



Arctic Institute of  
Community-Based Research  
*For Northern Health and Well-Being*

# **Working Together to Achieve Healthier Lifestyles in Yukon and Northwest Territories' Communities**

## **Interim Evaluation Report 2013-2015**



Suggested citation: Friendship, K. 2015. *Working Together to Achieve Healthier Lifestyles in Yukon and Northwest Territories' Communities: Interim Evaluation Report 2013-2015*. Whitehorse Yukon: Arctic Institute of Community-Based Research. Pp. 45.

On behalf of the Arctic Institute of Community-Based Research, Jody Butler Walker gratefully acknowledges the Evaluation Working Group: Dr. Suzanne Jackson, University of Toronto, Northern Nutrition Association, Caroline Sparks, C Sparks Consulting, and Marilyn Van Bibber, AICBR for their valuable contributions and support with the project's evaluation processes.

The Arctic Institute of Community-Based Research also gratefully acknowledges funding from the Public Health Agency of Canada's Innovation Strategy for the "Working Together to Achieve Healthier Lifestyles in Yukon and Northwest Territories' Communities" project (2013-2017).

*The views expressed herein do not necessarily represent the views of the Public Health Agency of Canada.*



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## Background

The Arctic Institute of Community-Based Research (AICBR) is a non-profit organization based in Whitehorse Yukon. Our mission is to facilitate, promote and conduct community-based, Northern-led research aimed at improving the lives of Indigenous and Non-Indigenous Northerners and the health of Northern environments.

AICBR was funded for a four-year Innovation Strategy project by the Public Health Agency of Canada called ***Working Together to Achieve Healthier Lifestyles in Yukon and Northwest Territories' Communities*** (AHL) in 2013. This project builds on *Phase 1: Working Together to Achieve Healthier Weights in Yukon Communities (2011)*. The AHL project aims to enhance and strengthen collaboration and networking between and within non-government and government agencies, and communities in both the Yukon and NWT, with a focus on healthy eating, active living and literacy; and with an overall objective of Northerners following healthier lifestyles. We are particularly interested in sustainability and are working with others to understand the factors that contribute to maintaining lasting long-term outcomes in our community. Project activities are focused on creating supportive environments, increasing knowledge, behaviours and skills, and developing and strengthening partnerships and leaders by learning about factors that contribute to sustainable collaborations. Activities also include participatory evaluation, as well as addressing health inequalities and are based on cultural values and traditional practices.

## Project Overview & Summary of Progress

Over the course of the four years (2013-2017), this project is working towards the following strategic objectives:

- **Bi-directional capacity building:** E.g., Sustained partnerships and collaborations to support healthy lifestyles and an increase in community-based activities that support healthy lifestyles.
- **Creating supportive environments:** E.g., Enhanced collaboration and supportive environments for healthy living and increased understanding of healthy living preferences and patterns in youth.
- **Leadership development:** E.g., Participating communities have active healthy living leaders working to encourage community-wide healthy living and who inspire others to become leaders.
- **Partnership development:** E.g., Partners share commitment to common vision and measures.
- **Social marketing and communications:** E.g., Healthy living messages are shared across communities through multiple avenues and target audiences become engaged in healthy living discussions.
- **Facilitating systems change:** E.g., Understanding of current healthy lifestyle programs and services in as well as program gaps and access barriers.

There are two overall objectives for the AHL project, with specific projected short-term and long-term outcomes (*Appendix A*).

***Objective 1: Northerners in the Yukon and Northwest Territories communities follow healthier lifestyles.***

### Projected Immediate Outcomes (1-3 years)

- a) Community members are more knowledgeable about healthy eating and active living.*
- b) Community members are more likely to engage in healthy lifestyle-related activities.*
- c) There is an increase in the number of community-based activities that support healthy lifestyles.*

All three projected outcomes are being supported in the AHL project so far. Indeed community and territorial initiatives have supported increasing healthy eating and active living behaviours with multiple target groups. For example, Yukon-based “Kids in the Kitchen”, “Walk the Peel”, E’Sah Summer Project, and the Northwest Territories’ NDilo and Dettah community gardening mentorship programs have impacted children and youth, families, adults and Elders with respect to supporting healthier lifestyles. Evaluation results have demonstrated that some

community members have been affected by the initiatives and are now more likely to engage in healthy lifestyle-related activities. The AHL project supported multiple community-based healthy lifestyle activities, some of which are ongoing. The AHL project also completed a baseline inventory of active living and healthy eating programs for both territories. We will be able to measure in 2017 where there have been changes in programming.

***Objective 2: Organizations, government departments and businesses in Yukon and NWT work in partnership together to foster healthier lifestyles in communities.***

### **Projected Immediate Outcomes (1-3 years)**

*a) Government and non-government organizations working with programs related to healthy lifestyles know about each other's programs.*

Through the development of Core Teams in each territory, we have and continue to work on raising awareness and building collaboration between the various sectors. Our core teams represent government (Territorial, Indigenous, Federal) and non-government organizations. We currently do not have business represented at this time, but are continually seeking ways to encourage their involvement with the project. The healthy living inventory and mapping tool will also work to increase awareness and build collaboration between organizations both within and across communities, regions, and territories.

The AHL project takes a strengths-based approach and engages community members and organizations to build on healthy living initiatives that are already working well in their communities. Communities are actively involved in the design and implementation of the activities, including capacity building and training opportunities. Following a detailed logic model (*Appendix A*) and using the attached model as a framework (*Appendix B*), the AHL project has multiple evaluation components. This report discusses the evaluation approach and results for the 2013-2015 period of the AHL project. The AHL project takes a developmental evaluation<sup>1</sup> approach and thus, the evaluation has evolved and continues to be adapted over the course of

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<sup>1</sup> A developmental evaluation approach recognizes that innovative initiatives and processes are complex and are in a continual state of development and adaptation, with end results and the path taken to get there, likely being unclear. Adaptations to the initiative reflect new learnings and changes in participants, partners, and context. In a developmental evaluation approach, data is collected on an ongoing basis and is used to continually feed into and inform the initiative, in order to respond and adapt in real time. The evaluator is a part of the project from the beginning and is deeply embedded in all of its processes. This approach allows for assessments of where things are at, how they are unfolding, and helps to determine which direction could be taken. Data is used in a meaningful way to inform innovation in its progress.

**Gamble, J. 2009. A Developmental Evaluation Primer. Quebec, Canada: J.W. McConnell Family Foundation. Pp. 69.**

the project to better suit the territories', partners, and the project's needs. In early 2014, we developed an evaluation framework (*Appendix C*) based on our logic model and strategic objectives to help guide us through the evaluation process over the four years. This gives us overall direction as the AHL project progresses.

## Outreach to Target Populations

With our partners, project activities target children, youth, families, adults and seniors across all communities in both Yukon and Northwest Territories. The project also targets relevant practitioners, professionals, other service providers, academics, and the general public.

From 2013-2015, AICBR concentrated on reaching people at an organizational/ government level, and were not involved in running interventions, though we supported our partners who did. We focused on reaching out to professionals/ practitioners/ service providers who had a connection to healthy living in Yukon and/or the Northwest Territories; for example, healthy living organizations (NGOs), relevant government departments (territorial, Indigenous), college campuses, youth organizations, and food security organizations. Over the two years, this target group was involved via participation on our two project Core Teams (one in Yukon, one in NWT), participation with working groups, and helped to guide the overall project processes in both territories. For us, having regularly scheduled meetings was a good way to reach our target group, and most meetings occurred via teleconference or face-to-face where possible. We found that face-to-face meetings were much more productive and made it easier to move ahead in project processes when we had the opportunity to meet and get to know each other. We continue to work hard to link relevant organizations together to look at where there may be possibilities of collaboration both within and across the territories. For many people, our Core Team meetings have been a place for them to learn about what each other is doing. It is surprising how organizations or departments working even within the same building, may not know about similar healthy living initiatives that each are working on. Through engagement with this project, they are able to share and learn from each other, identify opportunities for potential collaboration, and build their relationships as well.

Our partners discussed that in order to effectively reach the target populations "communities" or "individuals who face specific risk factors or conditions", it was important to understand the context of each individual community and adapt initiatives to suit those environments. These target groups were reached through multiple healthy lifestyle programs (healthy eating, active living, gardening) that were run by our partners and supported by the project. For example, the *Kids in the Kitchen* program was run at different times in each community-some did after-school once a week, others consecutive sessions, and others did it on weekends, in order to increase participation rates. It was also important to use various advertisement methods (posters, word

of mouth) to reach the target audiences, and to work closely with other relevant organizations, governments or groups in the communities.

AICBR hosted two community gardening workshops in 2014 and 2015. The workshops were an opportunity to bring together experienced growers, economic development officials, government representatives (Health, Agriculture) and community members from across Yukon Territory, as well as from northern British Columbia (Atlin), and Yellowknife, Northwest Territories. These gatherings were important opportunities for participants to meet face-to-face, network, share and learn from each other. This has led to a support network related to community gardening both within and across the two territories. Participants continue to report how they now reach out to each other when they have questions or need support with their gardening activities.

The general public was reached through media events, particularly related to the community gardening gathering. This included exposure from CBC on the radio, Internet, and television. Newspaper articles related to food security also informed the general public of the AHL project.

Conference presentations informed academics, practitioners, and professionals at the national and international levels about the project.

**Table 1: Project Site and Target Population for June 1 2013-March 31 2014**

<b>Name of Community</b>	<b>Name of Site</b>	<b>Approximate # of individuals reached in each site in the past 12 months</b>
Whitehorse, Yukon	Whitehorse	288
Dawson, Yukon (includes Tr'ondëk Hwëch'in)	Dawson	72
Selkirk First Nation	Pelly Crossing, Yukon	31
Mayo, Yukon (includes First Nation of Na-cho Nyak Dun)	Mayo	26
Faro, Yukon	Faro	37
Beaver Creek (includes White River First Nation)	Beaver Creek	18
Haines Junction (includes Champagne and Aishihik First Nation)	Haines Junction	21
Teslin (includes Teslin Tlingit Council)	Teslin	10
Yellowknife, NWT	Yellowknife	139



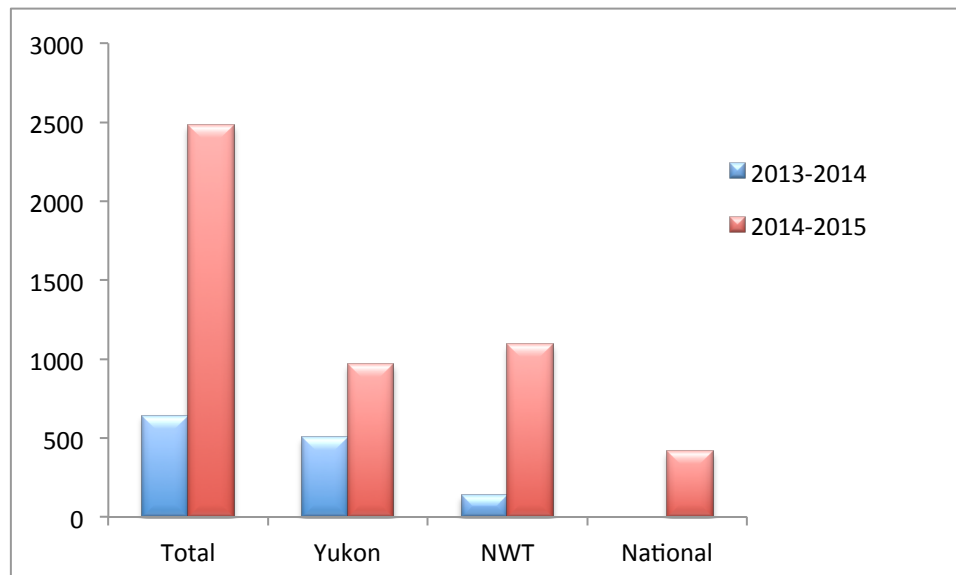
**Table 2: Project Site and Target Population for April 1 2014-March 31 2015**

Name of Community	Name of Site	Approximate # of individuals reached in each site in the past 12 months	Target Population
Whitehorse, Yukon	AICBR office, Various meeting and gathering locations, including Core Team partner offices (i.e. RPAY, BYTE, BGCY, etc), Kids in the Kitchen (4 sites)	237	Individuals or communities who face specific risk conditions or risk factors; Practitioners, professionals, and/or other service providers; General public
Dawson, Yukon (includes Tr'ondëk Hwëch'in)	Dawson-Community Garden, Tr'ondëk Hwëch'in Community Hall, Kids in the Kitchen site	21	Individuals or communities who face specific risk conditions or risk factors; Individuals living with specific disease(s)
Pelly Crossing, Yukon (Selkirk First Nation)	Selkirk First Nation Community Hall	6	Individuals or communities who face specific risk conditions or risk factors
Mayo, Yukon (includes First Nation of Na-cho Nyak Dun)	Yukon College Community Campus, Mayo	66	Individuals or communities who face specific risk conditions or risk factors
Ross River, Yukon (includes Ross River Dena Council)	Ross River Greenhouse, Yukon College Community Campus, Margaret Thompson Centre, Kids in the Kitchen site	131	Individuals or communities who face specific risk conditions or risk factors
Yellowknife, NWT	Core Team partner offices (NWT-RPA, GNWT- H&SS, Ecology North, Side Door, etc), <a href="#">NWT-RPA conference</a>	39	Practitioners, professionals, and/or other service providers
Dettah, NWT	Community Garden	204	Individuals or communities who face specific risk conditions or risk factors
Ndilo, NWT	Community Garden	331	Individuals or communities who face specific risk conditions or risk factors
Beaver Creek, Yukon	Kids in the Kitchen site	10	Individuals or communities who face specific risk conditions or risk factors
Burwash Landing, Yukon	Kids in the Kitchen site	9	Individuals or communities who face specific risk conditions or risk factors
Carmacks, Yukon	Kids in the Kitchen site	10	Individuals or communities who face specific risk

			conditions or risk factors
Faro, Yukon	Kids in the Kitchen site	14	Individuals or communities who face specific risk conditions or risk factors
Haines Junction, Yukon	Kids in the Kitchen site	27	Individuals or communities who face specific risk conditions or risk factors
Old Crow, Yukon	Kids in the Kitchen site	11	Individuals or communities who face specific risk conditions or risk factors
Tagish, Yukon	Kids in the Kitchen site	10	Individuals or communities who face specific risk conditions or risk factors
Mendenhall/Takhini Valley, Yukon	Kids in the Kitchen site	19	Individuals or communities who face specific risk conditions or risk factors
Yukon	Yukon-wide	398	Practitioners, professionals, and/or other service providers; General public
NWT	NWT-wide	520	Practitioners, professionals, and/or other service providers; General public
National	Canada/International-wide	419	Practitioners, professionals, and/or other service providers; General public

Over the first two years of the project, the number and diversity of individuals reached has consistently grown.

**Table 3: Total Number of Individuals Reached (Approximate) Each Project Year**



## Summary of Data Collection Approaches

Multiple data collection approaches were used from 2013-2015 to evaluate and better understand AHL project initiatives. These approaches were based on the AHL evaluation framework, which was developed in early 2014 as a guideline for data collection (*Appendix C*). The following is a summary of what was used to track and evaluate the AHL project from 2013-2015.

### PERT (PERFORMANCE EVALUATION REPORTING TOOL) & OVERALL PROJECT PROCESSES

- Partner PERT forms and reports
- Meetings and discussions (meeting minutes and notes, email communications) with Core Teams, working groups, and other partners
- Meeting and communications tracker
- PHAC PERT form completed by AICBR each year

### BASELINE DATA/TREND DATA

- Healthy eating and active living program inventory (YT & NWT)
- Other existing supplementary data where available (i.e. Health Behaviours of School-Aged Children reports; Statistics Canada, etc.)

### PRE/POST COMMUNITY SURVEYS

- Selkirk First Nation family cooking classes and cultural programming (Pelly Crossing YT) (2013-2014)
- *Walk the Peel* walking challenge (Mayo YT) (2014)
- Inspired Living Coaching (Dawson YT) (2014-2015)
- Walking Program (Dawson YT) (2013-2014)
- RHEAL Leader programs (YT) (2013-2014)

### COLLECTIVE IMPACT

- Partnership survey with organizations and others working within a healthy living context (i.e. Core Teams (given at beginning of project in November 2013), attendees at workshops and presentations on AHL project (YT, NWT, national)).
- Collective Impact Matrix (*Appendix D*)

### SUSTAINABILITY

- Literature Review: Collins, M. 2014. *Forward thinking and hard to find: Sustainability planning tools for community-oriented health organizations*. Masters Student, Dalla Lana School of Public Health, University of Toronto. Written for the Arctic Institute of Community-Based Research.

- Case Studies:
  - *Kids in the Kitchen*, Yukon Government Health & Social Services' Health Promotion Unit (YT)
  - *Weekday Warriors* © After-school program, Boys & Girls Club of Yukon (YT)
  - NDilo and Dettah Community Gardening Mentorship programs, Northern Roots (NWT)

## **SOCIAL MARKETING & COMMUNICATIONS STRATEGY**

- Communications and meeting tracker (excel spreadsheet)
- List of communications materials/resources developed through AHL project
- Materials from media exposure
- List of presentations at conferences/workshops (oral/poster) and related materials
- Meeting Minutes:
  - Yukon Food Network meeting minutes and attendance rates
  - Core Team meeting minutes
  - Evaluation Working Group meeting minutes

## **REPORTS**

- Working Together to Achieve Healthier Lifestyles Workshop Report
- Working Together to Grow More: Community Gardener Gathering 2014
- Working Together to Grow More 2: Community Gardener & Economic Development Gathering 2015
- BYTE University Facilitation 101 Youth Leadership Guide
- Community Partner Reports:
  - E'Sah Health and Wellness Summer Project, Ross River YT
  - *Walk the Peel* Walking Challenge, Mayo YT

Note the following categories were not formally assessed during 2013-2015 as is reflected in the project evaluation plan (*Appendix C*): Community Capacity and Health & Physical Literacy. As discussed above, we are using a developmental evaluation approach and the project evaluation processes continue to evolve and change as we continuously reflect on the project pathways and outcomes. These outstanding categories will likely be addressed over the next two years (2015-2017) or may be adapted to better suit the project partners and evolving processes.

## Summary of Findings

The AHL project has seven strategic objectives which guide the overall work plan. The following is a summary of evaluation results based on each objective for 2013-2015. This section presents findings based on those strategic objectives. The following are discussed:

1. Bi-Directional Capacity Building
  - a. Community Gardener Gathering Reports (2014, 2015)
  - b. Raised Garden Bed Evaluation Report (2013)
  - c. Inspired Living Coaching (Dawson YT) (2014-2015)
  - d. Walking Program (Dawson YT) (2013-2014)
  - e. Selkirk First Nation Family Cooking Classes and Cultural Programming (Pelly Crossing YT) (2013-2014)
  - f. Walk the Peel Walking Challenge (Mayo YT) (2014)
  - g. E'Sah Health & Wellness Summer Project (Ross River, YT) (2014)
2. Creating Supportive Environments
  - a. Healthy Living Inventory
  - b. Other Baseline Data
3. Leadership Development
  - a. BYTE U Facilitation 101 Leadership Guide (2014-2015)
  - b. Weekday Warriors ©(2014-2015)
  - c. RHEAL Leader Programs (2013-2014)
4. Partnership Development
  - a. Collective Impact
  - b. Sustainability Framework
  - c. Food Network Yukon
5. Social Marketing and Communications
6. Facilitating Systems Change
  - a. Healthy Living Inventory
  - b. Sustainability- Assessment of Facilitators and Barriers for Enabling Systems Change
    - i. Kids in the Kitchen (2014-2015)
    - ii. Weekday Warriors © (2014-2015)
    - iii. NDilo and Dettah Community Gardening Mentorship Program (2014-2015)
7. Monitoring & Evaluation

## **1. Bi-Directional Capacity Building**

### **a) Community Gardener Gathering Reports (2014, 2015)**

In 2014, AICBR hosted a community gardener gathering, which was the first time people involved in community gardening and greenhouses from across the Yukon Territory had an opportunity to meet face-to-face. The purpose of the workshop was to facilitate the identification of best practices or 'what's working' in Yukon's community gardens, challenges community gardeners are facing, and the sharing of resources that are available to help communities strengthen their local food production practices. Altogether 35 participants from across the Yukon gathered for two days to share their experiences and learn together about challenges and successful strategies for running community gardens in Yukon. A recommendation from participants included AICBR hosting another workshop to keep strengthening the network.

In response to the positive outcomes of the 2014 gathering, AICBR partnered with others to host a second gathering-this time focused on building capacity for local economic development through community gardening. Altogether, 55 participants attended the gathering, including most communities from across the Yukon, as well as representatives from Atlin British Columbia, and the Northwest Territories. Over the two days spent together sharing and learning from each other, participants were highly engaged and left the gathering inspired and energized to start the 2015 growing season. The gathering was able to respond to the participants' questions and provide real-time solutions for the coming growing season; for example, questions related to composting and pest-management. Participants gained new tools, strategies, and resources related to building their gardens into social enterprises. What is more, the opportunity to network, share expertise, experiences, and challenges with each other has begun to build the foundation for lifelong relationships. Participants were asked to share how many participants they knew before the conference compared to after the gathering. Participants indicated that they met between three and 15 new people as a result of the gathering. This demonstrates that the gathering increased opportunities between communities to strengthen partnerships. People left the conference with resources and the knowledge that there are others who they can call on for support, while they work to make their communities more food secure and self-sufficient. Indeed, anecdotal feedback has indicated that this is happening in some instances. Evaluations highly rated the gathering and the value and importance of it. Participants were excited for future gatherings and shared ideas for different topics and approaches.

The two gardening gatherings have had local, territorial, and regional benefits. Successful outcomes include:

- Built on and followed through with recommendations from the 2014 community garden gathering, thereby strengthening partnerships within and between communities and regions.
- Furthered the rationale for growing food in Yukon (and other northern) communities.
- Provided resources and support to develop community gardens into local economic initiatives and social enterprises.
- Shared relevant strategies and practical, timely solutions for local, northern growing conditions and changes linked to global warming.
- Responsiveness in gathering to identify and respond to issues and questions of participants further developed the capacity of growers, thereby enhancing future growing seasons.
- Identified tools, supports, and resources and funding needed to increase the amount of food grown in communities.
- Identified best management practices/strategies for building and maintaining community gardens (including developing the champions, experts and growers for community gardens).
- Promoted building local youth capacity to participate in growing in the communities.
- Strengthened partnership opportunities between communities.
- Built relationships and strengthened the network of community gardeners in Yukon, as well as with other growers in Northwest Territories and Atlin, British Columbia.

#### **b) Raised Garden Bed Evaluation Report (2013)**

In 2013, our community partner in Dawson did a small evaluation of the raised garden beds that were built as a part of Phase 1 (2011). It was found that people wanted more support and mentoring in growing, in order to better use the beds. In response, our partner hosted several seeding and gardening workshops in 2014 and committed to supporting Elders with their garden beds.

#### **c) Inspired Living Coaching (Dawson YT) (2014-2015)**

Our partners in Dawson, YT (Tr'ondëk Hwëch'in) hosted *Inspired Living* coaching sessions, aimed at women living with diabetes, obesity or other preventative chronic health conditions. The Inspired Living Coach worked with four women on self-image and their relationship to food over a weekend session. The coach also hosted a book club and did an eight-week follow up with the participants. Their meetings included healthy eating and active living, and time spent on re-defining one's relationship with food. The coach and peer support is ongoing. The Inspired Living participants indicated on their evaluation feedback forms an increase in knowledge and tools related to positive living/self image and mindfulness. The pre/post survey indicated increased self-confidence and self-image. An 8-week follow up also indicated sustained

behaviour change related to healthy living (exercise, mindfulness, healthy eating). Participants chose to continue to support each other through a book club and continue to meet once a month.

**d) Walking Program (Dawson YT) (2013-2014)**

Our Tr'ondëk Hwëch'in partners in Dawson initiated an indoor walking club with the intent to include other nutrition and fitness activities in Dawson. Five people attended four walking sessions, before the program was cancelled. The selected night competed with other activities in the community (i.e. bingo) and people were tired at the end of the week to participate. In addition, there was trouble in having consistent access to the community hall. It was provided in-kind, but other events/activities took priority and the group had to be cancelled on multiple occasions. The group indicated their intent to re-initiate the program in the future. While pre/post surveys were developed for the walking program, the participants did not complete them due to the cancellation of the program.

**e) Selkirk First Nation Family Cooking Classes and Cultural Programming (Pelly Crossing YT) (2013-2014)**

Beginning in Phase 1 in 2011, Selkirk First Nation initiated cooking classes for single parent families with children under the age of seven. The program has been going strong since then, and has included on-the-land cultural programming comprising of a father-child hunting program and berry picking expeditions. We asked the coordinator to do pre and post surveys with the cooking class participants. It was challenging for the coordinator to get the participants to complete the post surveys (five participants completed the pre survey and two completed the post survey). We could not draw conclusions from the survey data re: changes in knowledge, attitudes, behaviours about healthy eating. Pelly Crossing is a very small community (approximately 300 people) and between 4-8 different families participate in the cooking program when it is offered. Anecdotally, through discussions with the coordinator, participants in the cooking classes have increased their knowledge about nutrition and have improved their healthy cooking skills, which they are applying at home. Children are excited to come with their parent to the classes and learn with them. The high interest in the cooking classes and the choice of Selkirk First Nation to continue the program on their own (since 2015) is also positive evidence of the interest and need for the program.

Cultural programming included a father-child hunting program and berry picking. These initiatives were also highly successful. The program coordinator required participants in the hunting program to write a reflection about their experiences. The stories indicated that the activities were very powerful and influential over the participants; they got to spend time with their family on the land, learning traditional culture and skills.



#### **f) Walk the Peel Walking Challenge (Mayo YT) (2014)**

In Mayo, our partners developed and implemented the *Walk the Peel* walking challenge. This was an educational walking program designed to teach individuals about the Peel watershed region while encouraging an active lifestyle. The community rallied together and over 66 people participated in the 6-week program, which also included two healthy eating workshops and a grand finale: the Amayozing Race, a relay and healthy food BBQ. Pre and post surveys were done with participants to better understand changes in lifestyle behaviours and whether there was a demonstrated intent to be more physically active (66 people completed the pre survey and 31 completed the post survey). After participating in the *Walk the Peel* walking challenge, 56% of participants indicated that they felt healthier and 93% said that they would continue with walking or other healthy activities. People outside of Mayo have expressed interest in continuing similar programming in their communities.

#### **g) E'Sah Health & Wellness Summer Project (Ross River, YT) (2014)**

In Ross River, the AHL project worked in partnership with the Yukon College Campus Committee to support the *E'Sah Health and Wellness Summer Project*. This initiative included a series of workshops, demonstrations and presentations for and by the community of Ross River; and included nature walks with Elders, a gardening workshop aimed at preparing the soil for seedlings, and a greenhouse garden project that included start up and growing throughout the summer. While we originally intended to use pre/post surveys for the initiative, our partners decided that this approach was not appropriate for their community and did not administer surveys as planned. Instead, they provided a final report, outlining the successes and challenges of the initiative. Participants were engaged in workshops and learned various skills on how to grow vegetables. A day of Elder talks and a community celebration had great impact on members of the community. Over the entire project, more than 120 community members participated in workshops, events and the gardening program, this included over 80 people who attended the community celebration day (Ross River's population is approximately 300 people). Elders were invigorated and deeply honoured to be able to share their stories and knowledge with the community. They indicated their desire to continue to share with their community. This experience was a positive health outcome not only for the Elders but the children and families who were able to learn from them. The coordinator reported the community's interest and desire to continue with a greenhouse gardening program in the future.

## **2. Creating Supportive Environments**

### **a) Healthy Living Inventory**

In partnership with the Northern Nutrition Association and the Recreation & Parks Associations of both territories, we collected information about all healthy eating (as at March 31, 2014) and active living (as at June 1 2014) programs in all communities in both Yukon and Northwest

Territories. This is a snapshot of what is happening for programming. The inventory will provide opportunities to share information on programs and services related to active living and healthy eating in Yukon and Northwest Territories. This will help to identify gaps, develop/strengthen networks and share information between communities and programs, facilitate planning or networking, and to celebrate successes related to healthy eating and active living initiatives. In summary, 99 programs in communities (not including Whitehorse) were identified as active living programs in Yukon. 141 programs in 18 communities (including Whitehorse) were identified as healthy eating programs in Yukon. In the Northwest Territories, 207 active living programs in 33 communities (including Yellowknife) and 168 healthy eating programs in 28 communities (including Yellowknife) were identified.

The next steps are to do a gap analysis of programming, pilot the inventory map for its utility and uptake, and do an update of the inventory in 2017.

The inventory has been developed into an online mapping tool, which we hope will facilitate collaboration and integration of the work of multiple government agencies and NGOs with communities on a territorial basis from a community perspective in the area of healthy lifestyles. The healthy living inventory is available on our website as an interactive map ([www.aicbr.ca](http://www.aicbr.ca)).

#### **b) Other Baseline Data**

We continue to monitor new and existing resources related to healthy lifestyles in a north Canadian context and integrate them into the AHL project. For example, the Health Behaviour of School-Aged Children Study (YT/NWT) results (2011/2015).

### **3. Leadership Development**

#### **a) BYTE U Facilitation 101 Leadership Guide (2014-2015)**

Our youth organization partners Bringing Youth Towards Equality, determined that a priority for their involvement with the AHL project was to support the updating and re-publishing of a facilitation guide for youth leadership. Based on distribution and number of downloads on their website, more than 400 people have seen and/or used the guide so far.

([www.yukonyouth.com/byte-university/](http://www.yukonyouth.com/byte-university/))

#### **b) Weekday Warriors ©(2014-2015)**

The Boys and Girls Club of Yukon decided a priority for them was support through the AHL project to better understand factors of scalability in a rural, remote context. They piloted moving their after-school program Weekday Warriors © from Whitehorse to the small rural community of Dawson, YT. (*See Strategic Objective 6 for more details.*)

### **c) RHEAL Leader Programs (2013-2014)**

The AHL project supported RHEAL (rural healthy eating active living) leaders healthy living programs in five Yukon communities in 2013-2014. Community leaders ran a variety of healthy eating and active living programs including: *Healthy Active Youth* after-school program, an archery program, a playgroup program, *Tot Time* program, yoga and Pilates for seniors, and other healthy living workshops. Our project partners, the Recreation and Parks Association of the Yukon did post surveys with the leaders. RHEAL leader feedback indicated that they planned to continue to engage the community in healthy eating and active living programs well into the future. In at least one participating community, a RHEAL leader mentored a new community leader to run healthy living programs. In one community, RHEAL program support was used to initiate the start-up of a community after-school program that is designed to meet the specific needs of the community-this program with the support of the RHEAL leaders will continue. All in all, 99 Yukon participants were engaged in active living programs in five rural Yukon communities in 2013-2014. Feedback from the RHEAL leaders indicated the community participants' interest in improving their lifestyle with increased active living and healthy eating approaches.

## **4. Partnership Development**

### **a) Collective Impact**

A key focus of our project is to build inter-sectoral collaboration between organizations whose work is relevant to improving Yukon and Northwest Territories' communities to have healthier lifestyles. We developed a Collective Impact Matrix (*Appendix D*) to help the AHL project evaluate how it is doing with a collective impact approach. A collective impact approach can take many years before major impact can be measured. The matrix will help us to monitor the small "wins" over the four years. While we continue to review our progress, we will do a more comprehensive evaluation of this approach by the end of the AHL project in 2017.

The AHL project has increased awareness of different organizations working on similar issues, and has brought together different people and organizations who may not have known each other before, or considered working together. There is evidence of a greater network of organizations with people who are more inclined to explore opportunities to work together. When we first brought together our Core Teams in November 2013, we asked our project partners to complete a short partnership survey which asked them to identify what organizations they were currently working with, the nature of the partnerships, and what organizations they view as being in competition. From this we were able to create a partnership map to illustrate how everyone was connected and where there were gaps. We intend to do this exercise again at the end of the project to see where there have been changes.

We have also asked multiple individuals when we have given workshops and presentations about the AHL project to complete a short survey about who they currently partner with, how do the partners contribute to their work, barriers to collaboration and ideas for fostering partnership development.

In the Yukon, 26 survey respondents indicated that they work with a variety of other organizations including non-profit organizations, various relevant territorial government departments, First Nation governments, and community volunteers. There are limited partnerships with businesses. Partner contributions could include donated space, provision of food or materials, volunteering of time, and capacity building/sharing of expertise and sharing of programming. Barriers to collaboration include geographic isolation and distance, internal capacity, policies and procedures, adequate funding, and having a shared vision. Opportunities to learn more about what other organizations are doing and identifying potential collaborations, increased and regular communications, and funding and resources dedicated for partnership development were identified as ways to facilitate partnership development.

In the Northwest Territories, 17 survey respondents indicated they worked with non-profit organizations, various relevant territorial government departments, Friendship Centres, church groups, arts/cultural groups, local businesses, schools, and local Hamlet and First Nation Band offices. Partner contributions include donated space, provision of food or materials, volunteering of time, and financial donations. Barriers to collaboration included lack of shared vision or scope, limited financial resources and time. Knowledge, greater community input, and sharing of information were identified as potential facilitators of partnership development.

Nationally, when this survey was done with six participants at a workshop, survey respondents who were based in major cities, indicated that they partnered with the non-profit sector, government departments (i.e. Education, Health & Social Services), and businesses. One respondent noted that being based in a university made it difficult to develop partnerships for health programs because community partnerships are not a university priority. Respondents indicated that lack of resources, and in particular time, are major barriers to collaboration. Partnership exhaustion and finding meaningful ways to contribute “in-kind” to collaborations were also identified. Continuous communication, celebrating small achievements, offering a diversity of ways for people to contribute, and maintaining neutrality were said to facilitate partnership development or the strengthening of partnerships.

## **b) Sustainability Framework**

We are looking to understand factors of sustainability and scalability of successful health interventions within a rural, remote and northern context; specifically related to chronic disease

prevention and through a community-based research lens. To set the foundation for this work, we started with a literature review on sustainability measures and tools, in order to develop sustainability indicators for the project. The literature review was done in partnership with the Dalla Lana School of Public Health, University of Toronto and is entitled: *Collins, M. 2014. Forward thinking and hard to find: Sustainability planning tools for community-oriented health organizations.*

### **c) Food Network Yukon**

In partnership with the Yukon Anti Poverty Coalition, we have been hosting bi-monthly meetings, which bring together people in Whitehorse who are interested in food security issues. This is a unique opportunity to bring together people from multiple levels of government, non-profit organizations, community members, and other relevant sectors to share what they are doing in relation to Yukon's food security, and the barriers and challenges that are faced. The group has evolved over the last two years and is now formally called Food Network Yukon. There is a mail-out list of over 75 people and between 15-25 people on average attend the bi-monthly sessions. 35 different individuals representing different sectors and community groups actively participate in the meetings. Ongoing participation and interest in Food Network Yukon meetings indicates a sustained interest in maintaining the group and working together on food security-related issues. Overall, there is an increased collaborative intent between sectors and organizations to work towards food security.

## **5. Social Marketing and Communications**

We have been working with a communications and website development team, who are helping us to build a communications and marketing strategy both for our organization and the project. Sygnifi specializes in building community through technology. They have been re-designing our website as well as have designed and developed the healthy living inventory mapping tool for both Yukon and Northwest Territories. The new website is to be launched in July 2015 ([www.aicbr.ca](http://www.aicbr.ca)). We will be able to track statistics on use and uptake of project relevant materials over the next two years. We continue to explore opportunities for social media outreach. We have found that this takes a lot of time and specific expertise and we are exploring the potential of "sharing" a communications person with another healthy-lifestyles related organization to strengthen consistent messaging.

AICBR has been fortunate to share the AHL project locally, nationally, and internationally during 2013-2015. This has included both oral and poster presentations at conferences and webinars, with over 750 people (researchers/academics, community members, governments and non-profit organizations) reached.

## 6. Facilitating Systems Change

### a) Healthy Living Inventory (See Strategic Objective 2)

### b) Sustainability- Assessment of Facilitators and Barriers for Enabling Systems Change

We are working with several programs to try to gain a better understanding of factors, which influence program sustainability and scalability. Each program has already been evaluated and deemed successful for contributing to healthier lifestyles in Yukon and Northwest Territories' communities. By improving the understanding of factors that influence the sustainability of programs and the initiative as a whole, we will be better positioned to identify how community-based partnerships can enhance facilitators and reduce barriers which may influence the success or failure of programs within a rural, remote, northern context. This will be beneficial when looking at scalability of programs to other communities in Yukon or Northwest Territories and for supporting the sustainability of successful programs for the long term. Guided by a literature review completed in 2013-2014 on sustainability tools, in 2014-2015, we looked at three programs, *Kids in the Kitchen*, Weekday Warriors ©, and the NDilo and Dettah Gardening Mentorship program.

#### i) Kids in the Kitchen (2014-2015)

*Kids in the Kitchen* is a fun, hands-on cooking and nutrition education program that aims to get kids and their families excited about cooking. The overall goal of *Kids in the Kitchen* is to improve the health of Yukoners by offering community groups an easy-to follow process to run a kids cooking club program. In 2014, the program happened in 11 Yukon communities (14 programs). For 2014-2015, Yukon Government-Health & Social Services' Health Promotion Unit partnered with AICBR to do an evaluation of *Kids in the Kitchen*, based on improving the understanding of factors for sustainability and scalability. AICBR worked with community facilitators, the program coordinator, and the territorial dietitian to focus on the facilitators and barriers to sustainability. The Program Sustainability Assessment Tool (PSAT)<sup>2</sup> was used as a framework for understanding *Kids in the Kitchen's* potential for sustainability. This tool provides insight into the sustainability potential of a program, based on an assessment of eight specific organizational and contextual factors. Factors assessed included: environmental support, funding stability, partnerships, organizational capacity, program evaluation, program adaptation, communications, and strategic planning. The purpose of using the PSAT tool was that it helps to provide a better understanding of the strengths and weaknesses in the current program structure of *Kids in the Kitchen*, in order to better position programming to ensure it is a long-term success in Yukon communities. In 2014-2015, less program funding was available from Yukon Government, but communities found ways to make *Kids in the Kitchen* continue,

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<sup>2</sup> Program Sustainability Assessment Tool. Centre for Public Health Systems Science, Washington University. Online: [www.sustaintool.org](http://www.sustaintool.org)

and there was evidence of program adaptation and increased integration and partnerships in the communities, which allowed the program to take place. It is recommended that a long-term plan regarding funding, program coordination and overall program sustainability be put in place, to ensure the long-term success of *Kids in the Kitchen* in Yukon. Other key recommendations included: Continuing to encourage and build upon diverse partnerships at the community-level; Approach other Yukon organizations or government departments who may consider a program coordination and supportive role (including funding); Support the integration of KIK into pre-existing community programming; Continue to have overarching program coordination as a means to maintain momentum and provide support to community programs; Provide facilitator training, kitchen kits and the manual to communities on an annual basis; and Ensure a dietitian is made available throughout the program, including as a co-facilitator for the facilitator training, to provide nutrition support to the facilitators.

## **ii) Weekday Warriors © (2014-2015)**

The AHL project contributed to supporting the expansion of a successful after-school program, Weekday Warriors ©, which was based in the capital city of Whitehorse Yukon, to a rural community (Dawson Yukon); in order to better understand factors to consider when scaling up a successful healthy living program in a rural, remote, northern context. The understandings of facilitators and barriers to scalability from this initiative will greatly influence the organization's approach to scaling up, both at a territorial level (Boys and Girls Club of Yukon), and nationally as well (Boys and Girls Club of Canada). It will also contribute to understanding facilitators and barriers to scalability and sustainability of healthy living programs from a rural, remote, northern context.

Weekday Warriors © is a daily after-school program for children ages 5-12 where they are given a healthy snack, allotted time to seek help for any school work they have, and where they take part in fun, engaging and safe programming under the categories of recreation, literacy, nutrition and art. Over the course of one year, the Boys & Girls Club of Yukon worked with the community of Dawson to bring Weekday Warriors © to Dawson. Significant time and resources were used to prepare, set-up, and adapt the program to bring it to a new community. The program ran for the majority of the school year (October 2014-March 2015), but a decision was made to end the program early, due to a variety of factors. Misunderstandings and challenges with securing partnerships with different community organizations were the main reason for this decision. Despite the challenges, the scaling of the program to a rural and remote context was considered a success, as there were many lessons learned that can be applied in the future when looking to move programs to other communities or contexts. (See also *Weekday Warriors Dawson Final Report*)

### **iii) NDilo and Dettah Community Gardening Mentorship Program (2014-2015)**

Project partner Northern Roots in the Northwest Territories has worked with First Nation communities Dettah and NDilo on community gardening and youth mentorship programs since 2012. AICBR worked with Northern Roots to do a critical analysis of the process, including challenges, successes, facilitators and barriers, which may contribute to the programs' sustainability. The community gardening mentorship program has grown over the last few years and has gained significant momentum in NDilo, with over 20 gardeners participating. Local growers are learning essential skills to become gardening mentors within their own community. A few of the key factors for success of the program include: Doing gardening programs that work closely together with other programs, schools and Elders in the community; Finding ways to get all community members to experience locally grown food and gardening; Having a consistent gardening program; Working for three years with the same, skilled local gardening mentor has given gardeners a solid set of skills. The gardeners feel they have a mentor who they can trust in for continuous guidance; Learning together from the tough things (such as very poor soil conditions in the beginning) and sticking with the process over time has resulted in some great relationships built upon mutual respect. A major challenge for communities who want to strengthen their gardening practices is funding. Currently most funding for food skills programs is controlled by the fiscal year (April 1 to March 31). This does not work well with the timing of nature and the growing season. Instead funding, which is from January 1 to December 31 would be much more beneficial. Proper planning can then be done for the growing season without losing growing time. Growing time is important for getting the best yields. Inconsistent and short-term funding is also a challenge for maintaining momentum in communities. Relationships between the Territorial Government and the First Nation governments are often strained and there is often a lack of follow-through. Significant time and effort spent on building these relationships is necessary for sustainable outcomes. Finding consistent ways to evaluate and measure the effectiveness and benefits of programs in the face of uncertain funding is also challenging. There have not been guidelines or suggestions on how to measure "success" of the NWT community gardens by the funders. For example, questions about measuring yields, tracking the types of vegetables, and measuring the level of skill that gardeners gain in the gardening programs. This is something that can be strived for in future programming.

## **7. Monitoring & Evaluation**

This objective is addressed in our annual PERT (Performance Evaluation Reporting Tool) report to the Public Health Agency of Canada. We also use a modified version of the PERT with our partners, who are required to complete it as a part of their contribution agreements. This information is then used to inform the overall PERT and other evaluation processes.



## Summary of Research and Evaluation Challenges

Over the past two years, the AHL project has faced several research and evaluation challenges. The following is a summary of those challenges and how they have been addressed.

### **Ethics**

In 2014, we were advised that the project was required to do a federal ethics review because of the evaluation research data that we were collecting/hoping to collect. This was a challenge, as we originally understood that data collected for evaluation purposes for the use within the AHL project did not need to undergo an ethics review. Because we hope to use the data in future publications or to inform other research processes, the pre and post surveys and the project methodology underwent ethics review. This was a time extensive but informative process, which has further refined our tools and approach for the remainder of the project. It has also built our collaborations with the Yukon Statistics Bureau and the Centre for Community-Based Research in Waterloo, who assisted us with the review.

### **Survey Tools**

We have had limited success with the pre and post surveys with community partners. Although they were developed in partnership with the project coordinators, when using them, the coordinators found that the surveys were too long and participants were not interested in completing them. The surveys were often incomplete, revised and reduced, or not used in some cases. This has posed challenges when trying to understand the impacts of the healthy living initiatives at an individual level. In the future, we will try new techniques such as coordinator feedback and perspectives, offering incentives, story telling, sharing circles, or other ways that are more relevant to our rural, remote and northern context, to gain a better understanding of how programs are having impact at a community level.

### **Participation in Evaluation**

As described above, we have faced some difficulty in getting adequate participation in evaluation processes. This may be due to a variety of factors including literacy levels or no incentives offered to participate. We also believe that a key factor is the fact that AICBR has a hands-off approach with the community initiatives and have no face-to-face presence in the communities. The AHL project takes a strengths-based approach and we support and encourage initiatives that are driven by, embedded within, and developed by the community themselves. Without this local passion, drive and people, few efforts are sustainable. While we work with the project coordinators to collect information about their initiatives, with no face-to-face presence, it is difficult.

We have found it very difficult to collect impact data, particularly over the long-term. This is in part because of the inability to recruit participants to participate in long-term evaluation and because of limited resources to invest in this kind of data collection. Our community demonstration projects are working with very small population and participation numbers, so the pre/post survey data was not intended to be generalized but rather to provide additional context for the case studies. As our project is taking a population health approach, we are not targeting individuals, so do not see the pre/post data as integral to the outcomes of the project. We are focussing more about understanding the context and factors that facilitate or are barriers to sustainability and scalability in rural/remote/Northern communities and inter-sectoral collaboration between multiple sectors. We are also most interested in working at an organizational level and understanding the nature of collaborations and partnerships, and how they can contribute to the sustainability of healthy living initiatives, and thereby contribute to healthier people in the two territories. This approach puts less priority on collecting individual behaviour, knowledge, and attitude change, and instead focuses on understanding processes context.

## Moving Forward

With our logic model and evaluation framework as guides, we will continue to work through multiple evaluation processes to ensure that the impacts and outcomes of the AHL project are captured. The evaluation processes continue to evolve and change as we continuously reflect and adapt, as it is appropriate.

- We will strive to incorporate more participatory evaluative methods such as Photovoice, story-telling or sharing circles, which are more culturally appropriate methods than surveys. This may increase participation rates and help us to gather individual behaviour, knowledge and attitude changes related to healthy living initiatives.
- Where appropriate, we will also seek to have an active evaluation process and try to have “a face” in the communities, so that the evaluation is not the responsibility of the local coordinators. This will require more resources.
- We will continue to work closely with program coordinators to work to understand the facilitators and barriers for sustainability and scalability of healthy living initiatives within a rural and remote, northern context.

We have a strong Evaluation Working Group that has been working and supporting the project evaluation processes since the beginning of the AHL project in 2013. The leadership, guidance, and evaluation expertise that the group brings to the project has been instrumental to AICBR’s learning and implementation of the AHL project evaluation. We look forward to continue working with this group over the next two years and beyond.

## Appendix A: Project Logic Model & Work Plan (2013-2017)

### Overall Objectives

1. Northerners in the Yukon and Northwest Territories' communities follow healthier lifestyles.
2. Organizations, government departments and businesses in Yukon and NWT work in partnership together to foster healthy lifestyles in communities.

Overall Objectives	Timing	Outcome Indicators of Success
1. Northerners in the Yukon and Northwest Territories communities follow a healthy lifestyle	Immediate Outcomes 1-3 yrs	a) Community members are more knowledgeable about healthy eating and active living. b) Community members are more likely to engage in healthy lifestyle-related activities. c) There is an increase in the number of community-based activities that support healthy lifestyles.
	Intermediate Outcomes 3-5 yrs	d) Within communities, there are active living and healthy eating initiatives that are developed and implemented with meaningful community engagement. e) Community members have increased their active living activities over the 4 years of the project. f) Community members have increased their consumption of fruit and vegetables over the 4 years of the project. g) Community members report culturally appropriate healthy eating behaviours after the 4-year project.
	Long term Outcomes 5+ yrs	h) Community capacity is sustained to support ongoing healthy lifestyle activities. i) Communities know how to engage with multiple sectors to facilitate local healthy eating and active living programs. j) Rates of healthy weights in children, youth and adults in participating communities have increased. k) Prevalence of healthy weights in Aboriginal and Inuvialuit people compared to Territorial average have increased.

departments and businesses in Yukon and NWT work in partnership together to foster healthy lifestyles in communities	Outcomes 1-3 yrs	related to healthy lifestyles know about each other's programs.
	Intermediate Outcomes 3-5 yrs	b) Collaboration between sectors is enhanced and facilitates supportive environments.
	Long term Outcomes 5+ yrs	c) Partnership funding sustains community-based initiatives developed by this project. d) Number and type of organization involved in this project focused on increasing healthy eating and active living, sharing data, and communicating regularly towards having a "Collective Impact." e) Health inequalities that contribute to unhealthy weights and lifestyles in the North are reduced.

## GUIDING PRINCIPLES

### **Key Guiding Principles Directing Our Work**

1. Health Equity
2. Strength and Asset-Based
3. Intersectoral Collaboration
4. Community Driven (focus on participatory decision-making processes)
5. Culturally-Based (recognition of Aboriginal and Inuvialuit and non-Aboriginal values and cultures)

<b>Key Principle</b>	<b>Outcome Indicators of Success</b>
Health Equity	A cross-section of the NWT and YT including those most isolated are reached by the project.
Strength and Asset-Based	Community assets and individual strengths are noted and used when programs are designed and implemented.
Intersectoral Collaboration	Partners share commitment to common vision and measure – The project meets the conditions for "Collective Impact".
Community-Driven	Aboriginal and Inuvialuit governments and community leaders are involved in project initiatives.
Culturally-Based	Programs and services implemented through the project can demonstrate that they have gained knowledge about local culture and circumstances and designed their programs appropriately.

## PILLARS

### Pillars of Project

- A. Foster healthy eating
- B. Foster active living
- C. Foster health literacy

<b>Project Pillar</b>	<b>Outcome Indicators of Success</b>
A. Foster Healthy Eating in Yukon and NWT Communities	a) Community members are more knowledgeable about healthy eating. b) Increase in the number of community-based activities that support healthy eating in participating communities, developed through meaningful community engagement. c) Community members have increased their consumption of fruits and vegetables over the 4 years of the project. d) Community members report culturally appropriate healthy eating behaviours after the 4 year project.
B. Foster Active Living in Yukon and NWT Communities	a) Community members are more knowledgeable about active living. b) Increase in the number of community-based activities that support active living in participating communities, developed through meaningful community engagement c) Participating community members demonstrate behaviours to engage in active living over all seasons. d) Community members have increased their active living activities over the 4 years of the project.
C. Foster Health and Physical Literacy in Yukon and NWT Communities	a) Participating community members demonstrate that they have the necessary physical and health literacy knowledge to engage successfully in healthy eating and active living.

Adopting a strengths-based approach, the following strategic objectives address the project pillars and the overall objective outcomes, and focus on creating supportive environments; increasing knowledge, behaviours and skills (via bi-directional capacity building and social marketing and communication); developing and strengthening partnerships; developing and strengthening leaders as part of community capacity building; and facilitating systems change. Our overall outcomes will be captured in a more detailed way, on an ongoing basis throughout the four years and reflected annually in our strategic objectives

and work-plans. With an emergent project design, we try to illustrate some examples in the timeline of where outcomes will be measured (via indicators of success). Annual work-plans provide more detail.

## WORKPLAN (2013-2017)

### Strategies and Activities

Major strategies addressing all three pillars focus on:

- Creating supportive environments
- Increasing knowledge, behaviours and skills (via bi-directional capacity-building and social marketing and communication)
- Developing and strengthening partnerships
- Developing and strengthening leaders as part of community capacity building
- Changing systems

Strategy Objectives	Planned Activities	Indicators of Success	Partners	Desirable Outcomes	Timeline
<b>1. Bi-Directional Capacity-Building</b> -To build the capacity of partner organizations and others to work with and learn from communities and each other.  -To build the capacity of communities to eat well, and engage in active living.	-Exchange of skills and knowledge about growing food and accessing and preparing traditional foods and healthy foods.  - Exchange of skills and knowledge about being physically active in communities in all seasons.	a)- Knowledge of partners about the barriers and facilitators in communities for growing food, eating traditional food, eating healthy foods, and engaging in active living.  b) - Knowledge and demonstration of skills of community members about growing food, and accessing and preparing local foods in all seasons.  c) - Knowledge and demonstration of behaviours of community members regarding physical activities	All	-Organizations and communities develop sustained partnerships and collaborations to support healthy lifestyles in NWT/YT.  -There is an increase in the number of community-based activities that support healthy lifestyles.	a) <b>Year 1</b> - Community Garden Workshop and report; Healthy Living Inventory. <b>Year 2</b> -Gap analysis of inventory. <b>Year 3</b> -Establish additional partners to address gaps in Healthy Living inventory. <b>Year 4</b> - Partnerships confirmed for sustained

		in all seasons.			outcomes.  b-c) <b>Years 1/2-</b> RHEAL leader program evaluations, Selkirk and Tr'ondëk healthy living program evaluations. <b>Year 2-</b> Ross River garden project and Mayo active living evaluation; Selkirk and Tr'ondëk healthy living program evaluations. <b>Years 3 /4-1</b> new community in YT and NWT participate.
<b>2. Creating Supportive Environments</b> -To find ways to coordinate available resources that community members need to grow food, hunt and gather traditional foods, access healthy foods, and engage in physical activity. -To get a critical mass of	-Contribute to coordinating available resources to grow food, and to hunt, gather and preserve traditional foods in communities. -Contribute to coordinating available resources for physical activities suited to culture	a) - Amount and type of resources available in each participating community for growing food, hunting, gathering and preserving traditional food, and for physical activities in each season. b) -Survey data on preferences and patterns for	All	-Collaboration between sectors is enhanced and supportive environments for healthy living are strengthened through access to necessary resources (equipment,	a) <b>Years 1/2-</b> Let's Talk Food Security group resources shared; Community garden workshop and report; Core team meetings and built

<p>community members engaged and supporting healthy eating and active living activities.</p> <p>-To improve our understanding of Yukon &amp; NWT youth's preferences &amp; patterns related to healthy eating and active living.</p>	<p>and community circumstances.</p> <p>- Summary of Northern youth preferences and patterns.</p>	<p>healthy eating and active living by youth.</p>		<p>materials, funding, etc).</p> <p>-Understanding of healthy living preferences and patterns in NWT/YT youth.</p>	<p>connections between partners.</p> <p><b>Years 3/ 4</b>-Let's Talk Food Security group resources shared and outcomes; Core team collaborations for sustained outcomes; collection of resources which support healthy living.</p> <p>b) <b>Year 1</b>- Compilation of baseline data.</p> <p><b>Year 3</b>-Healthy Living Segmentation Study.</p> <p><b>Year 4</b>-Update to baseline data where possible.</p>
<p><b>3. Leadership Development</b></p> <p>-To strengthen a group of youth and adult leaders who can sustain healthy eating and active living activities in each participating</p>	<p>- Support and training of youth leaders.</p> <p>- Support and training for adult leaders (re: recreation activities and</p>	<p>a) - Number of youth trained as leaders in each participating community.</p> <p>b) - Number of adults trained as leaders in each</p>	All	<p>-Participating YT/NWT communities have active healthy living leaders working to encourage</p>	<p><b>a/b/c) Years 1/2:</b> RHEAL leader program evaluations.</p> <p><b>Years 2/3:</b> BYTE and BG CY</p>

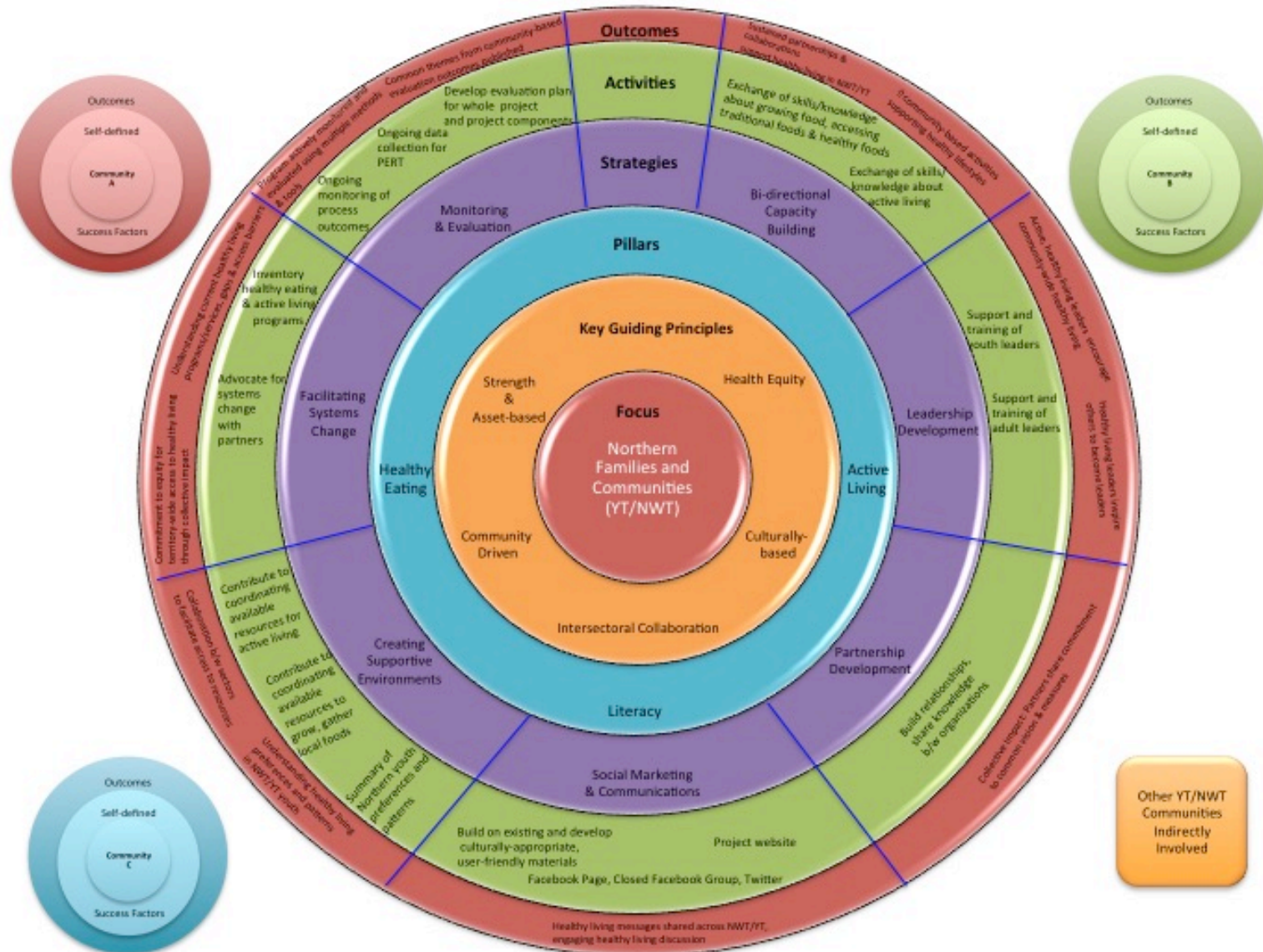


community.	healthy eating (growing, cooking, preserving etc.)).	participating community.  c) - Number of youth and adult leaders indicating their intention to sustain their leadership and train others beyond the life of the project.		community-wide healthy living.  -Leaders inspire others to become leaders for their communities as well.	program feedback; BYTE leadership training workshop.
<b>4. Partnership Development</b> -To build a network of inter-organizational partnerships in the Yukon and NWT linked to healthy eating, active living and health literacy.	- Build and strengthen relationships and share knowledge between organizations active in healthy eating, gardening, sport, recreation, youth programs, physical literacy, health literacy etc. across Yukon and NWT.	a) - Number of organizations and types of connections to each other.  b) - Examples of synergies in activities on the ground in participating communities.	All	-Partners share commitment to common vision and measures, meeting the conditions for "Collective Impact".	a) <b>Year 1:</b> Core group partnership mapping exercise. <b>Year 4:</b> Core group partnership mapping exercise.  b) <b>Years 2-4:</b> Partner collaborations for sustained outcomes.
<b>5. Social Marketing and Communications</b> -To communicate key healthy eating and active living messages across both Territories.  -To generate ongoing interest in this project	- Build on existing and develop culturally appropriate and user-friendly materials for use by communities in both Territories.  - Create a website, Facebook page, Twitter	a) - Number of hits on website.  b) - Number of materials requested.  c) - Number of materials and number distributed that met identified gaps.	All	-Healthy living messages are shared across NWT/YT communities through multiple avenues and target audiences become engaged in healthy	a-d) <b>Years 2-4:</b> Social marketing and communications strategy implemented and tracked.  c) <b>Years 1-4:</b>

through multiple ways.	account to communicate information, strategies and exchange community activity ideas.	d) - Number of people participating in Facebook page/Twitter on ongoing basis, asking questions, sharing knowledge etc.		living discussions.	Resources produced and shared.
<b>6. Facilitating Systems Change</b> -To identify systemic barriers and ways to improve equity in access to programs and services to people in both Territories.	- To do an inventory of healthy eating and active living programs and services in Yukon and NWT. - To work with partner organizations and others to advocate for systems change.	a) - What and who is included and not included in existing and proposed programs & services. b) - Existence of new policies and program collaborations. c) - Evidence of “Collective Impact”.	All	-Understanding of current healthy lifestyle programs and services in NWT/YT as well as understanding of program gaps and access barriers. -Partners share commitment to equity for territory-wide access to healthy living and demonstrate “collective impact”.	a) <b>Year 2:</b> Gap analysis healthy living inventory. b-c) <b>Years 2-4:</b> Collaborations support policy development/ implementation and programming.
<b>7. Monitoring and Evaluation</b> -To monitor all activities in the project and evaluate results.	- To develop ongoing data collection procedures for PERT. - To develop evaluation plan for whole project and project parts. -To monitor process outcomes on an ongoing basis against original	a) - Data from partners and participating communities reported regularly for PERT. b) -Results of data collection (process outcomes) used to inform project activities. c) - Evaluation results shared with each other, on website and published.	All	-Program is actively monitored and evaluated using multiple methods and tools. -Common themes from community-based evaluation outcomes shared and published.	a) <b>Years 1-4:</b> Partner evaluation forms b) <b>Years 1-4:</b> Program/partner evaluations and feedback, results from evaluation plan (various components)

	objectives.				c) <b>Years 2-4:</b> Annual evaluation summary results
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## Appendix B: Project Model



## Appendix C: Evaluation Plan

Evaluation Component	Tools (Developed by)	Tool Code	Indicators	Who (will implement)	When	Year 1	Year 2	Year 3	Year 4
PERT	1. Partner PERT Forms used to inform PHAC PERT (AICBR)	A(i)	1. Process information, required indicators to inform PHAC PERT.	1. Partner community coordinators	1. Mid-point, end of year	✓	✓	✓	✓
	2. PHAC PERT	A(ii)	2. Process information, required indicators are approved by PHAC.	2. AICBR	2. End of year	✓	✓	✓	✓
Baseline Data/Trend Data	1. Collection of Territorial-specific data from existing sources. (AICBR)	B(i) (YT) /B(ii) (NWT)	1. Active living, healthy eating, health indicators enable assessment of trends over time.	1. AICBR	1. During year	✓			✓
	2. Healthy Living Segmentation Study with second data collection in 2015 (RPAY)	B(iii)	2. Current data on healthy living practices in Yukon communities used to assess trends over time.	2. RPAY	2. During year			✓	
	3. Youth survey by BGCY (~March 2014) with follow-up in year 4 (BGCY)	B(iv)	3. Current data on youth's preferences and patterns of active living and healthy eating for areas served by BGCY or specific communities (TBD before March '14).	3. BYTE? BGCY?	3. Pre/ Post Activities	✓/	/✓		
	4. HBSC. Data collected by HBSC 2009/2010 → released 2012. Collected → 2013/14; released 2015 (HSBC)	B(v)	4. Data on healthy living activities of school aged children in NWT and the Yukon.	4. AICBR	4. During year	✓			✓
	5. Community Inventory	C	5. Visual representation of healthy living programming in YT/NWT and	5. RPAY, NWT-RPA, NNA, AICBR, YG-Sport & Rec,	5. During year		✓		✓

	(AICBR)		used to assess changes over time.	MACA					
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Pre/Post Community Survey	1. Tailored pre survey for each new community (AICBR)	D(i)	1. Baseline data on individual communities' knowledge, intentions, behaviours and supports specific to healthy living.	1. Partner community coordinators to administer to program participants	1. Beginning of new program		✓	✓	✓
	2. Tailored post surveys for each participating community (AICBR)	D(ii)	2. Outcome data measures shift in participating communities' knowledge, intentions, behaviours and supports specific to healthy living.	2. Partner community coordinators to administer to program participants	2. End of year/ program		✓	✓	✓
	3. Tailored post surveys for Phase 1 participating communities [Selkirk, Tr'ondëk Hwëch'in] (AICBR)	D(iii)	3. Outcome data measures communities' knowledge, intentions, behaviours and supports specific to healthy living.	3. Partner community coordinators to administer to program participants	3. End of year/ program	✓			
Collective Impact	1. Tool for evaluating partnerships within a collective impact framework (AICBR) (To be developed)	E(i)	1. Proof of greater connectivity between different organizations, including the necessary role of AICBR as a backbone organization.	1. AICBR and collaborating organizations	1. During entire project	✓	✓	✓	✓
	2. Pre/post partnership survey (AICBR)	E(ii)	2. Proof of greater connectivity between different organizations.	2. AICBR and collaborating organizations	2. Beginning and end of project	✓			✓

<b>Evaluation Component</b>	<b>Tools (Developed by)</b>	<b>Tool Code</b>	<b>Indicators</b>	<b>Who (will implement)</b>	<b>When</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
Sustain-ability	1. Sustainability framework defined and used to assess potential longevity/impact of project (AICBR)	F	1. Measures of sustainability to be determined.	1. AICBR	1. During entire project	✓	✓	✓	✓
Community Capacity	1. Focus groups/ community meetings with each participating community to discuss healthy living goals and community capacity using AOHC tool modified for Northern use (AICBR)	G	1. Clearly defined goals for each participating community for supporting healthy living. Transparency between communities and AICBR.	1. Community partners, AICBR	1. Beginning and end of new program		✓	✓	✓
Health & Physical Literacy	1. Literature review to scope potential literacy indicators (AICBR)	H(i)	1. Results of scoping study inform development of health and physical literacy indicators tool.	1. Yukon Literacy Coalition, NWT Literacy Council, AICBR	1. During entire project	✓	✓		
	2. Health and physical literacy tool developed with YLC/NWT-LC (AICBR)	H(ii)	2. Tools developed/informed through consultation with YLC/NWTLC (Indicators/measures to be determined).	2. Yukon Literacy Coalition, NWT Literacy Council, AICBR	2. During entire project		✓	✓	✓
	3. Cultural relevancy measurement tool (AICBR)	H(iii)	3. Tool developed and informed through results of scoping study, consultation with First Nations and Inuvialuit partners.	3. Community partners, AICBR	3. Beginning of new programs		✓	✓	✓
Reports	1. AHL Meeting Reports and minutes (AICBR)	I(i)	1. Partner organizations indicate change in practice informed by community involvement. Proof of connectivity between organizations.	1. AICBR	1. During entire project	✓	✓	✓	✓
	2. Community Garden Best Management Practices	I(ii)	2. Facilitators and barriers to community gardening.	2. AICBR, YG-Ag Branch	2. During Year 1/2	✓/	/✓		

	Report (AICBR)  3. Community Partner Reports (Selkirk First Nation, Tr'ondëk Hwëch'in, others)	I(iii)	3. Outcome data measures communities' knowledge, intentions, behaviours and supports specific to healthy living.	3. Partner community coordinators	3. During entire project (progress and final reports)	✓	✓	✓	✓
Social Marketing and Communications Strategy	1. Social Marketing Strategy Tool (AICBR) (To be developed)	J(i)	1. Data measures such as statistics tracked on Facebook, Twitter, website indicate Territorial engagement in AHL project.	1. AICBR, Communications Consultant	1. During entire project		✓	✓	✓
	2. Communications Strategy (AICBR) (To be developed)	J(ii)	2. To be developed.	2. AICBR, Communications Consultant	2. During entire project	✓	✓	✓	✓

### Evaluation Plan for AHL Strategy Objectives

Objective	Activities	Indicators	Tool	Who	When	Year			
						1	2	3	4
1. Bi-Directional Capacity Building	1. Community Garden Workshop Best Management Practices Report (Yukon)	1. Understanding of facilitators and barriers to community gardening.	1. I(ii)	1. AICBR, YG-Ag Branch	1. During Year 1/2	✓	✓		
	2. Raised Garden Bed Evaluation Report	2. Understanding of facilitators and barriers to gardening in Dawson.	2. A(i), I(iii)	2. Partner community coordinator, Tr'ondëk Hwëch'in administered to citizens	2. During Year 1	✓			
	3. Inspired Living Support Group in	3. Immediate and sustained healthy living knowledge,	3. D(iii)	3. Partner community	3. End of program and follow-up	✓	✓		



	Dawson post and post-post survey	intentions, and behavior.		coordinator, Tr'ondëk Hwëch'in administered to program participants	several months later				
	4. Cooking skills and health literacy course with post survey and records of attendance	4. Post survey results from participants in cooking group indicate sustained, intentional behavioural and lifestyle change, particular to healthy eating; consistent attendance to program.	4. Facilitator record of course attendance, <b>D(iii)</b>	4. Partner community coordinator, Selkirk First Nation administered to program participants	4. End of program	✓	✓		
	5. RHEAL Leader program with post survey and records of attendance	5. Post survey results from participants in RHEAL programming indicate sustained, intentional behavioural and lifestyle change, particular to healthy eating; consistent attendance to program.	5. Facilitator record of course attendance, <b>D(iii)</b>	5. RPAY	5. End of program	✓	✓	✓	
	6. Community Inventory	6. Inventory supports new partnership development with increased exchange of information between communities/organizations. Increased collaboration between organizations and communities.	6. <b>C</b>	6. Everyone	6. Ongoing		✓	✓	✓
	7. Father-child hunting trip and	7. Interest in engagement in culturally relevant healthy living practices.	7. Record of attendance, participant	7. Program Coordinator, Selkirk First Nation	7. End of program	✓			

	<p>berry picking trip with Selkirk First Nation</p> <p>8. Greater understanding of community needs, as well as barriers and facilitators to active living and healthy eating by partner organizations</p>	<p>8. Partner organizations indicate change in practice informed by community involvement and community-specific information.</p>	<p>feedback, <b>A(i), D(iii)</b></p> <p>8. <b>A, E, G, I</b></p>	<p>8. Everyone</p>	<p>8. Ongoing</p>	✓	✓	✓	✓
2. Creating Supportive Environments	<p>1. Health Behaviour of School-Aged Children Study (YT/NWT) results (2011/2015)</p> <p>2. Youth survey to improve understanding of youth's preferences and patterns of active living and healthy eating</p> <p>3. Community Inventory</p>	<p>1. Baseline and current data on youth healthy living practices. Can be used to guide and support project activities.</p> <p>2. Baseline and current data on youth healthy living practices. Can be used to guide and support project activities.</p> <p>3. Assessment of change in number of programs and activities for healthy eating and active living.</p> <p>4. Understanding of facilitators and barriers to</p>	<p>1. <b>B(v)</b></p> <p>2. <b>B(i), B(ii), B(iv), B(v)</b></p> <p>3. <b>C</b></p> <p>4. <b>I(ii)</b></p>	<p>1. AICBR</p> <p>2. BYTE, BGCY</p> <p>3. AICBR, RPAY, NWT-RPA, NNA, YG Sport &amp; Rec, MACA</p> <p>4. AICBR, YG-</p>	<p>1. Ongoing</p> <p>2. Pre/post programming</p> <p>3. During entire project</p> <p>4. Year 1/2</p>	✓	✓	✓	✓

	4. Community Gardener Workshop  5. Post evaluation and attendance records of workshops on gardening in Dawson	community gardening.  5. Understanding of facilitators and barriers to gardening in Dawson report.	5. <b>A(i), D(iii), I(iii)</b>	Ag  5. Partner community coordinator, Tr'ondëk Hwëch'in	5. Post workshop	✓			
3. Leadership Development	1. Youth workshops with post survey/workshop evaluation  2. Post survey with adult leaders (i.e. community coordinators)	1. Youth indicate an interest in building leadership qualities (skills, intentions) and intentions to become active healthy living leaders in their communities.  2. Demonstrated intentions to train others and continue healthy living programs, and on active living and healthy eating knowledge.	1. <b>D(ii), G</b>  2. <b>D(ii), G</b>	1. BYTE, BGCY?, RPAY?, NWT-RPA?, MACA?  2. Partner community coordinators	1. End of workshop  2. End of program		✓	✓	✓
4. Partnership Development	1. Evaluation of partnerships within a collective impact framework  2. Sustainability framework-  3. Yukon Food Security Working	1. Proof of connectivity between different organizations, including the necessary role of AICBR as a backbone organization.  2. Literature review on sustainability measures used to develop sustainability indicators for project.  3. YFSWG meeting notes, attendance rates, and group	1. <b>A, E</b>  2. <b>F</b>  3. <b>To Be Developed</b>	1. AICBR  2. AICBR  3. AICBR, YAPC	1. During entire project  2. During entire project  3. During entire project	✓	✓	✓	✓

	Group participant list, terms of reference, meeting notes, attendance rates and group activities	activities illustrate a sustained interest in maintaining the group.							
5. Social Marketing and Communications	1. Compilation and development of relevant resources (existing and new) into a list and posted	1. Ongoing list of resources developed indicate gaps in resource availability for two Territories.	1. <b>To be developed</b>	1. Everyone	1. During entire project	✓	✓	✓	✓
	2. Communications strategy	2. TBD	2. <b>J(ii)</b> <b>(To be developed)</b>	2. AICBR	2. During entire project	✓	✓	✓	✓
	3. Social Marketing strategy	3. Data measures such as statistics tracked on Facebook, Twitter, website indicate Territorial engagement in AHL project.	3. <b>J(i)</b>	3. AICBR	3. During entire project	✓	✓	✓	✓
6. Facilitating Systems Change	1. Community Inventory	1. Change in number of programs and activities for healthy eating and active living.	1. <b>C</b>	1. AICBR, NWT-RPA, RPAY, NNA, YG-Sport & Rec, MACA	1. During entire project		✓	✓	✓
	2. Development of a plan to increase accessibility of healthy living programs for YT/NWT, in line with existing or	2. Assessment of facilitators and barriers for enabling systems change.	2. <b>E(i), F, G, I</b>	2. Everyone	2. During entire project		✓	✓	✓

	new healthy living policies.								
7. Monitoring and Evaluation	1. Partner PERT Forms	1. Completed forms to inform PHAC PERT and workplans for consequent years	1. <b>A(i)</b>	1. Partner Coordinators	1. Mid-point, end of year	✓	✓	✓	✓
	2. PHAC PERT	2. PERT form completed and approved by PHAC. Informs workplans for consequent years.	2. <b>A(ii)</b>	2. AICBR	2. End of year	✓	✓	✓	✓
	3. Overall evaluation plan for project components	3. Plan implemented and deliverables completed.	3. <b>A-J (all tools)</b>	3. AICBR (everyone)	3. During entire project	✓	✓	✓	✓

## Appendix D: Collective Impact Matrix

Collective Impact Component	Indicator	Tool
<b>COMMON AGENDA</b>		
	Core Group includes voices from all relevant sectors.	Assessment of who is/is not at the table (matrix).
	Members of the target population help shape the common agenda.	Core Group meeting minutes, workshop reports.
	The group's understanding of the problem is informed by data.	Baseline data, Healthy living segmentation study, Healthy Living Inventory. Meeting Minutes, Partner PERT and interviews with partners.
	Partners and the broader community understand and can articulate the problem.	Social marketing and communications participation and feedback on materials developed/shared. Communication materials developed by partners which describe project.
	Geographical boundaries and population targets are clear for all partners.	Reflected in scope of project and demonstration projects (distribution, target groups, participation rates).
	-Partners use data (qualitative and quantitative) to inform selection of strategies and actions.	Baseline data, Demonstration project evaluation, interviews with partners.
<b>BACKBONE INFRASTRUCTURE</b>		
	Core Group includes a diverse set of voices and perspectives from multiple relevant sectors and constituencies. BB staff is both neutral and inclusive.	Assessment of who is/is not at the table (matrix).
	BB staff demonstrates commitment to the CI's vision.	Reflected by implementation of project work plans and how project is supported to evolve.
	Partners look to BBI and Core Group for initiative support, strategic guidance, and leadership.	Communications tracker, email correspondence, meeting notes.
	BBI and Core Group build a common understanding of the problem that needs to be	Reflected in Core Group meeting minutes and "setting common agenda" exercise.

	addressed.	
	BBI and Core Group serve as thought leaders for the initiative.	-Reflected in Core Group meeting minutes and other Core Group communication (i.e. emails, newsletters, etc).
	BBI provides project management support, including monitoring progress toward goals and connecting partners to discuss opportunities, challenges, gaps, and overlaps.	PERT, communications tracker, working group meeting minutes, core group meeting minutes.
	BBI convenes partners and key external stakeholders to ensure alignment of activities and pursue new opportunities.	BBI convenes partners and key external stakeholders to ensure alignment of activities and pursue new opportunities.
<b>MUTUALLY REINFORCING ACTIVITIES</b>		
	An action plan clearly specifies the activities that different partners have committed to implementing.	Work plan, PERT
	Working groups are established to coordinate activities in alignment with the plan of action. Partners have clear approaches/goals for their own contribution to their working group. Partners understand the roles of other working groups and how these support the common agenda.	Working Group participation rates, meeting minutes, and contribution to action items. Interviews with partners.
<b>SHARED MEASUREMENT</b>		
	Partners understand the value of the SMS. Partners understand how they will participate in the SMS. A participatory process is used to determine a common set of indicators and data collection methods.	Core Group meeting minutes/SMS development process (i.e. workshop).
	Partners agree to a data sharing agreement that supports ongoing collaboration.	Evidence of an agreement.
	The system includes a common set of indicators and data collection methods that can provide timely evidence of (lack of) progress toward the CI	Reflected in SMS development process (i.e. workshop), PERT

	initiative's outcomes.	
<b>CONTINUOUS COMMUNICATION</b>		
	Working groups hold regular meetings. Members of working groups attend and participate actively in meetings.	Communications tracker, meeting minutes.
	Partners communicate and coordinate efforts regularly.	Communications tracker, meeting minutes, evidence of knowledge exchange (Organization survey)
	The CI initiative engages external stakeholders in regular meetings and integrates their feedback into the overall strategy.	Collaboration efforts with other IS projects, opportunity through social media for others to share feedback and contribute to project, presentations and networking at conferences.
<b>CONTEXT</b>		
	Local context influences design and implementation of project.	Environmental scan and history of Territories, partner perspective of context. Understanding of factors that influence healthy weights (lit review, circle model)
	Demonstrated urgency of issue.	Partner matrix, Communications tracker.
	Demonstrated strengths-based approach.	Demonstration projects, Healthy lifestyles inventory.
<b>OUTCOMES &amp; IMPACT</b>		
	Demonstrated changes in decision making about policies, programs, use of resources.	PERT, Meeting notes with Core Teams and government officials
	Anticipated project outcomes achieved.	PERT, Evaluation Working Group assessment, Baseline data.
	Demonstrated change in ability of stakeholders to address complex issues.	Evaluation feedback-demonstration projects, Core Groups meeting minutes, PERT.
	Understanding of facilitators and barriers to achieving CI's goals. Understanding of key lessons learned.	PERT, Core Group and working group meeting minutes, interviews with partners, publication.



