people who are working in the hub, buy into the idea of a family centered approach and prevention support.

Keep the community service partners networking and community. Partners need to work on MOU's that increase availability of staffing outside regular office hours.

Funding

There needs to be secured funding to sustain the programs and services implemented. There will need to be additional staff hired for the number of assessments that are predicted to be administered. Additional staffing and funding will be needed for expanding services to evenings and weekends.