



SACY 2009-2013 Findings:

A Snapshot of Short-Term Outcomes

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April 2013

Contents

An Overview of the School Age Children and Youth (SACY) Initiative 3

The Four Streams 3

An Overview of Key Stream Activities 4

SACY Partnerships 4

SACY’S Work with Vancouver Youth, Parents, and Schools..... 5

SACY’S Focus on Three Levels of Prevention 6

The Evaluation of SACY..... 6

Highlights of Youth Stream Short-Term Outcomes 7

Highlights of S.T.E.P. Stream Short-Term Outcomes..... 9

Highlights of Parent Stream Short-Term Outcomes..... 11

Highlights of Curriculum and Teacher Training Stream Short-Term Outcomes 12

Key Themes from 2012-13 Parent Interviews and Surveys..... 13

2012-13 Key Themes from Schools..... 14

Final Thoughts..... 16

Key Recommendations..... 16

An Overview of the School Age Children and Youth (SACY) Initiative

SACY is an evidence-informed initiative that aims to enhance substance use prevention, support, and brief intervention in Vancouver School Board (VSB) schools and surrounding communities in order to promote health and wellness for youth and families. Specifically, through its four streams, SACY strives to:

- Influence school policies and environments regarding the handling of substance use issues.
- Strengthen parent, teacher, and youth awareness, knowledge and skills that promote positive health.
- Provide safe spaces, opportunities, and access to caring and non-judgmental adults in order for youth to engage in ongoing dialogue about substance use and other issues relevant issues.
- Enhance family, school, and community connectedness among students, teachers, and parents.

The Four Streams (<http://www.VBE.bc.ca/sacy>)

SACY Teen Engagement Program (S.T.E.P.) Stream

S.T.E.P. is a structured three-day, intensive program offered to secondary school-aged youth who are experiencing problems at school, including being suspended, as a result of substance use.

S.T.E.P. focuses on youth's strengths and encourages students to re-engage with their goals and passions. S.T.E.P. seeks to draw youth closer rather than push them away. Student follow-up and family support and education is included.

The program is tailored to give youth the opportunity to make connections with adults who will be supportive as they reflect on the challenging issues that they face in their lives.

S.T.E.P. provides an educational and proactive alternative to traditional approaches where students might be suspended for their behaviour.

SACY Youth Prevention and Engagement Stream

SACY Youth Prevention and Engagement workers work in secondary schools to provide relevant prevention strategies for youth as well as support for youth who may be at higher risk for harms related to substance use.

Youth Engagement under the SACY philosophy is about creating safe places for students from all backgrounds to share their personal perspectives and to have their voices heard by their peers.

By building trust with young people and allowing them to speak about their experiences, expertise, concerns or issues, it is possible to help youth feel safer, more supported and more connected in

their lives. They then can more readily explore options for their lives that make sense while embracing their values, goals and passions.

SACY Parent Engagement Stream

Experience has shown that youth with strong connections to family are less likely to use substances in a problematic way. SACY Parent Engagement facilitators help educate and equip parents to support young people to flourish emotionally, socially, spiritually and physically.

SACY Curriculum and Teacher Training Stream

SACY recognizes that teachers play an important role in positively influencing youth development. Training for teachers and administrators is available for classroom education and for the broader goal of altering school environments/climates.

An Overview of Key Stream Activities

S.T.E.P. Stream	Youth Engagement Stream	Parent Engagement Stream	Curriculum and Teacher Training Stream
<ul style="list-style-type: none"> • Three-day S.T.E.P. program • Support and follow-up with parents • Liase with schools to assist with referrals and post-S.T.E.P. supports 	<ul style="list-style-type: none"> • Substance use prevention classroom presentations • Half-day substance use prevention workshops • SACY youth meetings • Community Service Learning Activities • Individual support • Capacity Cafés • Follow-up with youth from S.T.E.P. • Spring break and summer programs 	<ul style="list-style-type: none"> • Building Bridges workshop • Internet Safety workshop • Capacity Cafés • Multi-cultural workshops and parent educational opportunities • Special topics workshops • Individual support for parents • support transition to secondary 	<ul style="list-style-type: none"> • Health promotion and substance use prevention curriculum training workshops for teachers • School professional development workshops • school environment activities

SACY Partnerships

SACY is a partnership of the Vancouver Board of Education and Vancouver Coastal Health in collaboration with the City of Vancouver, the Vancouver Police Department, the University of British Columbia and the Centre for Addictions Research of BC.

The general direction, policy and approach of SACY are guided by partners who serve on the SACY Stakeholder group, namely representatives from: City of Vancouver (Social Planning Department,

and Parks and Recreation); Vancouver Police Department; VCH Public Health Nurses; UBC School of Nursing; UBC Faculty of Education; UBC Department of Human Kinetics; VCH Mental Health Services; Vancouver Foundation; Health Canada; and the BC Society of Transition Houses. SACY also works with other community agencies to build a web of support for youth and families. This support includes referrals to specialized services for further targeted prevention or treatment.

Indicated Level of Prevention Referrals Include:

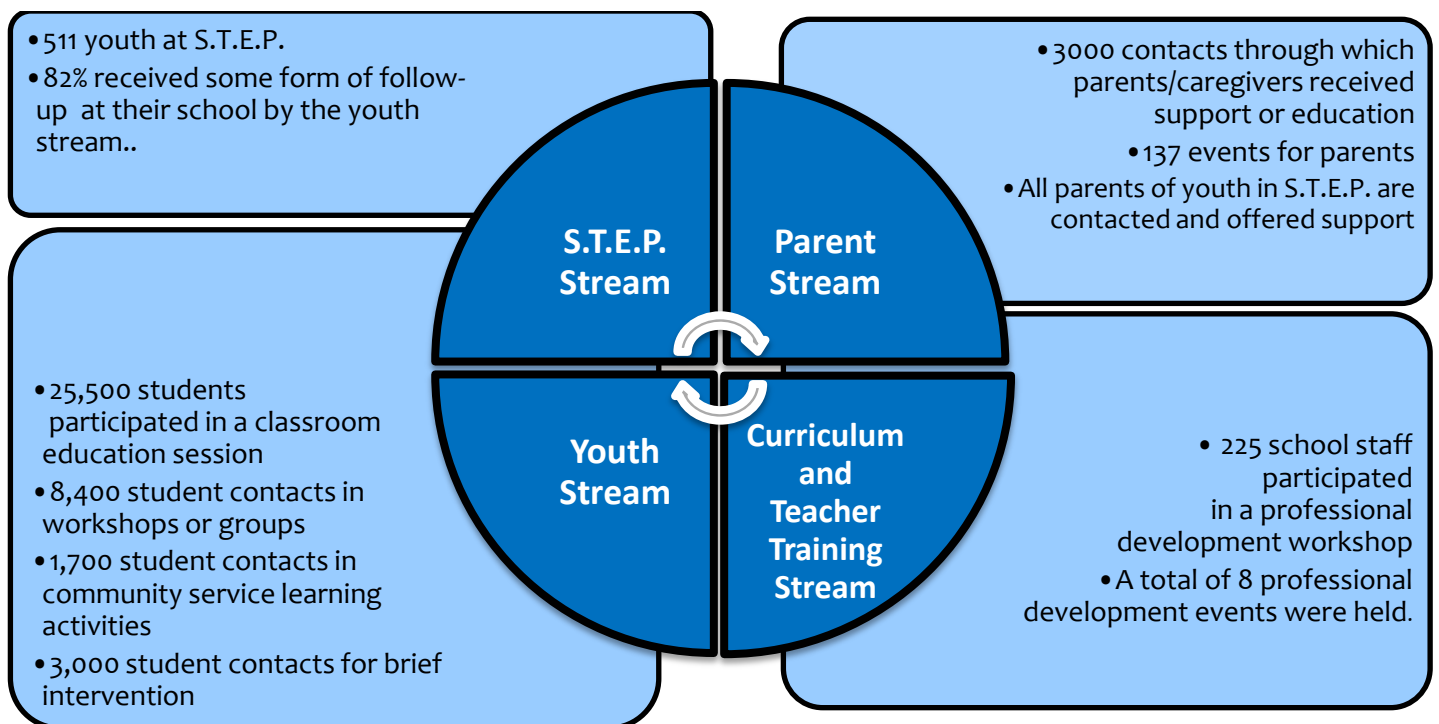
Parent Stream: Parents Together; CONNECT; From Grief to Action; Parents Forever; Responsive Parenting Group; and FACES (parenting groups focusing on ADHD and challenging behaviour).

Youth Stream: C.A.L.L. Out!; Alateen; Aboriginal Wellness Program; and the Kelty Resource Society.

Targeted Level of Prevention (Treatment) Referrals Include:

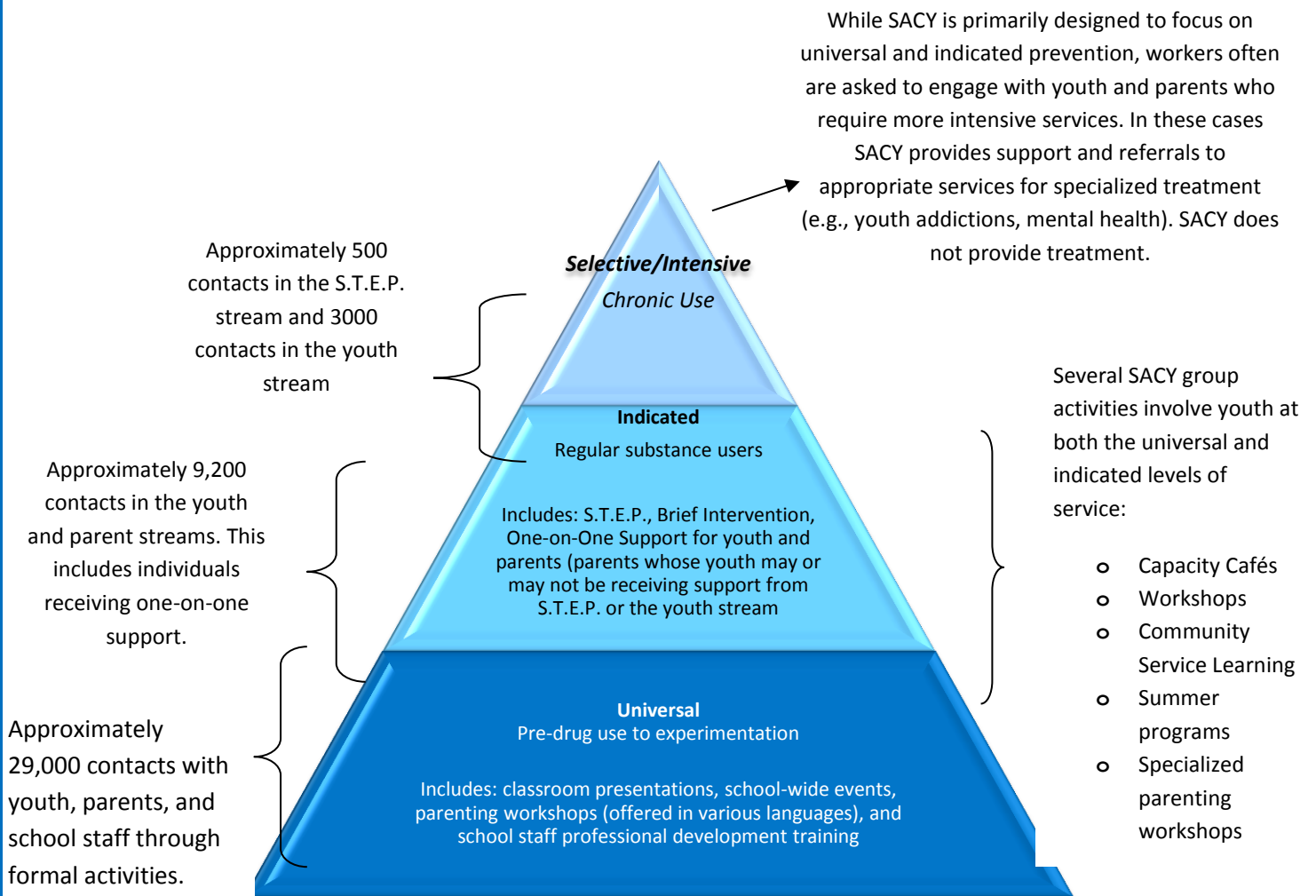
Youth Stream: VCH Youth Addictions Counsellors; VCH Youth Clinic Counsellors; VCH Concurrent Disorders; CART; Family Services of Greater Vancouver (anger management); Broadway Youth Resources Society; Watari; UNYA; and FACES (mental health services).

SACY'S Work with Vancouver Youth, Parents, and Schools - 2009-2012 school years¹



¹Note that the terms ‘student contacts’ or ‘parent contacts’ are used to indicate that an individual may have attended an event more than one time. For the most part, particularly in the parent and youth streams, numbers do not indicate the number of distinct individuals. Note as well that the Youth, S.T.E.P., and Parent Streams work together on various activities, for example, the Capacity Cafés and the Aboriginal Capacity Cafés.

SACY'S Focus on Three Levels of Prevention



The Evaluation of SACY

Data collection from 2009-2012 consisted primarily of survey tools that were developed for most of the activities in each of the four streams. A different approach was taken with the evaluation in 2012-2013.² First, qualitative interviews were conducted with representatives from each high school in the Vancouver School District. Second, most SACY staff members were interviewed with the same goal

² The 2012-2013 evaluation period was shorter in duration (September 2012-February 2013) to coincide with the Health Canada timelines for reporting.

of reflecting back on the initiative. Third, efforts were made to interview parents and youth.³ Finally, significant time was invested in examining outcome data for SACY participants using the school district's database of grades and absences.⁴

While there was considerable effort to follow participants over time, this proved to be challenging as SACY is a very fluid initiative and therefore participants vary in their level of participation. When possible, follow-up surveys were administered. As a result of the challenges in following participants over time, the evaluation findings reflect **short-term outcomes** (time-frame of one year or less) in each of the streams. Interviews with school staff reflect a longer time-frame (one to six years) depending on how long the staff member had been involved with SACY.

Highlights of Youth Stream Short-Term Outcomes⁵

Increasing Youth Resiliency Related to Substance Use

Knowledge about how to avoid drug use

25% (n=733) of youth reported that the most important thing learned through the classroom presentation was specific information about substance use. This was followed by 23% (n=672) of youth who reported that they learned about the impact that substance use can have on their body and behaviour while a further 21% (n=618) learned that it is better to avoid substance use. (CP 2009-12)

62% (n=1354) of youth indicated that the information that they learned during the classroom presentation will be helpful in their life. (CP 2011/12)

74% (n=73) of youth report that as a result of their participation in SACY, they know where to go for help for issues related to substance use. (MSE 2011/12)

58% (n=16) of SACY-involved youth report that as a result of their participation in SACY, they know where to go for help for issues related to substance use. (Y 2011/12)

67% (n=84) of SACY-involved youth reported that as a result of SACY they better understand how substance use can impact their lives. (Y 2009-12)

Reducing Youth Risk Related to Substance Use

Harm Reduction in Substance Use

22% (n=654) of youth indicated that they intended to make changes in their lives as a result of participating in the classroom presentation. One key change noted by these students was to avoid substance use. (CP 2009-12)

48% (n=47) of youth reported that they made changes in their lives as result of their participation in community service learning or multi-session SACY groups. One of the top changes youth made was reducing their substance use. (MSE 2009-12)

20% (n=6) of SACY-involved youth reported that they used less alcohol as a result of their involvement in SACY. (Y 2011/12)

57% (n=17) of SACY-involved youth reported setting personal limits for their alcohol use. (Y 2011/12)

33% (n=10) of SACY-involved youth reported that they had cut back on their drug use. (Y 2011/12)

31% (n=11) of SACY-involved youth reported setting personal limits for marijuana use. (Y2011/12)

³ It proved to be challenging to engage youth and parents in interviews. In the end, a parent survey was added to the evaluation. A youth online survey was not added as historically it has not resulted in a high response rate.

⁴ Due to issues with data, results are not included in this report.

⁵ Data Sources for youth stream outcome data: MCC=Multilingual Capacity Café; CSL=Community Service Learning; SP=summer programs; Y=SACY-involved youth; CP= Classroom presentations; MSE =Multi-session events.

School Engagement

78% (n=98) of SACY-involved youth participated in a school-based extra-curricular activity at least once during the school year. (Y 2009-12)

54% (n=52) of youth reported participating in school more as a result of their involvement in SACY. (MSE 2009-12)

51% (n=64) of SACY-involved youth reported that they enjoyed being at school. (Y 2009-12)

54% (n=68) of youth who had 10 or more hours of SACY involvement in a school year reported participating in school more as a result of their involvement in SACY. (Y 2009-12)

Community Engagement

Among the 17 youth who provided feedback of their experience helping at a soup kitchen, 71% (n=12) indicated that they learned 'quite a bit' or 'a lot' from the experience. Key learnings were either knowledge-based (e.g., there is a need for more social housing) or demonstrated a growth in compassionate understanding (e.g., that homelessness can affect anyone, anywhere, at anytime). (CSL 2011/12)

65% (n=64) of youth reported feeling more involved in their community as a result of SACY. (MSE 2009-12)

71% (n=89) of SACY-involved youth reported that they had participated in activities as a result of SACY that aim to make the community a better place. (Y 2009-12)

Among youth who provided feedback about the SACY summer programming, comments indicated a high level of engagement in the various activities in the community. (SP 2011; 2012)

Youth Stream: Fostering Resiliency

Feelings of Connectedness

48% (n=48) of youth felt more accepted by others as a result of their participation in SACY. (MSE 2009-12)

61% (n=60) of youth reported that they were communicating with at least one more adult as a result of their participation in SACY. (MSE 2009-12)

71% (n=89) of SACY-involved youth reported that there is an adult who really cares about them. (Y 2009-12)

100% (n=21) of youth reported that they felt that parents really wanted to hear what they had to say about the youth experience. (MCC 2009-12)

100% (n=21) of youth reported that parents and youth understood each other better by the end of the Multi-lingual Capacity Café. (MCC 2009-12)

Self-Reflection

14% (n=15) of SACY-involved youth reported that a key difference that SACY has made in their life is increasing their reflection about how their choices and attitudes impact others. (Y 2009-12)

Help/Support-Seeking and Acceptance

79% (n=99) of SACY-involved youth reported that there is an adult from SACY with whom they can talk. (Y 2009-12)

Highlights of S.T.E.P. Stream Short-Term Outcomes⁶

Increasing Youth Resiliency Related to Substance Use

Knowledge about how to avoid drug use

The top three ways that S.T.E.P. youth identified as being an effective way to avoid substance use were: deciding not to buy substances (60%; n=89); telling others that you don't want to use (52%; n=78); and telling others that you have to be somewhere so you can't be drunk/high. (51%; n=76) (S 2011/12)

36% (n=166) of S.T.E.P. youth strongly agreed that as a result of the three-day program, they were considering the option of talking to someone about their substance use. (S 2009-12)

The top three goals that S.T.E.P. youth identified as a way to positively impact their life were: cutting down on substance use; having better attendance; and achieving higher grades. (S 2009-12)

Reducing Youth Risk Related to Substance Use

Harm Reduction in Substance Use

From the S.T.E.P. program to ten weeks post-S.T.E.P., youth reported a 12% decrease (from 63% to 51%) in weekly marijuana use. (S 2010/11)

From the S.T.E.P. program to ten weeks post-S.T.E.P., youth reported a 1% decrease (from 21% to 20%) in weekly alcohol use. (S2009/10; 2010/11)

From the S.T.E.P. program to ten weeks post-S.T.E.P., youth reported a 20% decrease (from 32% to 12%) in daily marijuana use. (S 2010/11)

From the S.T.E.P. program to ten weeks post-S.T.E.P., youth reported an 8% decrease (from 12% to 4%) in weekly other drug use (aside from marijuana). (S 2009-11)

34% (n=51) of S.T.E.P. youth thought that they would easily be able to avoid alcohol and drugs if they chose to do so. (S 2010/11)

⁶ Data Sources for YOUTH: S=S.T.E.P. Program; SF= S.T.E.P. Follow-Up.

School Engagement

84% (n=111) of S.T.E.P. youth indicated that it was very important for them to graduate from high school. (S 2010/11)

46% (n=61) of S.T.E.P. youth indicated that it was very important for them to attend some form of post-secondary training. (S2010/11)

50% (n=136) of youth report strong support from their schools post-S.T.E.P. (S 2009-12)

From pre- to post-S.T.E.P, there was a 2% decrease (from 34% to 32%) in involvement in school-based activities. (S 2009-12)

Connectedness to Adults

84% (n=366) of youth strongly agreed that they felt understood by S.T.E.P. staff. (S 2009-12)

51% (n=140) of S.T.E.P. youth reported that they felt high levels of support from school-based adults after returning from the program. (S 2009-12)

62% (n=286) of S.T.E.P. youth strongly agreed that their parents were supportive of their involvement in the program. (S 2009-12)

S.T.E.P. Stream: Fostering Resiliency

Help Seeking

25% (n=68) of S.T.E.P. youth became involved in SACY after their return from the program. (SF 2009-12)

When asked at 8-10 weeks post-S.T.E.P. if youth would like to talk with someone at the school or outside the school (e.g., counsellor, youth worker), 6% of youth indicated that they would like to talk to someone at the school and 6% indicated that they would like to talk to someone outside the school. (SF2010-12)

When asked at 8-10 weeks post-S.T.E.P. if youth would like help with joining a group, skills class, homework support, career counselling, or joining SACY, .05% - 6% of youth wanted help with one or more of these activities. (SF2010-12)

Optimism

69% (n=320) of S.T.E.P. youth strongly agreed that they thought that things would go well for them when they returned to their school after the program. (S 2009-12)

71% (n=312) of youth strongly agreed that as a result of their participation in S.T.E.P., they can make whatever choices they want for their future. (S 2009-12)

Highlights of Parent Stream Short-Term Outcomes⁷

Strengthening Communication with Youth

As a result of attending a Building Bridges workshop, 87% (n=305) of parents strongly agreed that they found the knowledge about how to enhance parent-youth communication helpful. (BB 2009-12)

As a result of attending the communication workshop for parents of grade 8 youth, 74% (n=25) of parents strongly agreed that learning how to build positive family communication was of great benefit. (8PW 2010-11)

90% (n=74) of parents who attended a multi-lingual parenting workshop strongly agreed that they learned skills that will help them better communicate with their children. (MPW 2010-12)

As a result of attending a Building Bridges workshop 94% (n=332) of parents indicated that they intended to do things differently in order to enhance their communication with their youth. (BB 2009-12)

Substance Use Education

As a result of the Capacity Café, 57% (n=213) of adults strongly agreed that they intended to spend more time talking with their youth about substance use issues. (CC 2009-12)

As a result of the Capacity Café, 35% (n=129) of adults strongly agreed that they need to learn more about youth substance use issues. (CC 2009-12)

From pre- to post-Capacity Café, there was a 30% increase in adults reporting a high level of learning with respect to understanding youth substance use issues. (CC 2009-12)

Parent Stream: Building Resiliency

Help and Support Seeking

As a result of the Capacity Café, 59% (n=219) of adults strongly agreed that they know where to get more help or resources in order to learn more about important issues related to parenting. (CC 2009-12)

98% (n=80) of parents who attended a multi-lingual parenting workshop strongly agreed that they would like to attend other parenting workshops. (MPW)

As a result of the Capacity Café, 37% (n=139) of adults strongly agreed that they needed more support in order to learn how to develop a close relationship with their youth. (CC 2009-12)

41% (n=72) of parents indicated that they intended to continue seeking out learning and support opportunities from SACY. (PYE 2010-13)

Changes in Parent-Child Relationships

Based on a follow-up survey with parents, 62% (n=110) indicated that they continued to use some of the techniques they learned through SACY in their day-to-day parenting. The most cited techniques used were: listening; reducing reactivity; and suspending judgment. (PYE 2010-13)

Based on a follow-up survey with parents, 56% (n=99) indicated that as result of using some of the techniques they learned in SACY, their relationship with their children had changed for the positive. The most cited ways in which relationships had changed were improved communication between youth and parents (e.g., more listening, more patience, more perspective-taking on the part of the parent, and allowing the youth more space to approach the parent to talk). (PYE 2010-13)

⁷ Data Sources for ADULTS (BB=Building Bridges workshop; CC= Capacity Café; MPW= multi-lingual parenting workshop; 8PW=Grade 8 parent communication workshop; PYE=Parent Year-end surveys)

Awareness of Substance Use Issues

37% (n=29) of teachers identified increased awareness about drug information and resources that are available to youth as a key learning from the professional development session. (T 2009-10)

43% (n=9) of school staff indicated that their participation in a SACY professional development event changed their perspectives on youth substance use issues; a further 14% (n=3) indicated that their perspectives changed ‘somewhat’ as a result of their participation. (SS 2012-13)

Overall Perceived Benefit of Professional Development Opportunities

Teachers indicated an appreciation of the opportunity to participate in a Capacity Café during a school-based professional development session. (T 2009-10)

Teachers rated the S.T.E.P. Professional Development day as being of high benefit. (SP 2011-12)

23% (n=20) of school staff indicated that the school-based professional development workshop met their expectations; a further 64% (n=56) indicated that the school-based professional workshop exceeded their expectations. (T 2009-10)

⁸ Data Sources for school staff: (T = Teacher ProD workshops; SS = school survey; R=Fourth R Training; SP=S.T.E.P. Professional Development Day)

Key Themes from 2012-13 Parent Interviews and Surveys

The SACY Parent Stream facilitates workshops, events and provides one-on-one support that aim to increase knowledge and skills in the area of adolescent development and communication. In addition to English language workshops, the Parent Stream partners with VSB staff to offer workshops in other languages. Surveys with parents who are new immigrants to Canada highlighted a **critical need** for supports and services as these parents navigate raising their child between two cultures.

Throughout the SACY initiative, parents have been invited to provide feedback directly after SACY events, ten-weeks post event and/or at the end of the school year. In addition, a small number of interviews were conducted with parents. Key gains in **information and skills** reported by parents are as follows:

- The importance of listening to youth by allowing them to tell their stories.
- The value of strategies to regulate ones' own reaction to youth in order to remain calm and open.
- The information about adolescent brain development.
- The opportunity to connect with other parents of adolescents.

Further to the value that came from the events, parents who were interviewed talked about the tremendous amount of support that they felt through the **one-to-one calls and face-to-face meetings** with a parent stream worker. These interactions came at a time when parents were struggling with their youth around substance use and/or setting boundaries with respect to behavioural expectations (e.g., curfews, school attendance etc.). Parents reported feeling heard, accepted and honoured in their ongoing role as a parent. Through the SACY youth stream, their children also received support.

Gap in Public Health Services for More Intense Needs

Through the interviews with parents, it was apparent that parents experienced many challenges when they had youth who were struggling with frequent, large quantity, substance use and/or other behavioural issues. While they reported that there were some services for youth (if the youth was willing to engage), services for the whole family were experienced as very limited.

How has using the communication strategies changed the relationship with your child?

"Calmer relationship – she talks to me more, opens up easier."

"We are openly communicating in an honest and reflective way."

"The arguments have decreased. Now we have more dialogues and conversations."

"Most of the time I think she realizes that she can vent without judgment."

"I try to listen more!"

The Value of Connecting with Other Parents...

"This is a sensitive and critical time in the life of my child. The workshop increased my confidence in parenting. It also made me feel that my child is "normal" - other kids are going through the same changes. Having other parents share their experiences was great. Hearing about life as a teenager from other teenagers was excellent!"

"It was helpful to talk to other parents with teenage children. When children get to that age you don't have as much contact with other parents so it's easy to feel isolated."

2012-13 Key Themes from Schools

Two to three Individuals from each of the 18 Vancouver secondary schools participated in an interview in either the fall of 2012 or early January 2013. These individuals (administrators, counsellors or teachers) were chosen as a result of their familiarity and involvement with SACY. The following key themes emerged:

1. **The importance of prevention education:** Almost all individuals indicated that prevention education in the area of substance use was critical for youth and that SACY was best suited to provide this education due to their expertise in substance use issues. With few exceptions, it was noted that counsellors and teachers do not have adequate knowledge in the area of substance use prevention in order to effectively deliver programming.

“If [SACY] weren’t there, we would be in trouble. Kids are exposed to so much. They have inaccurate information. They don’t have the confidence to navigate. SACY gives them tools.”

There was some variation in the amount of universal prevention that takes place across the schools, with some schools focusing services more in the area of selective prevention. In these cases, some individuals expressed a need for more universal prevention while others felt that the needs in the area of selective prevention took precedence.

2. **The importance of providing support at the targeted level of prevention:** Once again, almost all individuals noted that having youth engagement workers who can work with targeted youth was critical. Counsellors cited large caseloads of 300 students or more along with limited knowledge of substance use prevention which made it very difficult for them to provide regular support and monitoring of at-risk students. A small number of individuals also spoke about some youth who did not feel comfortable talking to a school counsellor so access to a SACY youth worker was a positive alternative. Finally, youth engagement workers were seen to be in a position to offer support through various activities, such as lunch groups, community service learning, and specialized workshops – activities which school staff did not have time to provide to students.

“SACY plays an important role in the system. Kids need support. The resources that SACY has will be vastly different from the grade counsellors.”

3. **Support for parents fills a gap in services:** The majority of individuals did not have contact with the parent stream as most events took place outside of school hours. Ongoing education for parents was not seen as an activity that schools could implement due to inadequate resources. Among those individuals who were familiar with the parent stream as a result of presentations or communication with the parent stream, the importance of having parent education and support and parent-youth events was underlined.

“There were some very powerful Capacity Cafés that happened. Parents who participated feel a much stronger sense of understanding and empathy. That may have an effect but I can’t see it [due to the shift happening at home and the school not being privy to this change] but it is still a powerful tool.”

“I have noticed that it [parent stream] provides support for parents so that they know that they are not going through this alone. That is really important. It helps parents to know it’s okay just to listen, not necessary to always take action which might shut off communication.”

- 4. S.T.E.P. is an important alternative to suspension for many youth:** Most individuals who viewed S.T.E.P. as prevention and not treatment indicated it was a strong alternative to suspension. School staff saw S.T.E.P. as a way to give youth who are struggling with substance use a chance to take time to gain knowledge about substances, the impact of substance use, and reflect on how substance use may be holding them back from reaching their goals. School staff noted that the three days led to some youth making behavioural changes. Overall, S.T.E.P. was seen as a first step for youth in dealing with substance use. The S.T.E.P. follow-up was seen as a critical component for supporting youth.

“S.T.E.P. has many, many positives. It works for some kids but not for all students but it’s the first step.”

Among the smaller number of school staff who viewed S.T.E.P. to be more like treatment, they had high expectations that youth would make behavioural changes upon completion of the program. Among these individuals, S.T.E.P. was seen to be effective only if the youth made noticeable changes immediately after returning from the program or ineffective if no immediate changes were exhibited by the youth.⁹

- 5. The importance of relationships:** The importance of stable staffing for schools and youth was noted by several individuals. In most cases, the SACY staff were perceived to have a greater impact on youth health when staff had been at the school for multiple years. This continuity allowed them to develop trusting relationships with school staff and youth which in turn impacted the uptake of prevention efforts.

“When they [students] were in grade 8, it was the first year [SACY worker] was here so [worker] grabbed a lot of them. So, she has been there with them since the beginning. Having [SACY worker] here has been fantastic. It’s all about relationships. The more consistent your work can be, the better the relationships can build over time. When these guys graduate, [SACY worker] will have been a huge part of their experience at school.”

⁹ This finding highlights the need to continue the efforts in educating school staff about the primary goals of S.T.E.P.

6. **A need to raise the profile of SACY:** Most schools indicated that SACY was not known by most students and staff, but rather only by those who came into contact with SACY. SACY was still perceived by some as a program for youth who were involved in substance use. As one youth, who had been involved in SACY, noted “SACY is a rehabilitation program”. There continues to be a need to raise the profile of SACY and to educate people about SACY.

Final Thoughts

SACY has been in existence since 2006 when it was piloted in two schools. For the past three years, SACY has been available to all 18 high schools. As SACY continues to develop and refine its scope of services, it continues to offer youth education and support in the areas of substance use prevention and health promotion. Though there has been an ongoing pull toward more selective prevention for youth in need of more intense services, SACY puts forth significant effort to strengthen its delivery of universal and indicated prevention services while at the same time providing support and building partnerships to ensure that youth are connected with appropriate services. It is hoped that with continuity in staffing and ongoing attention to critical components of effective prevention with youth, parents, and schools, SACY will continue to enhance outcomes through its work in the Vancouver School District.

Key Recommendations

1. Continue to examine ways to ensure that the program philosophy and goals are consistently integrated and articulated in activity design, implementation and internal and external communication across all streams.
2. Examine the scope and intensity of current services along with changes in staffing levels in order to plan future services that will result in the realization of SACY goals.
3. Develop formal communication mechanisms with key school personnel in order to increase the profile of and support for SACY.
4. Increase the evaluation capacity in order to be able to critically examine all activities with the goal of assessing the degree to which participant outcomes align with SACY goals.
5. Invest time and resources to explore creative ways in which SACY can reach more youth, parents, and schools with substance use universal prevention and health promotion messages.