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**An Evaluation of the Community Cadet Corps Program
in Saskatchewan**

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January, 2014

**Final Report: An Evaluation of the Community Cadet Corps
Program in Saskatchewan**

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EXECUTIVE SUMMARY

The Community Cadet Corps (CCC) is a program for youth that, in Saskatchewan, is supported by the Royal Canadian Mounted Police (RCMP) "F" Division. It is intended to provide youth with discipline, responsibility, respect, and entertainment in order to help them develop the skills and tools they need to build positive futures for themselves and the communities in which they live. The mission of the CCC is to instill integrity, honesty, professionalism, compassion, accountability, and respect. The program hopes to instill the youth with positive life skills and habits by providing them with mentoring from culturally-sensitive role models.

The CCC is designed to be a community-driven and community-owned program. The RCMP provides support for the program through the dedicated CCC Coordinator position and by encouraging local RCMP members to assist with teaching drill to the cadets; however, each community is expected to provide funding for the program, provide an appropriate space, find volunteer community members (including a cadet leader) to lead the program, and determine the specific objectives and activities to ensure that the program meets their community's needs. The program is targeted toward youth aged 10 to 18 years who are attending school full-time. Typically, the cadets meet once a week after school to practice drill and engage in other activities (e.g., sports, crafts) decided upon by their communities.

Purpose of the Evaluation

The purpose of the current evaluation is to provide the RCMP "F" Division with an understanding of the processes, outputs and, where appropriate, measurable outcomes of the CCC program in Saskatchewan. Specifically, six questions guided this evaluation:

- What factors facilitate the successful implementation of CCCs?
- What support do CCCs require from Aboriginal Policing Services during start-up?
- How has the CCC helped build partnerships between the RCMP and Aboriginal communities?
- How does participation in the CCC impact the individual outcomes of youth during, and after, their involvement in the program?
- How does the presence of a CCC impact a community?
- What makes a CCC sustainable?

Methodology

Interviews were conducted with program deliverers, including cadet leaders and RCMP members and, where possible, cadets and other community members at 13 sites. Interview data was supplemented with a document review of relevant program materials, the observation of a drill event at Sturgeon Lake, and a site visit to Loon Lake. Other observations of regular drill meetings were planned but not carried out due to scheduling difficulties.

Thirteen communities with active CCCs participated in the evaluation:

- | | | |
|-------------------|-----------------|-------------|
| • Big River | • Piapot | • Whitecap |
| • Black Lake | • Regina | • Witchekan |
| • Ile-a-la-Crosse | • Sandy Bay | • Yorkton |
| • Loon Lake | • Sturgeon Lake | • Wahpeton |
| • Pelican Lake | | |

The CCC Coordinator was also interviewed, as well as two individuals he identified as program volunteers who were not affiliated with a specific CCC. In total, 39 interviews were completed. Data were analyzed for content and discussed according to themes related to the evaluation questions outlined.

RESULTS

Program Implementation: Descriptive Overview

The program includes four major roles: 1) the cadet leaders who are typically responsible for organizing and running the program; 2) RCMP members who provide support for drill instruction and at some location are responsible for running the program where a cadet leader is not available; 3) the Community Cadet Corps Coordinator who provides support to all CCC programs in the province; and 4) other community volunteers who provide additional support. Most communities did not have a full complement of these roles, however, and there was also minimal training available for them.

For the cadet recruitment process, there were a number of strategies identified, with advertising in schools and word-of-mouth communication as the most prominent. The majority of sites did not focus on recruiting any particular group of youth but accepted all youth who were interested. The major recruitment and retention factors as defined by the program deliverers were the youth's interest in the activities that were offered, the structure and dependability of the program, and the opportunities to socialize with their friends and the RCMP members.

The most common activities offered were drill, participation in community events, sports and outdoor games, speakers and life coaching, and field trips. There was also a strong cultural focus to many activities at the majority of the sites.

Overall, there was some consistency between how the program was described in the official documentation and how it ran at the individual sites, but there was also a great deal of variation in how each program operated. Many of the sites had only been running for less than three years and were still in the process of establishing regular and consistent program delivery.

Program Implementation: Strengths and Challenges

A number of factors associated with facilitating and strengthening the implementation of the program were identified, as well as those which may hinder program delivery.

Key strengthening factors included in-kind supports and funding from within the community (e.g., from the Band or Tribal Council or local service-providing agencies) which helped supply the necessary resources for regular program operation. Volunteer support, access to transportation, and uniforms also were important resources. In addition, recognition of the cadets' efforts and achievements, and the dedication of the RCMP members, cadet leaders, and cadets themselves strengthened program functioning.

With respect to challenges encountered, many communities reported struggling with consistent access to the important resources discussed above, including funding, access to space, uniforms,

and transportation. There also were challenges with maintaining youth attendance and interest in the program, providing programming that could accommodate a diverse age range, and ensuring consistent and dependable program delivery to help keep youth engaged. Cadet leaders encountered difficulties with limited community and parental involvement and support, sometimes leading to burn-out on the part of the cadet leader when a single individual was responsible for the entire program and no one else was available or interested in assisting or replacing them.

Challenges for the RCMP members included unavailability due to service calls, lack of interest in participating in the program, and the difficulties of frequent transfers and subsequent interruptions in RCMP members' involvement in the program. The CCC Coordinator also encountered challenges unique to his role in terms of the difficulties of providing support to northern communities while based out of Regina and having no coverage for his position in the event of medical or vacation leave.

Program Outcomes

At this stage in the program's development, outcome information was limited. The majority of sites have not been in operation for a sufficient length of time for stable program delivery to have been established and for outcomes to have been measured. The program goals are also vague and have not been translated into clear and measurable indicators from either a quantitative or qualitative standpoint.

Anecdotal accounts of individual successes for specific youth as well as general perceptions of positive improvements in the youth and to some extent their communities were noted, the majority of which focused on improvements in the youth's attitudes and level of discipline and their relationships with the RCMP. Although at this time these reports cannot be assumed to be generalizable outcomes that are linked in a reliable way to the unique features of the program, they provide insight into what kinds of outcomes are considered relevant and meaningful in the program context and are a starting point for identifying appropriate outcome indicators for evaluation once the program implementation has been stabilized.

DISCUSSION

It was apparent that the Community Cadet Corps program was valued by many of the communities who participated in the evaluation. Many program deliverers dedicated themselves to the program and implemented their local CCC as best they could with the available resources. However, in its current form, the program lacked some of the infrastructure and supports that would be necessary for it to thrive. In this Discussion section, the findings are reviewed as they pertain to each of the questions initially posed in the evaluation.

What factors facilitate the successful implementation of CCCs?

At the community level, three key factors were related to the successful implementation of the program: 1) having sufficient program resources and funding, including human resources; 2) having dedicated program deliverers and consistent programming provided at a regular date, time, and location; and 3) having sufficient youth interest and participation in the CCC. The

achievement of these factors was supported by having a reliable program infrastructure both locally at each site as well as at the overall program-level, as provided by the CCC Coordinator.

What support do CCCs require from Aboriginal Policing Services during the start-up phase?

Almost all of the CCCs examined in this evaluation were currently in or had just completed the start-up phase of programming; therefore, the factors described as facilitating successful implementation are the same as those required for the start-up of a CCC. From APS, the CCCs require support and infrastructure, from both the CCC Coordinator and from the local RCMP detachment, including support with drill instruction, assistance with acquiring uniforms and other incentives and recognitions of the youth (e.g., pins, badges), training opportunities for cadet leaders and community volunteers in how to deliver the program, and a more comprehensive set of guidelines about how to set up, organize and run the program than is present in the current training manual.

How does participation in the CCC impact the individual outcomes of youth, the community, and partnerships between the RCMP and Aboriginal communities?

It is too early in the implementation of the program to make statements about the impact of the program. The majority of sites reviewed have been active for three years or fewer and are still working through the many implementation challenges outlined previously. Although a wide range of perceived outcomes for the youth were reported by various individuals involved in delivering the program, these reports were anecdotal and may reflect best-case scenarios for particular youth or communities rather than a predictable program effect.

This does not mean the program is not successful or of benefit to the youth or communities, or that the outcomes observed by program deliverers are not valid and meaningful in a day-to-day program context. However, the most pressing need of the program currently is ensuring its effective implementation so that the achievement of program outcomes can be measured more definitively. The program also requires explicitly-defined objectives on which meaningful data can be collected and linked to specific program activities.

What makes a CCC sustainable?

Eight key elements were identified as contributing to having a sustainable CCC: 1) youth interest; 2) community support; 3) dedicated cadet leaders; 4) consistent RCMP involvement; 5) consistent programming; 6) sufficient funding; 7) a broader community infrastructure that the CCC could fall under; and 8) a strategy for self-sufficiency.

Many of these elements are contingent on the human and material resources available in a particular community. As a result, the presence of these key elements in a community is beyond the RCMP's direct influence and mandate. However, the RCMP is able to provide resources that can strengthen a community's ability to put these key elements in place. That is, by providing as much structure and support in terms of making a thorough cadet manual, training opportunities, and incentives (e.g., pins, badges, and uniforms) available to communities, they can increase the likelihood that CCCs will be implemented effectively and that communities will be able to sustain them.

Recommendations

Based on the findings of the evaluation, the following recommendations are put forward to further enhance the CCC program:

1. Focus on enhancing the consistency of program delivery while continuing to encourage communities to adapt the program to meet their unique needs and contexts.
2. Encourage CCCs to formally partner with local staff and agencies, such as Justice Workers, Child and Family Services, Health Services, Tribal Services, or the schools.
3. Define what is meant by the expectation that CCCs will be "community-driven" and clarify the role of program deliverers.
4. Develop and provide appropriate training, orientation, and transitional support for cadet leaders, RCMP members, and the CCC Coordinator.
5. Further develop and provide access to incentives to sustain youth interest.
6. Consider expanding or re-designing the CCC Coordinator role to ensure adequate support, coverage, and location for ease of access for communities.
7. Develop a mechanism that would allow CCCs from across the province to communicate, share ideas and resources, and collaborate.
8. Define clear program objectives and link them to measurable outcomes.



Image provided by CCC Coordinator. Property of CCC Program.

INTRODUCTION

The Community Cadet Corps (CCC) is a program for youth that, in Saskatchewan, is supported by the Royal Canadian Mounted Police (RCMP) "F" Division. It is intended to provide youth with discipline, responsibility, respect, and entertainment in order to help them develop the skills and tools they need to build positive futures for themselves and the communities in which they live. The mission of the CCC is: integrity, honesty, professionalism, compassion, accountability, and respect.

The purpose of the current evaluation is to provide the RCMP "F" Division with an understanding of the processes, outputs and, where appropriate, measurable outcomes of the CCC program in Saskatchewan. Specifically, the evaluation will focus on examining the factors that facilitate the successful implementation of CCCs, how the program has led to the building of partnerships between communities and the RCMP, the perceived impacts of the program on youth and communities, and the factors that contribute to the sustainability of the program.

Program History

First Nations youth from Carry the Kettle First Nation were the first to become involved in a Saskatchewan Community Cadet Corps program. In the mid-1990s, local RCMP members identified that there were few extracurricular activities available for the First Nation youth living on the reserve, particularly those that were positive in nature (First Nations Cadet Corp as cited by Lytle, 2012). Thus, in lieu of other alternatives, youth would often turn to crime, drugs, and alcohol for entertainment.

To provide youth with the opportunity to participate in more pro-social extracurricular activities, Constable Sanderson, a local RCMP member, made arrangements for a group of Carry the Kettle First Nations youth to participate in an Air Cadet Corps program offered in Indian Head (located 30 km from Carry the Kettle First Nation). The youth were transported to Indian Head using the clinic van and were accompanied by a band member and RCMP member. A large number of youth initially began participating in the program. However, a number of barriers were encountered that dampened their interest and involvement, including:

- Cost of transportation
- Inability to transport all the youth who wanted to participate to Indian Head each week
- Air Cadet Program's focus on topics, such as airplanes and aerodynamics, that First Nations youth had neither been previously exposed to nor were interested in learning about
- Air Cadet Program did not have an organized sports program, which was an area of interest among the First Nations youth
- Air Cadet Program consisted of field trips which the cadets had to pay for themselves, but which the First Nations youth could not afford. This was perceived to have a detrimental effect on their self-esteem

In an effort to overcome these barriers, in 1996, Constable Sanderson established a Community Cadet Corps directly on Carry the Kettle First Nation that met the specific needs and interests of First Nations youth. The CCC included drill marching, organized sports, life skills,

community involvement, and other activities that were of little to no cost for the youth. Following the implementation of the program, a decrease in youth crime and an increase in academic performance was observed in that community (Community Cadet Corps, 2010 as cited by Lytle, 2012). Similar results have been reported to occur in other communities as well (Touchwood Cadet Corps, n.d.).

In 2005, Inspector Denis Fraser of the RCMP "F" Division gave direction to establish and continue CCCs throughout the province. The RCMP recognized that it had to take a leadership role in crime prevention by providing youth with alternatives to crime involvement through programming. The program was to be supported through Aboriginal Policing Services (APS) and one position (i.e., Community Cadet Corps Coordinator) was dedicated to the program.

CCCs have been implemented in several Saskatchewan communities, as well as across Canada, including in British Columbia, Alberta, Nunavut, Labrador, and Manitoba (Willems, 2004; Grekul & Sanderson, 2011). Each program offers similar types of activities, but is unique in terms of its specific objectives and activities, as each site adapts the program to reflect its local needs and context.

Program Description

According to existing program documentation¹, the overarching objective of the CCC is to increase protective factors in youth and provide them with positive alternatives to risk activities, such as drug and alcohol abuse, gang involvement, and criminal activities (South District POWPM Presentation, 2011). The program hopes to instill the youth with positive life skills and habits by providing them with mentoring from culturally sensitive role models. Ultimately, the CCC prepares youth to become future leaders of their communities.

The CCC is designed to be a community-driven and community-owned program. The RCMP provides support for the program through the dedicated CCC Coordinator position and by encouraging local RCMP members to assist with teaching drill to the cadets. However, each community is expected to provide funding for the program, provide an appropriate space, find volunteer community members to lead the program, and determine the specific objectives and activities offered to ensure that the program meets their community's needs.

Target Population

Youth aged 10 to 18 years who are attending school full-time are typically eligible to participate in the program. Programs are open to all youth, including those who are non-Aboriginal.

Program Activities and Intended Outcomes

Programming is usually held once a week after school hours. The program normally runs during the regular school year (September to June), but may be held during the summer depending upon cadet leader interest and availability. A CCC also may involve youth in recreational and cultural activities that occur in the community, such as ceremonies, round dances and powwows.

¹ This program description is based on existing program documentation describing the Aboriginal CCC program. However, as is revealed in the ensuing evaluation, the way in which the program is described by community members and the RCMP does not necessarily match the description provided in the available documentation.

The activities offered through the CCC differ from community to community as activities are tailored by each community to meet the needs and concerns of their youth. However, there are five main areas the curriculums of CCC programs are expected to address:

- 1) Regular drill (marching) to instill a sense of discipline, self-respect, accountability, team ethics, and leadership
- 2) Education to increase knowledge and awareness of drugs and alcohol, bullying, gangs, and healthy lifestyles
- 3) Career development to promote career planning among youth
- 4) Entertainment nights to provide youth with pro-social recreational opportunities
- 5) Culture to teach youth about culture, language, traditional activities, and ceremonies

In general, CCC activities are intended to influence the youth in the areas of structure, discipline, entertainment, fitness, career planning, and the personal development of self-esteem and a sense of belonging. Since each CCC program varies by communities, each program has its own unique set of outcomes. However, some common program outcomes across sites include enhanced life skills (e.g., team work, personal life management, coping, pro-social values and conduct, career planning, discipline); increased respect for authority; enhanced feelings of self-esteem; increased community and leadership skills; improved academic performance and attendance; reduced involvement in crime; and successful life outcomes (e.g., postsecondary education, employment, community involvement). At the community level, common expected outcomes include better relationships between the RCMP and the youth, increased community support for the program, and reduced crime in the community.

Program Delivery

Several individuals are involved in establishing and running a CCC. As mentioned previously, APS has hired a CCC Coordinator to support communities that would like to, or are currently, running a CCC program. The CCC Coordinator provides this support by conducting community presentations, providing training, and assisting with all aspects of establishing a CCC (Community Cadet Corps Presentation, 2005). For instance, the Coordinator may provide communities with a cadet manual, ideas for activities and lesson plans, and help them obtain uniforms for the cadets.

At the community level, volunteers are identified to serve as cadet leaders who take on the responsibility of leading their local CCC. Typically, cadet leaders are responsible for scheduling, planning, supervising, and designing programs or lesson plans that best suit the cadet program. Cadet leaders must pass a criminal record check. Additional community volunteers also may support the delivery of the program.

Members of the local RCMP detachment may also be involved in the program and are intended to be the lead support on behalf of the RCMP. Typically, they teach the youth drill (marching) at the weekly CCC meetings.

Program Cost

The CCC can be implemented with a minimal amount of funding. The cost of the CCC program depends on the resources available in a local community, the availability of various funding

options, and the types of events/activities that will be offered. The cost of a uniform is up to \$200.00 per cadet. The RCMP does not provide funding for the program.

Evaluation Methodology

Evaluation Purpose

The purpose of this evaluation is to provide the RCMP "F" Division with an understanding of the processes, outputs and, where appropriate, measurable outcomes of the CCC program in Saskatchewan. Specifically, six questions pertaining to the CCC's implementation, outcomes, and sustainability guided this evaluation.

Implementation:

- What factors facilitate the successful implementation of CCCs?
- What support do CCCs require from Aboriginal Policing Services during the start-up phase?

Outcomes:

- How does participation in the CCC impact the individual outcomes of youth during, and after, their involvement in the program?
- How does the presence of a CCC impact a community?
- How has the CCC helped build partnerships between the RCMP and Aboriginal communities?

Sustainability:

- What makes a CCC sustainable?

Evaluation Approach

To answer the questions posed about the CCC, an implementation evaluation was employed to determine how the CCC is being implemented in each community and to examine issues of program start-up and sustainability. Given that each community is able to shape the program to meet its specific needs and contexts, it became apparent early on in the evaluation that there was great variability in how the program was implemented across communities, and that program implementation deviated somewhat from existing documents describing the program.

Consequently, the evaluation, in part, served to identify the elements of the program that were typically implemented and critical to examine.

Participants

Thirteen communities with active CCCs were identified by the RCMP for inclusion in the study. Ultimately, however, it was not possible to include one of those communities (i.e., Onion Lake) as we were unable to successfully arrange an interview with anyone who had been involved in running the CCC. Further, we opted to add one community to evaluation (i.e., Wahpeton) as there were representatives present at an event where we were conducting data collection. Therefore, the final 13 communities who participated in the evaluation were:

- Big River
- Black Lake
- Ile-a-la-Crosse
- Loon Lake
- Pelican Lake
- Piapot
- Regina
- Sandy Bay
- Sturgeon Lake
- Whitecap
- Witchekan
- Yorkton
- Wahpeton

Within each these communities, efforts were made to interview the cadet leader, involved RCMP members from the local detachment, and any community partners or members who were knowledgeable about the program. Potential interviewees (including community partners) were identified by the CCC Coordinator as well as local by cadet leaders and RCMP members. In addition, the CCC Coordinator was interviewed, as well as two individuals he identified as volunteering with the program, but who were not affiliated with a specific CCC. In total, 39 interviews were completed (see Table 1 for a break down by community and role).

Table 1: Interviews Completed by Community and Role

Community	Cadet Leaders (#)	Community Partners/Members (#)	RCMP Members (#)	Total # by Community
Big River	3 (group interview)	----	1	4
Black Lake	----	----	2	2
Ile-a-la-Crosse	----	1	1	2
Loon Lake	----	2 (group interview)	2	4
Pelican Lake	1	4 (including 1 parent and 1 cadet)	1	6
Piapot	2 (including 1 youth cadet leader)	----	1	3
Regina	----	----	2 (Regina Police Service)	2
Sandy Bay	----	----	2	2
Sturgeon Lake	1	1	----	2
Wahpeton	1	----	1	2
Whitecap	1	----	2	3
Witchekan	1	----	----	1
Yorkton	1	----	2	3
CCC Coordinator and Volunteers	----	----	3	3
Total # by Role	11	8	20	39

Evaluation Methods

Interviews were the primary method of data collection employed in the studied (see Appendix A for copies of the interview guides). Most interviews took place over the telephone; however, 10 interviews were completed in person (six of these interviews occurred during a cadet drill event in Sturgeon Lake where representatives from Sturgeon Lake, Pelican Lake, and Wahpeton were present; four, including the interview with the CCC Coordinator, took place during a site visit to Loon Lake).

Originally, we had hoped to complete all interviews by conducting site visits. However, it was challenging to make such arrangements with communities. For instance, five planned site visits had to be cancelled due to unexpected events in the community or persons involved in the CCC no longer being available during the time of our visit. In other instances, it was challenging to plan site visits because the program was already on break for the spring or summer. For this reason, the majority of interviews were completed over the telephone as that was the most convenient way for participants to participate in the evaluation.

In addition to interviews, a **document review** was completed to obtain a more complete understanding of the program and the extent to which it is supported by communities. Documents reviewed included the cadet manual, news articles, letters of support for the program, a report describing the program, and the Facebook page of the Ile-a-la-Crosse CCC.

Participant observation also was employed wherein we observed cadets participate in a drill event at Sturgeon Lake. Again, we had hoped to conduct additional participant observations during our planned site visits which were ultimately cancelled.

Finally, we had planned to conduct focus groups with youth involved in the CCC during our planned site visits; however, since all site visits were cancelled, we were not able to carry out this aspect of our planned methodology. The drill event was not an appropriate venue to conduct a focus group as most youth were younger than 16 years of age and their parents were not present to be informed about the evaluation and their child's participation in it.

Data Analysis

All data collected through the interviews was qualitative in nature. Detailed notes were taken during each interview and the data were analyzed using qualitative content analysis. Specifically, the approach used was thematic analysis, which entailed the systematic identification of recurring themes and patterns in the responses of the interviewees (Boyatzis, 1998). These themes represented underlying concepts which described and organized the data or offered an interpretation of it.

The present investigation was based on an assessment of several explicit and well-defined evaluation questions. Therefore, the resulting interview data presented a number of readily-identifiable themes which were identified by grouping participants' responses under the headings of the various topic areas that were explored (e.g., how did the program start, what activities are offered, what challenges have been encountered, etc.). To analyze and identify these themes systematically, a multi-stage process was used, in accordance with the literature (e.g., Braun & Clark, 2006; Flick, 1998). Specifically, the data were analyzed for similar patterns within and

across interviews (in terms of the content expressed by participants). In the first phase of data analysis, data derived from each community was initially analyzed independently of other communities. Key themes describing the functioning of each CCC included in the evaluation can be found in Appendix B. In the second phase of data analysis, the data derived from each community was collapsed across sites to allow overall commonalities and differences to be identified.

To ensure the trustworthiness and rigour (i.e., reliability and validity) of the findings, quotations were included as much as possible in the ensuing results to illustrate the themes identified. This allows the reader to draw his/her own conclusions about the accuracy of our interpretation of the data. Themes were also reported with the overall number of communities and the names of the communities where one or more interviewee contributed a comment relevant to that theme.

Findings

The report has been organized according to four major topic areas under which the subtopics and their respective themes are discussed. The four major topic areas are a descriptive overview of how the program operates according to the interviewees (pg. 14); a more detailed examination of both the strengths and challenges in the program implementation process with suggestions for improvements (pg. 39); a brief review of suggested program outcomes at both the individual and community level (pg. 68); and finally a review of the themes which emerged relating specifically to the sustainability of the program (pg. 77). This is followed by a summarizing discussion of the findings as they relate to the specific evaluation questions that were identified and the broad recommendations which emerged from these findings.

Limitations

As with any evaluation, there are a number of limitations that must be taken into consideration when reviewing the findings of the current evaluation. Notably, it was not possible to conduct site visits to the majority of communities to directly observe their CCCs and meet the individuals involved in delivering the program. There were a myriad of reasons for why site visits did not occur: community visits seemed to be too much of a burden on some already busy volunteers; the spring (i.e., May, June) was too late in the school year to conduct site visits as many CCCs were coming to a close for the year, were experiencing declines in youth attendance, or had already ended; and several planned visits had to be cancelled due to unexpected events in the community resulting in participant unavailability.

The absence of site visits in the evaluation have two implications for our findings: 1) it was not possible to directly observe a typical CCC meeting and use these observations to further inform the evaluation of the CCC; and 2) it was not possible to meet with youth involved in the program, conduct focus groups with them, or include their perspectives in the evaluation (aside from two older youth who were in leadership positions in their CCCs and were able to participate in the evaluation).

With respect to cadet leaders' and RCMP members' involvement in the evaluation, it was not always possible to interview all individuals who participated in the delivery of a given CCC due their unavailability or lack of interest in participating in an interview. Therefore, not all perspectives of a given community's CCC may be represented in the evaluation and all details

about the operation the CCC may not have been gathered in full, particularly in cases where the person most involved in the program was not available for an interview.

Further, in many communities, there were no community partners involved in the program to the degree that they would be able to speak about the program in any kind of detail. In addition, many of the participants who were included in the evaluation were not necessarily from the community in which they were working; therefore, it was not possible to fully understand how community members perceive the program and its impact on their community.

The reliance on interviews with key stakeholders who have a vested interest in the CCC also may have led to more positive representations of the program than is actually the case (i.e., a social desirability bias may have been present). However, all stakeholder groups were forthcoming about the aspects of the CCC they perceived to be challenging, which suggests this bias was minimal. Further, the triangulation of data across the four stakeholder groups increases the confidence that can be placed in the results obtained.

Finally, CCCs had not been operating in most communities for long enough or consistently enough to allow information about the impact of the program to be obtained. Moreover, without having a comparison or control group (e.g., a matched comparison group of youth who did not participate in the CCC), it is not possible to determine with any degree of certainty whether any of the youth and community outcomes that were mentioned by interviewees were achieved as a direct result of participation in the CCC.

Ethical Considerations

To ensure that the evaluation was conducted in an ethical manner, several provisions were made in the evaluation design. First, prior to beginning each interview, each participant was informed about the purpose of the evaluation and was told that the study was being conducted at the request of the RCMP. In addition, each participant was told how they had been identified for the evaluation (e.g., by the CCC Coordinator, by a local RCMP Member). They also were asked whether their role and community (but not their name) could be mentioned in the report. Further, information sheets (see Appendix C) describing the study were provided to participants who completed face-to-face interviews.

Second, youth who participated in the evaluation had to be a minimum of 16 years of age and in a position of leadership in their community's CCC. These youth were assumed to be mature enough to provide consent for participating in the study.

Finally, the evaluation team worked closely with the CCC Coordinator to ensure that appropriate protocols were followed with respect to entering an indigenous community before conducting the two site visits. We also verified before contacting communities by telephone that it was appropriate to do so and that we were aware of any pertinent information (e.g., cultural composition of the community).

PROGRAM IMPLEMENTATION: DESCRIPTIVE OVERVIEW

The first key question of this evaluation pertained to the implementation of the program—what does program implementation look like and what makes it successful? This was then further expanded to examine the entirety of program operation, from implementation to on-going program delivery in order to provide a fuller picture of what happens in the program in each of the sites reviewed. Because programs are tailored to the needs and resources of their individual sites, the details of program implementation and operation also varied across communities. Interviewees were asked to describe the specifics of how their programs run in detail in order to identify consistent trends in implementation and delivery across the sites. Appendix B provides full community profiles outlining the details of each community's CCC, including site-specific challenges and strengths.

In every community, except Regina and Yorkton, the current iteration of the program has been in operation for three years or fewer. Most communities therefore are still in the early stages of making the program operational, including establishing consistent program delivery and building a base of dedicated cadets. These programs are still in flux and their operation at the time of this review does not necessarily reflect how they will operate in the future. The feedback on program implementation and delivery has been broken down into the following broad categories:

Program roles: Who helps deliver the program, what are their respective roles, what training do they receive, and how are they involved in getting the program running?

Program start-up: Who provides the impetus for bringing the program to a community, for what reason, and how do they hear about it?

Cadet recruitment: What strategies are used to recruit youth into the program, what factors draw them in, and what helps keep them involved?

Activities: What activities are included in the program, with what rationale, and how does this vary across communities?

Program Roles

Although the exact structure of the program varies from community to community, there are four key roles in program delivery, which may or may not be present in all versions of the program:

Cadet Leader: Typically an adult community volunteer who organizes and runs the program.

RCMP Members: Members of the local RCMP detachment are often involved in support positions where they provide drill training to the cadets, usually on a volunteer basis. In communities where an adult cadet leader is not present, an RCMP member may run the program.

Community Cadet Corps Coordinator: This support role is filled by a single person for all CCC programs across the province. Corporal Ron Stenger is the current CCC Coordinator and has been for the past three years.

Ideally the program is also supported by **additional volunteers** from the community who can assist with the running of the program, although a lack of volunteers was a challenge identified in nearly all communities. Programs varied in terms of the involvement of each of these key positions, with the exception of the Community Cadet Corps Coordinator, who is responsible for all CCC programs throughout the province.

Table 2: Program Deliverers by Community and Role

Community	Cadet Leader	RCMP Members	Other Volunteers
Big River	Justice Worker, Child and Family Services	Some assistance when available; one frequently attending member	Other CFS staff provide support; ex-military volunteer provides drill instruction
Black Lake	None	Two dedicated members	None
Ile-a-la-Crosse	Community volunteer (currently not involved)	Some assistance when available	None
Loon Lake	None	One dedicated member	Some teacher support
Pelican Lake	Family Support Worker, Child and Family Services	Some assistance when available	Parent volunteers, senior cadets
Piapot	Youth Cadet Leader	One dedicated member	Cadet Program Supervisor/Coordinator
Regina	Regina Police Services CCC Coordinator and CCC Coordinator Supervisor	None	None
Sandy Bay	None	Two dedicated members (one established and one recent)	None
Sturgeon Lake	Education Assistant at school	Minimal assistance	Band Councillor; minimal assistance from community volunteers
Wahpeton	Justice Worker	Some assistance when available	Some parent volunteers
Whitecap	Community Justice Worker	Two dedicated members	None
Witchehan	Family Support Worker, Child and Family Services	Some assistance when available	Cadet Leader from Pelican Lake provides some support
Yorkton	Two community volunteers (one previously as part of Tribal Services role)	Two dedicated members	None

Very few communities have a full complement of support. In particular, most communities lack additional community volunteers and programs tend to rely on either a single cadet leader or RCMP member to keep the program running. The support of the CCC Coordinator is also spread across many communities which are located throughout the province. The challenges associated with the distribution of responsibility for the program are discussed in more detail in the Challenges section of this report.

Cadet Leaders

Role and responsibilities: Nine communities (Big River, Ile-a-la-Crosse, Pelican Lake, Regina, Sturgeon Lake, Wahpeton, Witchekan, Whitecap, Yorkton) had one or more dedicated cadet leaders who were in charge of organizing the program. In Piapot, there was a youth cadet leader who was supervised by a Cadet Program Coordinator.

These positions were voluntary, but were often associated with the cadet leader's professional position (e.g., justice worker, family support worker, Regina Police Services, educational assistant), which had the advantage of ensuring these cadet leaders were already in touch with relevant community support. Indeed, some also were in charge of other similar community programs as part of a larger portfolio, although this was sometimes challenging for busy individuals.

- "I organize the programs, when we start, then I do the drills with them also, and fundraise." (*Cadet Leader, Sturgeon Lake*)
- "It is just someone to be there to oversee the whole thing and I am just one person, so I can't be there all the time, as this is only one part of my job title, I'm supposed to be doing something else so." (*Cadet Leader, Pelican Lake*)

Ile-a-la-Crosse was one exception, where the cadet leader was a community volunteer. However, RCMP members of that community also reported that although she is not formally employed as part of another service agency, she is highly involved in her community, sits on several boards, and has two kids in the cadet program, so she is similarly invested in the overall infrastructure of the community.

Cadet leaders were responsible for organizing the program, including arranging the meeting nights and locations, recruiting cadets at the beginning of the year, supervising the meetings, running additional activities, keeping attendance and preparing snacks, arranging trips and fundraising initiatives, and communicating with community partners and the RCMP.

Training: There was very little formal training associated with this role. In three communities, it was stated that there was no training at all. However, cadet leaders in five communities were able to teach themselves drill from videos and the manual provided by the CCC Coordinator and from observing the RCMP members. Other cadet leaders were able to rely on their own experiences and knowledge to help them run the program. In Yorkton, the cadet leader felt that training was not necessary because the RCMP members run drill in that community; however, according to the program manual and the expectations outlined by the RCMP members, the intention of the

program is for it to become self-sufficient and to not require that level of direct RCMP involvement.

These cadet leaders were involved in the program from the outset. There were only two cases of a highly-involved cadet leader transitioning their position to another cadet leader, which is currently occurring in Regina, after a period of training. However, in Ile-a-la-Crosse and Yorkton, when the current cadet leaders stepped down the program itself ended or went on hiatus because there was no replacement cadet leader interested or available. Regina's program is also unique in that it is formally a part of the Regina Police Service's Cultural Unit and has a fulltime paid CCC Coordinator position.

RCMP Members

Role and responsibilities: RCMP involvement typically focused on doing drill instruction, promoting the program in the community and, in some cases, helping the cadet leaders acquire resources like uniforms and drill instruction materials.

- "The RCMP, they're really good. They've always been there, whenever we've needed them, they're just there all the time. They bring supplies." (*Cadet Staff Sergeant, Pelican Lake*)
- "[What do you contribute to the program?] Drill and marching, mainly. I know they also play games. We're usually just there for the drill/marching component though. We haven't seen them for a long time, and haven't always stuck around for the games part." (*RCMP Member, Ile-a-la-Crosse*)

However, because many of the communities do not have dedicated RCMP members volunteering their time, RCMP involvement was subject to availability and service calls took precedent. As such they were often not present at the weekly meetings.

- "My responsibilities were to be there and make sure there was someone always present. We tried to have it, so that someone was always there. The best way it worked is if we had a member who was off work go, because if you're working, and you get called, you can't stay anymore." (*RCMP Member, Sandy Bay*)

For some communities, this was not a major issue—Pelican Lake had enough trained senior cadets to run drill practice regardless and the Regina CCC is run by Regina City Police Service members who provided their own drill instruction. However, in the remaining five communities, where there were not enough trained senior cadets or the cadet leaders themselves were not fully trained in how to do drill, this presented a greater challenge. In Big River, one solution was to engage an ex-military person who could help with drill when the RCMP members were unavailable.

Yorkton and Whitecap ran similarly to the other seven communities, but with dedicated RCMP members who attended frequently to provide the drill instruction. Big River also recently had an RCMP member take an extra interest in the program whereas before RCMP involvement had been minimal. While these programs ran successfully, the overall expectation of the program

was still that they would eventually become self-sufficient. RCMP members who volunteered their time on a regular basis tended to be involved because of their commitment to the program and interest in supporting the youth and doing drill training.

- "When it comes down to it, the kids learnt a lot, I learnt a lot. It was new to me and I really enjoyed it. It was great. I came here, and was posted to Big River, and I live there, so I took over the cadet program and the schools. So I get to see the kids all the time. It made more sense for me to do it. Plus, it gives me a sense of pride too, just to see all of those kids, marching in front of their families and the community. It's definitely well worth the volunteer time." (*RCMP Member, Big River*)

Four communities (Black Lake, Loon Lake, Piapot, Sandy Bay) were operating without an adult cadet leader. In most of these cases, the RCMP members themselves took over all of the responsibilities outlined above for the cadet leaders. In one community, there was a youth cadet leader who had been recruited to lead the program under the supervision of an adult coordinator. However, this cadet leader still required substantial RCMP support and, in the past, this program had been primarily run by highly-involved RCMP members. It was not ideal to run the program without a cadet leader in any of these communities as the RCMP saw their role as being primarily supportive with the expectation that the program was intended to be community-led.

- "I saw my role as teaching the drill, but not organizing the nights. I didn't know that I was going to be doing this whole organized program. That's a second job all on its own." (*RCMP Member, Loon Lake*)
- "Lots of time I was on call and couldn't make it. We don't get time off to do it, and I'm okay with doing it on my own time, but we need that extra involvement from the community. Kids don't want to come and do drill and get yelled at. We need to doing something else too. In my cadets, we would have courses and other stuff, play sports, but we just couldn't do it." (*RCMP Member, Black Lake*)

Overall, there was some inconsistency in expectations of what the RCMP role would be both within and across the communities. RCMP members were under the impression that their involvement would be limited, but out of necessity became more involved at particular sites. Even where cadet leaders were present, they often were not trained in drill instruction or did not have sufficient access to such training or time to learn drill instruction on top of their other responsibilities. As a result, many cadet leaders relied on RCMP involvement to deliver this component of the program.

Training: Similar to the cadet leaders, there was minimal formal training associated with this role and minimal transitional support for RCMP members who were taking over from their predecessors. In Black Lake and Piapot, there was some transitional support for new RCMP members, but in Loon Lake, Sandy Bay, and Yorkton, the RCMP members who were taking over the CCC were on their own; this was especially difficult for new constables.

- "When I started, I thought it was a pretty good idea. I found out about it while I was still in training. Then I got here, and the member that had it before just threw

me a folder with sign-up sheets and said here you go. I have a member here now who helped me with the first day, and the sign-up sheet. ... When I first got here, it was basically. I had about a month. It started my service in August. I got here and they told me I'm running a cadet program. I thought, 'I barely know how to run this job, I don't know how I'm going to do this.'" (*RCMP Member, Loon Lake*)

- "No one really fostered me into it or anything. It's not some super-established thing where they can graduate, so it's not a big process to learn. When I got here, I just took it over as mine because it was dying before I got here." (*RCMP Member, Sandy Bay*)
- "An email was circulated, I went to check it out, and after one visit I was expected to keep going. Then the other RCMP members got transferred and I ended up in charge. It wasn't planned, but that's how it goes. Whoever's willing gets involved." (*RCMP Member, Yorkton*)

The difficulties for new members were acknowledged by the CCC Coordinator and some other RCMP volunteers.

- "First of all, they're nervous. Like some of these guys haven't been in training for a long time, eh, so they're drill is kind of so-so." (*CCC Coordinator*)
- "Especially with new members – they have been subjected to drill instruction, but they have not necessarily had experience with giving it." (*CCC Volunteer*)

The RCMP members received some support from the CCC Coordinator if they were struggling, but the members at Black Lake, Piapot, and Loon Lake requested additional support and training. Some RCMP members were able to draw upon their own drill experiences or their own social networks for support with drill instruction.

Community Cadet Corps Coordinator

Role and responsibilities: The current CCC Coordinator is Cpl. Ron Stenger, who got involved in the program in 2010 after the position had been vacant for eight months. He was drawn to the program out of a personal interest in working with youth.

This role encompasses a number of responsibilities, including providing support and guidance to both the cadet leaders and the RCMP members who are involved in program delivery. The CCC Coordinator has offered communities suggestions for how to improve where they are struggling; ideas for fundraising and assistance with identifying possible sources of funding; suggestions about how to make drill more interesting and challenging, such as incorporating rifle drills; and phone and in-person support at the request of cadet leaders and RCMP members.

- "Ron Stenger is a big asset to us. He made the whole program work... We will contact him if we should see any problem, like the Council will say, '[cadet leader], call him', I have him on speed dial." (*Cadet Leader, Pelican Lake*)

- "Ron Stenger came in quite frequently, too. It was always nice hearing that Ron was coming up, because it eased things up for us." (*RCMP Member, Ile-a-la-Crosse*)

The current CCC Coordinator also initiated the drill team demonstrations, which were not previously part of the CCC program, introduced the use of a ranking system to give the most advanced cadets more responsibility, and encouraged higher-ranking RCMP members not directly involved in program delivery to participate in parades and inspections in order to recognize the efforts of the youth.

The CCC Coordinator also acts as a liaison between the program and the community and other partners such as the Duke of Edinburgh program, which helped connect some of the cadet programs with the Tim Horton's camp, and between cadet leaders in different communities. He encourages community members to get involved in the program and works with partners to help facilitate the program's operation. For example, for some communities, he has found ways to get teachers and nurses involved as volunteers where they provide assistance to cadet leaders by helping the youth with résumé-writing or first aid skills. He also helped some communities get access to school buses in order to give the cadets transportation to and from practice. The CCC Coordinator sometimes provided resources to the programs directly, including drill DVDs and small rewards like pins, toques, and badges to help recognize the youth. He also helped some communities locate uniforms.

- "He did manage to locate some hats and a few uniforms that were donated by another cadet corps that was being disbanded. We did get a few extras." (*RCMP Member, Big River*)
- "I know when they first started, Ron came here and told the kids, I'll come here once a month and I'll bring you guys little gifts. Like last time he brought hats, he's brought toques, and badges. Every month he was coming here and that's what he'd bring. The thing is it kind of died down for a while there." (*Cadet Leader, Sturgeon Lake*)

The Coordinator also engages with the youth directly. He recruits for and leads the combined drill team which is made up of senior cadets from Pelican Lake, Witchekan, and Big River. For major demonstrations, he will sometimes lead the practices of other drill teams as well. It was reported that the youth respond very positively to the Coordinator's involvement.

- "Ron came once when it first started. Like before I came. I know the kids there that day still ask about him, remember him coming. It was kind of a big deal. They all know who everyone is here." (*RCMP Member, Sandy Bay*)
- "Corporal Stenger is just awesome. He just automatically gets the respect, things like that, and that's what I like. They show him respect. We have the odd one, I'm not saying we're perfect, but the odd ones that don't. But he knows how to handle them. He knows what to do, how to talk to them, and how to say, okay this is

what we have to do. But he says it in a way where they take it, and they do it."
(Cadet Leader, Wahpeton)

However, there was considerable variation between the communities in terms the level of direct contact they had with the Coordinator. The Coordinator is based in Regina, and travel to some of the more northern remote locations was less frequent than to those communities that were closer.

In five of the thirteen sites reviewed, at least one program deliverer indicated that there was frequent contact with the coordinator, though the definition of "frequent" ranged from three or four times a year to monthly or more frequently. Program deliverers at six sites reported that their contact with the Coordinator was minimal or on an as-needed basis, although only at two sites was it expressed that this was a problem. There was also some inconsistency between sites in terms of who had contact with the Coordinator—for instance, at Whitecap and Piapot, the cadet leaders reported that there were quarterly visits, whereas the RCMP members involved at the same sites indicated rarely having contact with the Coordinator.

One of the difficulties for maintaining regular contact was a recent medical leave required by the Coordinator due to an injury. Because the position does not have a replacement or back-up, this meant that there was effectively no active CCC Coordinator for a period of time which also contributed to the lack of contact for some communities (see Challenges section for more details).

Training: As with the cadet leaders and the RCMP members, there was no formal training associated with this role. As the post had been vacant for eight months when Cpl. Stenger took it on, there was also no transitional support. There were also few immediately accessible resources on the program. According to the Coordinator, the program essentially started over from the beginning when he entered his position, including implementing the program at several communities where it had lapsed or had not previously been started.

- "I walked in blind. There was no handover. So there were no booklets, there was nothing. I scratched my head and said, 'How am I going to do this?' And then I just said, 'You know what? I need to go on the road, take the planes, see what I can do, and develop it the best I can.' And there were no established guidelines ... and, as I've said, no MOU, nothing." *(CCC Coordinator)*

Program Start-Up

To re-implement the program as a whole (with the exception of sites such as Yorkton and Regina which were already operating independently with minimal Coordinator or RCMP support), Cpl. Stenger began by focusing on getting the program operational at a small number of sites. Though word-of-mouth enthusiasm quickly prompted several more communities to express an interest, he initially focused on getting the program underway in communities that had a particular need for the program.

- "There were a lot of communities that wanted it, but didn't need it, so we had to target those [that needed it]. We noticed that when I pulled up all the occurrences

of first time offenders and the youth with records and all that, certain communities farther away from the mainstay, like P.A. or Saskatoon. The further out they were, the more isolated they were, the more they needed it, because they don't have the assets or the facilities as the towns. So, it was an opportunity for me to walk in there, introduce the RCMP on a different basis than enforcement." (*CCC Coordinator*)

The Coordinator emphasized the importance of in-person meetings to establish relationships and facilitate program implementation, as well as the following of protocols for introductions and entering new communities. The Elders were also an important resource to learn about how to approach the communities and set the programs up.

- "I've found with a lot of First Nations, relationships are by a handshake, by a greeting, by eating together, like a lot more gets accomplished and building relationships is a big thing about the RCMP. It's a big thing with the community, with the Elders. They don't like talking to you on the phone. They like looking at your face." (*CCC Coordinator*)
- "The first thing was that introductions had to be done. I don't like going into a community when I don't know. First of all, being First Nations, with a First Nations background kicked in big time. Because I know to approach the Chief and the Elders first because the Elders are always going to be there and the Chief-in-Council are voted in. So, if you got the blessing from the Elders, they kind of carry a lot of weight a community. They tell the Chief-and-Council, 'Yes, we want this. Make it happen.' The Chief-and-Council, they listen to the Elders. It's respect. So, if I win over the Elders, everything kinda moves quicker along the way. And they actually have key figures in the community they know who I can talk to about making this happen." (*CCC Coordinator*)
- "I didn't know half of this stuff, but I learnt as I've gone. And I had some of the Elders who have helped me out quite a bit. But that's what I'm trying to get involved." (*CCC Coordinator*)

There was relatively little information available on the start-up of the program at the individual sites outside of the CCC Coordinator's role. Many programs were still in the initial phases of program implementation, and the program deliverers' focus was on moving forward with the next steps rather than reflecting on the program's development to that point. There also was a lack of explicit documentation of this process at any site. As well, the individuals who were interviewed for this report were not necessarily those who were initially involved in the program's implementation, especially among RCMP members who had inherited the program with their position, so program history overall is lacking.

In some cases, there were competing reports about where the impetus for the program came from in a given community—sometimes RCMP members perceived that it was an RCMP-led idea, while cadet leaders at the same sites reported that it arose from the community. Most likely all of these accounts were accurate to some extent and the program was supported from multiple

sources simultaneously without all the individuals involved being aware of this fact. Given the importance of RCMP-community collaboration in implementing the program, this is not a negative sign, although it does speak to the ad hoc manner in which the program is implemented and developed.

What was more consistent was the motivation for bringing the program to the community, which was universally focused on an interest in providing supportive programming for youth in the community. At some sites, community members or sometimes RCMP members were actively looking for youth programming and came across the CCC program as one option. At one community, the youth themselves selected the program:

- "Big River First Nation spearheaded starting it. They had done an essay writing contest with their high school and leadership reached out to the youth because, at one of the meetings we attended, we asked ourselves, 'Why are we telling our kids what to do? Let's see what they want to do.' They told us to come up with scenarios and solutions, and our staff and school staff came up with a writing contest to see what they want. They wanted to see the Cadet program as number one. That came up as the majority." (*Cadet Leader, Big River*)

Exposure to the program was frequently through word-of-mouth, either between communities or from the RCMP, with either the local detachment or the CCC Coordinator speaking to the community and doing presentations. In one instance, a community member found out about the program online through social media sites and followed up with the Coordinator to have the program brought to his community.

Once the need and desire for the program was established, there were some challenges associated with getting the program underway, particularly around finding an appropriate space to host the program, accessing funding, acquiring uniforms, and getting transportation (see the Challenges section for more discussion of these issues).

Cadet Recruitment/Retention

One on-going implementation issue was the need to maintain levels of youth involvement through recruiting new cadets as well as retaining cadets from previous years. Interviewee responses in this area were broken down into three broad areas:

Recruitment strategies: The specific approaches and strategies used to get word out about the program in the communities and reach potential cadets.

Recruitment focus: What, if any, categories of youth were targeted for participation in the program and how they were identified.

Recruitment and retention factors: What drew the youth to the program and encouraged them to keep participating and return each year.

Recruitment Strategies

There were a number of different recruitment strategies that were used across sites, but the most common were advertising in the schools through various means and relying on word of mouth. There also were a number of one-off strategies that were tried in individual locations with varying success. The strategies outlined here are based on what approaches were discussed in the interviews only and may not reflect the full range of strategies used at each site over the program's lifespan.

Advertising in schools ($n=10$; Big River, Black Lake, Ile-a-la-Crosse, Loon Lake, Pelican Lake, Regina, Sandy Bay, Wahpeton, Witchekan, Yorkton):

This approach entailed going into the schools, especially at the beginning of the year, and going class to class and giving presentations in order to explain what the program is and what the youth could get out of participating in it.

- "When school begins at the end of August, [the cadet leaders] go classroom to classroom and explain how the cadet program runs from grades 6-12, to try to get kids motivated for the program. We tell them about the things we do, activities, the drill team. We like to work with the younger ones, the new ones, to get them interested." (*Cadet Leader, Big River*)
- "And when we get them in the gym, at the beginning of the school year, we get the principal to address the whole school about the program at the assembly about the cadet program." (*Cadet Leader, Big River*)
- "Cadets are recruited through an advertisement in the schools through the teachers. That's how it got started." (*RCMP Member, Ile-a-la-Crosse*)

Throughout the school year, there also may be weekly announcements reminding youth that a cadet night is scheduled.

- "Normally they just make an announcement during the school day basically saying that anyone who's interested just stop by the gym. If interested, they show up." (*RCMP Member, Black Lake*)
- "Announcements have stopped happening, which is another issue. Maybe cadets could be in charge of the announcement. The program is really dependent on that. It stopped when the school year got busy. Last year, there would be an announcement in the morning letting the kids know it was happening. There were lots of cadet announcements, this year there hasn't really been any." (*RCMP Member, Loon Lake*)

Word of mouth ($n=9$; Big River, Ile-a-la-Crosse, Loon Lake, Pelican Lake, Piapot, Sandy Bay, Sturgeon Lake, Whitecap, Yorkton):

Information about the program was also frequently passed on informally between the cadets themselves.

- "If you have kids for the three years, they brag about the cadet program and that's how the followers come in." (*Cadet Leader, Big River*)
- "Once it started running, then lots of kids got involved through word of mouth from the other kids. Whoever didn't know about it found out quick." (*RCMP Member, Ile-a-la-Crosse*)

Sign-up sheet or sign-up session ($n=7$; Big River, Piapot, Regina, Sandy Bay, Sturgeon Lake, Wahpeton, Whitecap):

Having a sign-up form available or a specific information and sign-up night occurred in a few communities, although the youth who signed up did not necessarily follow through.

- "This year I did a signup because I wanted to know who's interested and so I could follow-up. Last year it was hard to know who was coming because a volunteer was taking attendance, but when she wasn't there, I didn't know who was there. But if I did the sign-up and knew how many kids were interested, we could make it more for that age, so that's why I did it. We probably had about $\frac{3}{4}$ of the kids who signed up actually show up." (*RCMP Member, Sandy Bay*)
- "I remember we were having a meeting for parents where Cpl. Stenger would be there to talk with them. And what happened is that the roads were closed. There was a blizzard from Regina, so he couldn't make it, but all the parents were there. And, so, I just asked them what it is they wanted to talk about. So I went through the meeting, and I just answered the questions as I could." (*Cadet Leader, Wahpeton*)

Advertising in local media ($n=5$; Piapot, Sturgeon Lake, Sandy Bay, Whitecap, Yorkton):

Outside of advertising in the schools, similar strategies such as hanging up posters in the community and making announcements over the radio were also used at some sites. Posters and flyers were the most common approach.

- "We put up posters all over town, and had it on the radio. Around the beginning of August, I had that stuff all posted." (*RCMP Member, Sandy Bay*)

Other strategies, used at one or two sites each, included going door-to-door to invite youth, sending personal invitations to remind cadets to attend, holding demonstrations to generate interest, participating in community meetings, getting in contact with local service organizations, and sending information home to parents.

Recruitment Focus

The majority of communities did not identify any particular recruitment focus outside of focusing on youth in school between the ages of 9 and 18, roughly (the exact age range varied somewhat from site to site).

Only one site, Regina, focused exclusively on at-risk youth, although they did not advertise the program in this way in order to avoid stigmatizing or alienating the youth. As a result, this program operated in a unique fashion to allow it to specifically support at-risk youth. Other sites, especially those which struggled with recruitment tended to advertise to any youth who were interested. Pelican Lake included some youth who were court-ordered to attend, although they did not specifically seek these youth out. When there were selection criteria in place, these tended to focus on whether the youth were committed and interested in the program and mature enough to participate in the drill activities, especially if the interested cadet was on the younger end of the spectrum.

Recruitment and Retention Factors

The CCC program manual identifies the following five major reasons that youth join cadets: "They are bored and are looking for something to do in the evenings; they join because a friend joined; their parents make them join; they join just for the sports; they want to be with others who also have a common interest." Program deliverers identified a number of factors that drew the youth to the program, the majority of which were fairly consistent with these. The reasons for joining were also often cited as the reasons why youth stayed in the program as well.

In the interviews, the most frequently mentioned reason why youth joined the CCC was their interest in the activities, especially the drill component, trips, and sports. Relational and career-related reasons also were cited, along with some other factors discussed in more detail below.

It should be noted that these factors were those identified by the adult program deliverers and not the youth themselves. The only youth who were able to be interviewed for this report did not express a particular aspect of the program that attracted them to it. These factors are therefore most likely incomplete.

Interest in activities ($n=10$; Big River, Black Lake, Loon Lake, Pelican Lake, Piapot, Regina, Sturgeon Lake, Witchekan, Whitecap, Yorkton):

Within these communities, six specifically mentioned the youth's interest in doing drills and marching, four referred to the interest in trips which were associated with the drill team, and three referenced the sports and outdoor activities. One program deliverer at Witchekan also pointed out that sometimes the appeal of the program is that some youth prefer drill to regular sports activities.

- "The drills. The kids really enjoy it. It's challenging for them. They really enjoy doing it." (*Cadet Leader, Whitecap*)
- "I don't really don't know, they just enjoy it. The one girl who I was talking to said she just likes the whole marching thing and doing the drill and stuff like that."

But, yeah, that's all she's kind of said. I told her to get some more of her friends who are interested involved." (*RCMP Member, Black Lake*)

- "Our kids go all over the place, like all these powwows, and then they see the recognition that the kids get and it gives them, they want to be part of that, be part of the drill team." (*Cadet Leader, Pelican Lake*)
- "I think the few nights that we have sports—all the kids love to play hockey. And stuff like that will attract them too." (*RCMP Member, Big River*)

Structure and dependability from adult role models (n=6; Big River, Piapot, Regina, Sandy Bay, Wahpeton, Whitecap):

- "I think discipline is a big thing. I think it's just a sense of, I don't know, having an adult figure in their lives. It's almost like a parenting type thing – it's not happening at home, in my experience, but when you're there, you have someone telling you, this is what you need to do and someone to help you do it. It seems to be insignificant, but it's not. They just need someone to help them out along the way." (*RCMP Member, Big River*)
- "The regular kids who come, they kind of live their life hanging out in the street. They don't have a lot of adult attention or healthy relationships, so I think that's part of it." (*RCMP Member, Sandy Bay*)
- "Maybe it's because I'm a First Nation mother, maybe that had a role. I was also very consistent. I never had to yell at the kids, I never had to time out. We had a mutual respect, no meant no on the first time. They also knew what the boundaries were and the rules were and they knew I was there to support them. That's what they're lacking. They're lacking the consistency in the community, the boundaries, knowing what the rules are, and having someone supportive behind them." (*Regina Police Service CCC Coordinator, Regina*)
- "Once they are in the program, it's maybe the structure that keeps them in the program. Gives them something to do, gives them a uniform and a purpose to wear it, gives them responsibilities like maintaining the uniform, and the potential for field trips." (*RCMP Member, Whitecap*)

Socializing with friends and RCMP (n=5; Ile-a-la-Crosse, Loon Lake, Sandy Bay, Whitecap, Yorkton):

- "Kids enjoyed the activities and the friendships. All the regulars were friends with each other, even outside of school. Very relaxed environment. They enjoyed contact with the RCMP. This also kept them in the program." (*RCMP Member, Yorkton*)

- "Even some of the high risk youth were getting involved because their friends and classmates were in it." (*RCMP Member, Ile-a-la-Crosse*)

Parents sign them up (n=4; Sturgeon Lake, Wahpeton, Witchekan, Yorkton):

- "Support from their parents is part of what gets the kids in, they bring them to powwows for drills, provide transportation." (*Cadet Leader, Witchekan*)
- "Some kids were there because of discipline issues and because their parents wanted them to be there for discipline." (*RCMP Member, Yorkton*)

To wear the uniforms (n=3; Pelican Lake, Regina, Whitecap):

Above and beyond interest in drill, there was particular interest in wearing the uniforms and staying in the program long enough to earn them.

- "Being in uniform gives them a sense of belonging. When they didn't have the uniforms yet, then the kids started dropping out. When they got the t-shirts, more kids started joining. Now they have the full uniform—khaki shirt, pants, boots, belt, and hat with the cadet logo, with private stripes and pins." (*Cadet Leader, Whitecap*)

Related to career goals (n=3; Loon Lake, Pelican Lake, Piapot):

- "My brother's interested in the army. He has been interested in it since grade 4. He did it because he wanted to join the air force." (*Teacher Volunteer, Loon Lake*)
- "For the ones who are left, they are the diehards. They really want the program to work. They are sticking it out because they have an interest in policing." (*RCMP Member, Piapot*)
- "They are trying to get into the Bold Eagle program and want [Cpl. Stenger's] recommendation." (*Cadet Leader, Pelican Lake*)

Other reasons that were cited for youth involvement included having a role model to look up to in the cadet program, wanting to get a school credit (only available in Pelican Lake), getting the snacks that are offered at cadet nights, and having a warm safe place to go in the winter.

Major recruitment challenges included lack of interest among the youth or low youth populations in the community. There were a number of factors impacting the attendance and retention for the cadets once they were in the program, including lack of age-appropriate programming, inconsistent meetings, lack of interest, and peer pressure, which are discussed in more detail in the Challenges section of this report.

Activities

While the primary focus of the Community Cadet Corps program is teaching and practicing the drill routines, a range of other activities have also been incorporated into the program, including sports activities, speakers, field trips, social events, fundraising and graduation ceremonies. These additional activities helped engage the youth in the program and provided them with additional learning opportunities and positive social experiences. Program deliverers incorporated these additional activities based on youth interest, their own ideas, and the available resources.

Nine categories of core activities were identified in the interviews, as well as two more operationally-focused routine activities (i.e., taking attendance, providing snacks) which occurred routinely regardless of the core activity. An additional theme of culturally-focused activities, which included having Elders participate as speakers, teaching traditional skills such as tipi building, and participating in cultural events, such as powwows, was also identified. Some of these activities overlapped with other categories (e.g., attending a powwow was both a community event as well as a cultural activity). Table 3 provides an overview of the activities offered by each community.

NOTE: Identification of activities was based on the interviews conducted for this report and may not reflect all activities that have been incorporated into the program at different periods in its lifespan at the various sites. The purpose of this section of the report is to provide an overview of the nature and diversity of program delivery across the thirteen sites included in the review and should not be considered exhaustive.

Table 3: Program Activities by Community

Activities	Big River	Black Lake	Ile-a-la-Crosse	Loon Lake	Pelican Lake	Piapot	Regina	Sandy Bay	Sturgeon Lake	Wabpeton	Whitecap	Witchehan	Yorkton	TOTAL
Drill	•	•	•	•	•	•	•	•	•	•	•	•	•	13
Community Events	•		•	•	•	•	•		•		•	•	•	10
Sports/Outdoor Games	•		•	•	•	•	•	•	•				•	9
Speakers/Life Coaching	•	•			•	•	•	•			•		•	8
Field Trips	•		•		•	•	•		•		•		•	8
Seasonal and Social Events	•		•		•			•	•		•			6
Arts and Crafts	•		•				•	•					•	5
Fundraising			•	•	•				•	•				5
Graduation/Promotion Ceremonies	•				•	•							•	4
Attendance	•			•	•	•		•						5
Snacks	•				•					•			•	4
Cultural	•		•	•	•	•	•	•	•		•	•		10

Core Activities

Drill ($n=13$; Big River, Black Lake, Ile-a-la-Crosse, Loon Lake, Pelican Lake, Piapot, Regina, Sandy Bay, Sturgeon Lake, Wahpeton, Whitecap, Witchehan, Yorkton) was the most common activity that was incorporated into the program at each site. All of the communities indicated that drill was a primary focus of their cadet meetings. This included marching, practicing formations and, for some communities, doing rifle drills, if the equipment was available.

- "We made it fun for them. We do a lot of drill, but do take an evening here and there and play floor hockey, have some relaxation time. It's not all work, there's some play." (*RCMP Member, Big River*)
- "Well, they have enjoyed the drills, they really, really like the drills, and the different drill activities they really enjoy that. Usual cadet night: kids are dropped off at about four o'clock, picked up at five-thirty, they get dressed in uniforms, call out commands and do drills, now they have rifles to practice with, sometimes if they are getting ready for an event they will go longer." (*Cadet Leader, Pelican Lake*)
- "Drill is a huge component of the cadet corps. In doing drill, it's what we would learn if we go to police college. Right down to fundamentals of self-discipline, team work, leadership, and deportment. We take pride in how we are presented in the community." (*Regina Police Service CCC Coordinator, Regina*)
- "If we had 10 or more kids, we could easily do an hour's drill. If we only had a few, it's a little harder to spend that much time on drill. They really loved playing this elimination game. Basically, it's "Constable says: attention." And then if you just said attention, and you didn't say "Constable says" they're out. Or if they made a mistake, they would be out. If you tell them to go to attention and someone's still standing at ease, then they're out. Then they would watch what the other kids were doing. Usually within not very long of Cadets starting, they would say, 'Let's play elimination.'" (*RCMP Member, Sandy Bay*)
- "The program is just starting in Wahpeton. I spend some time teaching them drill. We work on things like standing at attention and each. I teach them open order, how to march etc. Drill teaches them discipline." (*RCMP Member, Wahpeton*)

In two communities, drill practice was explicitly identified as an opportunity for cadets to practice their teamwork and take on leadership roles.

- "One, we'll actually do our practice. And then we do a lot of, like, team work together. So, whatever it comes down to, it's always everyone's there for each other. And so, like, one Cadet will call everyone up for practice, and then we'll do it." (*Cadet Staff Sargent, Pelican Lake*)
- "What we incorporated just after Christmas is that we allowed each one to lead the rest of the class in drill. We found that with some kids who were quiet and

shy, we were able to bring out that inner leadership quality by allowing them to take on that role of teaching everyone else. At the same time, it promoted team work among the students who were following." (*Regina Police Service CCC Coordinator, Regina*)

Participating in community events ($n=10$; Big River, Ile-a-la-Crosse, Loon Lake, Pelican Lake, Piapot, Regina, Sturgeon Lake, Whitecap, Witchehan, Yorkton), including powwows, parades, Remembrance Day ceremonies, classroom presentations, school events, wakes and funerals, and community-school functions, was also very common. This category of activities complemented the drill training because these events were usually an opportunity for the cadets to perform drill routines and share their skills with the community.

- "At the Regina Inn, every year they serve a community luncheon for inner city kids. The cadets were there and served the luncheon. They looked so proud. It was a big deal for them." (*Regina Police Service CCC Coordinator, Regina*)
- "They performed at the powwow on May long. The Cadets would do things around the school too—they would dress up and at the kindergarten grad, they would be in charge of ushering people. They were in charge of music one year. It would be nice for it to be more prominent. Last year, you knew who the cadets were. They had uniforms, boots, pants, and t-shirts." (*Teacher Volunteers, Loon Lake*)
- "And if there's a wake or a funeral, if the kids are available, if they are comfortable with it, that's the thing. If they're not comfortable with it we do not pressure them, if they are comfortable in going then we will help with the wakes and the funerals. And if there are ceremonies involved, we will cater." (*Cadet Leader, Pelican Lake*)
- "They participated in the school's haunted house. Attended some powwows and marched. The program has never gotten far enough that they have enough skills to do more." (*RCMP Member, Piapot*)

Sports and outdoor games ($n=9$; Big River, Ile-a-la-Crosse, Loon Lake, Pelican Lake, Piapot, Regina, Sandy Bay, Sturgeon Lake, Yorkton) were also a common activity, often supplementing drill practice as an additional way of keeping youth interested in the program, especially when there were not enough youth consistently available for drill practice. The types of sports and games were varied, including basketball, baseball, floor hockey, volleyball, soccer, dodge ball, archery, canoeing, skiing, tobogganing, and so forth.

- "We made it fun for them. We do a lot of drill, but do take an evening here and there and play floor hockey, have some relaxation time. It's not all work, there's some play." (*RCMP Member, Big River*)
- "I know they also play games. I do know that they've played indoor soccer or other games. If it's nice out, they march outside, and sometimes they play dodge

ball after that. Basically, it's business in the beginning and play afterward."
(*RCMP Member, Ile-a-la-Crosse*)

- "The kids are doing other things like sports. Right now, this past year, they were supposed to do an hour before we came into do drill, like hockey in the gym."
(*RCMP Member, Piapot*)
- "For me, I just did more of an open sports thing rather than focusing on the drill. Some really like the drill, but I really wanted to get that core of people coming in. So I thought I would start building it with more fun activities until you have that core group coming, because then you get the regulars, and it's hard to do marching when you don't have regulars."
(*RCMP Member, Sandy Bay*)
- "There were some special activities as well; they went tobogganing and they had a blast with that."
(*RCMP Member, Yorkton*)

For some youth, this also provided access to activities that they would have had otherwise:

- "In terms of play, I found that lots of kids did not know how to play. So, when they get to do team sports, they were getting something they were really lacking in their upbringing and lives."
(*Regina Police Service CCC Coordinator, Regina*)
- "We wanted to do more outdoor activities because some of the kids don't have the opportunity."
(*Cadet Leader, Yorkton*)

Speakers and life coaching ($n=8$; Big River, Black Lake, Pelican Lake, Piapot, Regina, Sandy Bay, Whitecap, Yorkton) provided cadets with opportunities to learn essential life skills and receive support and guidance. In some cases, RCMP members and cadet leaders would also have informal personal conversations with the youth to help support them and talk about issues of importance to them.

Elders were commonly invited in as speakers. Other speakers included veterans, nurses, and addictions and health educators. Topics included suicide prevention, addiction and substance use, drunk driving, sexual health, gang prevention, communication and conflict resolution skills, anti-bullying, leadership, and racism.

- "We have lectures throughout the year on leadership, bullying, theft, alcohol, racism, and drunk driving. Things that would give the kids a better start when they get into high school and on into adulthood."
(*Regina Police Service CCC Coordinator, Regina*)
- "We introduced some safe talk programs. Not to call it suicide prevention intervention and maybe the kids would be ashamed that they would expose themselves, but we have family support workers who work closely with youth workers, so we train them to be prepared to talk to kids who are suicidal."
(*Cadet Leader, Big River*)

- "We've done a lot of stuff around gang prevention, suicide prevention, basic communication around the bullying and how to communicate with each other in a healthy positive manner. ... We spent a lot of time teaching those basic 'community' skills. When you get mad, how do you deal with that? We did it in subtle quiet ways though through games and traditional values. We had an Elders component attached to it as well." (*Regina Police Service CCC Coordinator, Regina*)
- "I'd sit and talk with them. They know firsthand what this place is like, so we'd talk about living here. We'd talk about stuff like not going drinking. A lot of the youth drink and chew tobacco. A four-year-old was chewing, and had been chewing for a year already. I'd tell them, come to us if you have a problem, don't be afraid of us. We're normal people, just like you. I'm not a big guy, I look young, so I think I'm fairly approachable." (*RCMP Member, Black Lake*)
- "And then we just kind of hung out, spent time chatting. One of the little boys likes reading and he spent time reading to one of the teachers. So those nights were more open, not as structured." (*RCMP Member, Sandy Bay*)
- "We draw on our own experiences to enlighten [the cadets] and broaden their horizons." (*RCMP Member, Whitecap*)

Cadet leaders in two communities (Big River and Regina) also specifically discussed encouraging cadets' future career paths, including incorporating career fairs, career planning, and supporting the kids entering Bold Eagle and the RCMP.

Field trips ($n=8$; Big River, Ile-a-la-Crosse, Pelican Lake, Piapot, Regina, Sturgeon Lake, Whitecap, Yorkton), including tours of the RCMP depot, the reserve unit regiment, camping trips, and movie and bowling nights, were identified by program deliverers and community partners in over half the communities.

In Piapot and Regina, the field trips were a reward for good attendance and program participation. In Piapot, cadets who had a full month's attendance would get a month-end trip to Regina to see a movie or go bowling, although sometimes this was not always possible because of a lack of chaperones. The Regina Cadet Corps was able to take their cadets on a year-end camping trip:

- "We do a big camping trip at the end of the year. If they go to a community event, they don't get paid, they do it because it's the right thing to do. At the end of the year, there's a reward for all the work they've done – 5 day camping trip. We took them to a First Nations horse camp that taught them about the teachings and values of the horse and the horse spirit. We've done a whole day out at Piapot and when we were out there, these young kids had never been on a horse before and had never seen a horse before." (*Regina Police Service CCC Coordinator, Regina*)

Selected cadets from Pelican Lake, Big River, and Black Lake were all approved to participate in the Tim Horton's camp in Kananaskis in April, 2013, although due to scheduling challenges the Black Lake cadets were unable to attend. Program deliverers in Black Lake and Sandy Bay both indicated wanting to do more field trips, but struggled with the remoteness of their location and lack of youth attendance at their sites.

Seasonal and social events ($n=6$; Big River, Ile-a-la-Crosse, Pelican Lake, Sandy Bay, Sturgeon Lake, Whitecap) such as Christmas parties, Mother's and Father's Day activities, pumpkin carving, dances, hot dog roasts, and movie nights were also identified in several communities. Similar to the community events and the sports activities, these events were ways to engage both the youth and their families in the program above and beyond drill and marches.

- "It is pretty much drill, all drill, but then I just came up with like throwing in the beach, going to the beach every once and a while. Keep them busy through summer, we go a few times during the summer, just to keep them out of trouble, we go to movies." (*Sturgeon Lake, Cadet Leader*)
- "Mother's Day and Father's Day activities we will honor our parents we will give roses to parents and all that stuff." (*Cadet Leader, Pelican Lake*)

Arts, crafts, and practical skills ($n=5$; Big River, Ile-a-la-Crosse, Regina, Sandy Bay, Yorkton), which often included culturally-specific skills like learning to set up tipi and making dreamcatchers, as well as cooking, baking, music, and art and crafts, were also a part of CCC activities in several communities.

- "We had an artist who did all of these teachings through art and through the kids doing art. We want to see how we can incorporate that artwork and hands on experience in the cadet program. That's another resource that we've been using." (*Regina Police Service CCC Coordinator, Regina*)

Fundraising ($n=5$; Ile-a-la-Crosse, Loon Lake, Pelican Lake, Sturgeon Lake, Wahpeton) was an opportunity for the cadets to be visible in their communities and receive support, and was important for being able to purchase uniforms for the cadets, as well as sometimes to fund trips. Fundraising activities included bake sales, barbeques, bingo games, garbage pick-ups, walkathons, and bottle drives.

- "Well, we've been doing fundraisers and stuff, so like we go around doing bottle drives or contributing to keep the community clean. So that way, when people come to the community, it looks better." (*Cadet Staff Sergeant, Pelican Lake*)
- "Yeah, we go through the summer, so we fundraise, we had barbeques, we had couple of barbeques and golf tournament, paid for all our movies and the beach, you know. The kids lined up, I said I need five kids to help, everybody wanted to come." (*Cadet Leader, Sturgeon Lake*)

- "They fundraised for new uniforms. The year before they got sweatpants, boots. They had to shine their boots, and took pride in it." (*Teacher Volunteers, Loon Lake*)
- "We also encourage them to do their own fundraising because we want them to be independent program; we can start them out but we can't sustain them in the long run." (*Community Partner, Pelican Lake*)

Graduation and Promotion Ceremonies ($n=4$; Big River, Pelican Lake, Piapot, Yorkton) were a way to recognize the cadet's accomplishments and close out the year and to involve the rest of the community, including elders, Chief and Council members, mayors, and detachment commanders, in recognizing them. Some communities were not able to hold graduation or promotion ceremonies because cadet participation dwindled toward the end of the school year.

- "We did have a graduation this year. This is the main thing they've been asking us to do for the past 3 years, and we had a big celebration for them and they got awarded and got pins." (*Cadet Leader, Big River*)
- "It's a pretty big thing in Pelican because usually we have a grad once a year, so we'll have all the Elders and the parents and family come into the hall and we'll have a graduation ceremony and we'll get pins or whatever. So, it's a pretty big thing." (*Cadet Staff Sergeant, Pelican Lake*)
- "Nobody went up in rank because they never learnt a whole lot other than trying to march together, but eventually they will get that during the graduation ceremony. This year, it was just a ceremony for them in terms of appreciation and participation certificates. They also got pins from the RCMP." (*RCMP Member, Big River*)

Other Activities

Some activities were a regular part of the cadet corps meetings, but were not the focus of the meeting. Although these activities were identified specifically at some sites, they may have also taken place at other sites but were not reported on.

Taking attendance ($n=5$; Big River, Loon Lake, Pelican Lake, Piapot, Sandy Bay) was identified as a routine activity at five sites. This was a way to keep track of which youth were still attending and which ones had dropped out. At Piapot good attendance could be followed up with a month-end trip as a reward, although this did not always work out. At one site, the roll call began as a more formal process and then gradually became more informal as the RCMP member became more familiar with the youth.

- "I had a list of the kids that were coming and stuff. I would generally check all of them, but after a while a bunch never came back. I knew the core group so then I would just check them. I wanted to know who was there and keep records. I know that isn't happening anymore I can see that changing to be where they just go and

it's a week by week kind of thing, versus planning. In some ways, that kind of how the community is, so it can work." (*RCMP Member, Sandy Bay*)

Snacks and drinks ($n=4$; Big River, Pelican Lake, Wahpeton, Yorkton) were routinely provided in four communities as part of regular program delivery. In one community, this was specifically described as being a way to help keep youth in the program.

- "And some of them came there to just to eat, just to have snacks and whatever, because we have some really good food there. And some of them just came for that." (*Cadet Leader, Pelican Lake*)

Cultural Activities ($n=10$; Big River, Ile-a-la-Crosse, Loon Lake, Pelican Lake, Piapot, Regina, Sandy Bay, Sturgeon Lake, Whitecap, Witchekan)

Finally, it was common at most sites for program deliverers to identify culturally-related components of their programming, such as participating in powwows, having Elders as speakers to do teachings, and learning and demonstrating appropriate protocols, such as when assisting Elders at ceremonies.

- "Like, I keep telling them, if there's a community event going on, whether it's a powwow or sun dance or something like that, like some of my cadets in Witchekan are dancers. They dance of quite a bit, they'll show the other kids how to dance. We'll have them come out and do a dance routine, so show them their jingle dance, so all the culture about that, how the sweet grass is coming around. And the kids had a good time burning sweet grass, where the Elder took them out and showed them how to do the blessing and the tobacco before everything was done. So, I kind of like that part. And then the RCMP guys, at the same time, if they stick around, they learn a bit too." (*CCC Coordinator*)
- "Kids march in the grand entry of the powwow. They march in the city parade every summer. They help the Elders at the powwow and pick up garbage. We have taken them to other powwows and they've volunteered and helped there as well." (*Cadet Leader, Whitecap*)
- "To promote our traditions in Cree culture, there is a teaching component where Elders are involved. They learn to set up tipi and are introduced to the traditional tipi teachings. We utilize our community elders to participate during cadet nights for guidance and speak to youth to address as issues would arise from time to time." (*Cadet Leader, Whitecap*)
- "Last summer, we had a cultural camp. And that's the first time the community seen them. They came out there. We were beside a lake, and I got the cadets to canoe. I didn't know at the time, but they started picking up garbage, like little pieces of garbage and putting them in their pockets. Keeping the grounds clean. So I was pretty amazed with that." (*Cadet Leader, Sturgeon Lake*)

In one community, the program was only recently underway and there had been no cultural activities yet, but the cadet leader was hoping to incorporate them.

- "What I'd like is to instil our culture, because our culture is very important to our community and spirituality. So I want to utilize the Elders and spiritual leaders in our community. Come in and talk about the values, roles, responsibilities every now and then with the young men and women. So I want to put it together like that, because in our culture too there's discipline, there's respect, so that's what I want to do." (*Cadet Leader, Wahpeton*)

Special Partnerships

One final component of the program operation was the development of particular partnerships with other service agencies or youth-oriented programs. These were above and beyond the supportive partnerships which provided funding or access to resources, which also existed in most communities and were a necessary part of program implementation (discussed further in the Strengths section of this report). Rather, these partnerships were about increasing the program activities available to the youth within the scope of available resources.

Duke of Edinburgh and the Tim Horton's Camp was one such partnership. The CCC Coordinator reported being approached by representatives of Duke of Edinburgh, another youth-oriented program, to help organize the involvement of selected cadets in a trip to the Tim Horton's Ranch Camp at Kananaskis. Cadets were chosen from Black Lake, Big River, and Pelican Lake, although due to scheduling and communication challenges, the Black Lake cadets were not able to participate.

The purpose of this partnership was to consolidate resources between the programs given their mutual focus on youth in these communities, rather than "re-invent the wheel" or overlap efforts. It also gave the cadets involved an opportunity to meet youth in other programs. The event was a success and the participating communities have been invited to attend again next year.

The CCC Coordinator also reported that he is currently working on creating a partnership with **other cadet programs**, including army cadets, to create opportunities for the cadets in the CCC program to get involved with the kinds of activities that these cadets do, including shooting, rock climbing, and field orientation. Cadet leaders at Big River commented that they are also trying to work with **Scouts Canada** as another similar service providing agency.



Image provided by CCC Coordinator. Property of CCC Program.



Image provided by CCC Coordinator. Property of CCC Program.

PROGRAM IMPLEMENTATION: STRENGTHS AND CHALLENGES

Through the evaluation, a number of factors associated with facilitating and strengthening the implementation of the program were identified. In addition, various challenges or barriers which may hinder the delivery of the program were revealed. The following section describes the elements of the CCC program that served to strengthen and challenge program functioning.

Strengthening Factors

Factors that serve to strengthen a CCC may exist at either the community-level (i.e., pertain to the delivery of programming in a given community) or at the broader program-level (i.e., reflect elements of how the CCC program itself is structured). Some of the community-level strengths that were identified include program resources and funding, structures for advancement and recognition, and dedication and consistency. There were also strengths that were identified at the overall program-level, above and beyond the strengths of the specific site at which it has been implemented.

Resources and Funding

Several different types of resources were considered to enhance a community's ability to deliver the CCC.

In-kind supports and funding ($n=13$; Black Lake, Big River, Ile-a-la-Crosse, Loon Lake, Pelican Lake, Piapot, Regina, Sandy Bay, Sturgeon Lake, Wahpeton, Whitecap, Witchehan Yorkton). All communities indicated that they benefited from in-kind supports and funding provided by organizations in their community. Funds were typically donated by a Band or Tribal Council, local agencies (e.g., Health Services, Child and Family Services, Victim Services), or earned through fundraisers. Funds were commonly put towards purchasing uniforms for the cadets (e.g., t-shirts and sweatpants, full uniforms), snacks for the weekly meetings, paying for volunteers' childcare costs, or supporting extracurricular activities, including paying for the costs associated with travelling. Some organizations allowed staff to support the program through their formal positions of employment. Other CCCs partnered with their local schools to designate the CCC as a recognized school activity for which teachers may complete their mandatory extracurricular hours.

- "Child and Family Services does pick up the costs of sweats and t-shirts and the food. And we pay a small fee for the "volunteers"—maybe a parent comes to help at cadet nights and they need to pay a babysitter." (*Cadet Leader, Big River*)
- "Last year, Cadets had three volunteers who alternated through the weeks. The teacher volunteers would teach a lesson now and then. They did something on bullying, they would role play. The first year they had four different volunteers (who were teachers/school staff)." (*Teacher Volunteers, Loon Lake*)
- "Provide them with snacks and stuff. Assist them with acquiring their uniforms. When they go and do the demonstrations in the powwows there's a lot of cost with meals and

stuff, even accommodations if they have to spend the night. We usually assist them through the agency here. We want them to be successful and we're proud of them." (*Community Partner, Pelican Lake*)

- "Health services are providing the infrastructure to the program. There are some adult volunteers. Mostly it is the health staff who are the volunteers (e.g., chaperones on outings), some facilitators come in (e.g., addiction and prevention, nurse talked on sexual health), some parents will attend on movie nights. Health staff have the background checks already so they are the most common volunteers." (*Cadet Leader, Piapot*)
- "We got some donations through the community and restitution through the courts, so that money all kind of goes towards our program and we could use at our discretion to do things with the kids." (*RCMP Member, Sandy Lake*)
- "The school put us in their extracurricular roster, so teachers would get their extra extracurricular hours by coming through, so there's only myself and then I'd have two teachers who would come. Teachers have to get their hours, so they put the cadet program on the sign up list." (*Cadet Leader, Sturgeon Lake*)

Volunteer support ($n=7$; Big River, Pelican Lake, Piapot, Sturgeon Lake, Wahpeton, Witchekan, Yorkton), typically from parents, to help the cadet leader run the CCC was deemed to be an asset in many of the communities. Indeed, two communities (Big River, Pelican Lake) which appeared to have thriving CCCs attributed part of that success to having parents who volunteered for the program and who were able to fill in for the cadet leaders when they were unable to attend. Most commonly, parent volunteers were responsible for chaperoning field trips or providing transportation for youth.

- "I try to get the parents that have the cadets in the program attend the program. I'm there when we have cadets, but if I have a meeting, I will excuse myself and let them know ahead of time that I won't be there. Then I ask the parents to take my place and take attendance and have the snacks ready. And the parents have been able to step in." (*Cadet Leader, Big River*)
- "I am one of the parents that chaperones the other kids. I go when they go to powwows and everything....I help them along, like make sure that they have their belts on right and stuff like that. Just little reminders." (*Parent, Pelican Lake*)
- "Whenever we have a home presentation, a lot of support comes in from parents, so they come in and help set up – set up the tables, do decorations. There's just someone always there to support the group." (*Cadet Staff Sergeant, Pelican Lake*)
- "The cadets who stick with it, their parents were the ones who were also volunteering, so the parents were super supportive. They enjoyed it too—the cadets weren't being forced to attend. They always had a ride there." (*RCMP Member, Yorkton*)

A handful of communities (i.e., Sturgeon Lake, Wahpeton, Witchehan, Yorkton) indicated that, while they had some parent volunteers, but more volunteers were needed.

Transportation ($n=7$; Big River, Black Lake, Ile-a-la-Crosse, Pelican Lake, Regina, Sandy Bay, Sturgeon Lake) to take youth to and from cadets (or living in a community where transportation was not a concern because youth lived close enough to walk home) was deemed to be a strength by seven communities. In several communities, if youth missed the bus after school, they had no alternative means to return home and therefore could not attend the after-school CCC meetings. To overcome this challenge, in some communities a bus was arranged to take youth home. In others, cadet leaders took on the responsibility of ensuring that youth had a ride home.

- "We had a member of the band that would transport kids afterwards. That was always a problem before – kids wouldn't stay behind before if they didn't have any way home. Having transportation is definitely a strong point. Our biggest thing was getting transportation. The Band funded that. The Band took care of the expenses, but the bus driver volunteered." (*RCMP Member, Big River*)
- "For every meeting, the Cadet Leader encouraged youth to call her for a ride if they needed one." (*RCMP Member, Ile-a-la-Crosse*)
- "The school donates the van and the gas and they donate a bus." (*Cadet Leader, Sturgeon Lake*)

Having uniforms ($n=7$; Black Lake, Ile-a-la-Crosse, Loon Lake, Pelican Lake, Regina, Sandy Bay, Sturgeon Lake) was identified as a strength by seven communities. Uniforms ranged from matching t-shirts and sweatpants to full, fitted uniforms that included pants, a jacket, boots, and a hat. Uniforms were thought to help the cadets identify as a group and achieve uniformity and also retain cadets in the CCC. Conversely, several communities spoke about the challenges of *not* having uniforms (see Challenges).

- "The Ile-a-la-Crosse CCC started identifying themselves by wearing the Métis sash as a Cadet Corps. That's the first Cadet Corps ever to wear that. It's part of their uniform. So it kind of made them a distinct Cadet Corps." (*CCC Coordinator*)
- "We just finished getting the uniforms and I kind of hope that keeps them." (*Cadet Leader, Sturgeon Lake*)

Access to space ($n=4$; Big River, Pelican Lake, Whitecap). All communities had some access to space to hold practices; however, some communities had unrestricted access to a consistent space that they could use on a weekly basis whereas other communities experienced competition for space (see Challenges). Spaces commonly used by the CCC program were school gymnasiums or community halls, and there was typically no cost to the CCC for using the space. Some communities (i.e., Big River, Loon Lake, Sturgeon Lake) worked closely with their schools to ensure that teachers were present to keep the school open and provide supervision services. Three communities specifically mentioned that they had no problems finding a consistent space to hold CCC meetings.

- "The school provides the gym and they're very supportive. We try to work with the principal to have some of the staff available to help us. So they rotated throughout the year to keep the school open: the kitchen is kept open and the hallways are policed. They've been really helpful throughout the year." (*Cadet Leader, Big River*)
- "We, in Pelican Lake First Nation, we always, always have access to the hall. Because our Chief and Council support that, they really, really support the program." (*Cadet Leader, Pelican Lake*)

Drill exercise books and activities ($n=2$; Piapot, Sandy Bay). Program deliverers in two communities spoke of the resources they invested in to support the learning of drill. In one community, a RCMP member took the initiative to develop a drill exercise book to help cadets learn drill. She also developed a set of activities to help cadets learn responsibility and earn their uniforms. Other communities have wished for similar resources and have considered using similar strategies to make the cadets to earn their uniforms (see Ideas for Improvement). Another community specifically purchased equipment that allowed them to teach youth drill in the event the RCMP were unable to attend a meeting.

- "I made them little exercise books and printed off pictures of each step. It had at attention, and I took a picture of the kids doing it, cut it up and gave it to them for their books. They had to paste in the pictures. They had to bring the book each week to show their responsibility. When they did that, they could have their shirt then. When you're a member, you start with nothing and you earn everything. When you start training, you're in a civilian suit. When you learn how to double, you get your pants, and you have your running shoes, and you earn your boots. Because you want to march, not double. I wanted to show them what it was like for us, because why do we want to buy them all uniforms to have them not come or not look after them?" (*RCMP Member, Sandy Bay*)
- "There are also two air rifles stored at the detachment, and a laptop for movie watching as well as disks with drills videos on them for if the RCMP couldn't show up." (*Cadet Leader, Piapot*)

Structures for Advancement and Recognition

A handful of communities discussed the structures they put in place to recognize youth who excelled in the CCC and to help sustain youth interest in the program. These structures included a drill team, a ranking system, and involvement from senior RCMP officials.

Drill team participation ($n=4$; Big River, Pelican Lake, Witchehan, Whitecap). Three communities (i.e., Big River, Pelican Lake, Witchehan) joined together to form a drill team comprised of an elite group of youth from all three CCCs. Youth on the drill team were more experienced cadets who had to prove themselves by demonstrating their adherence to the principles guiding the CCC before being allowed to join the drill team. The drill team acts as an incentive for youth to strive toward as the drill team often travels to, and takes part in, events across Saskatchewan, such as drill competitions, powwows, and ceremonies. Whitecap also

indicated that their cadets sometimes joined other existing drill teams as their CCC is too small to form its own team.

- "The Drill team is a more experienced group of kids. They need to prove themselves to participate in the drill team. And that's all it does—it does drill. They're being recognized, and they're proving themselves." (*Cadet Leader, Big River*)
- "I've got this golden carrot, and the carrot is the drill team. It's where they [the cadets] want to go, so the normal cadet program runs usually from school year to school year, but the drill team is the one that's travelling. And it's the ones that are going to all these special events. So that's a golden carrot in front of them, so, if they want to keep going in the cadet program, there's an incentive. And we'll try them out once or twice. We'll put them in full uniform and all of a sudden, we'll see how they act and the next thing you know, they go "he's got the stuff." There's nothing wrong with just being with the normal cadet program, but there's that golden carrot down the road that they get to be involved with an elite group." (*CCC Coordinator*)

Formal recognition of accomplishments (e.g., ranks, pins, badges) ($n=4$; Big River, Pelican Lake, Regina, Whitecap). Three communities (i.e., Big River, Pelican Lake, and Whitecap) indicated that they have introduced a ranking system as a means of recognizing cadets and the experience they have gained by belonging to the CCC. There are four ranks that cadets may earn (in ascending ordering): Cadet, Corporal, Sergeant, and Staff Sergeant. Cadets may be promoted to a higher rank by demonstrating their dedication and service to both the CCC and their community. Typically, as cadets are promoted to higher ranks, they take on more responsibility with respect to leading drill and the more junior cadets.

In addition to ranks, cadets in these communities may also earn stripes, pins, or badges in recognition of their accomplishments. The Regina CCC has not adopted a formal ranking structure, but it has developed a way to recognize cadets who excel in the program by awarding them with coins at the end of each year. Having a ranking structure or recognition system is thought to provide an incentive for youth to remain committed to the CCC and aspire to become one of the more senior officers. It also is hoped that such structures will help the CCC become more self-sufficient as more senior cadets come to take on more leadership responsibilities. Several communities (e.g., Big River, Pelican Lake, Piapot, Yorkton) have introduced graduation ceremonies at the end of each year to provide a venue for promoting and honouring cadets.

- "[On becoming a Staff Sergeant:] You have to be in Cadets quite a long time, so learning all your commands, you have to do volunteer service, and you have to obviously go to practices and show your dedication. So you do that, and then teamwork, working together, and leadership. So you have to be able to present your drills—so step up and step forward and take a stand and whatever. First you're a Cadet, then a Corporal, then a Sergeant, and Staff Sergeant. You work your way up. And you have to be going to school full time." (*Cadet Staff Sergeant, Pelican Lake*)
- "[On earning pins:] There's usually different colors like a green one and a red one, and it kind of goes on. The red one represents your first year, and the second is green, blue is

the third year. A lot of the cadets have their red and green and are earning their blue now. And they have little pins that they usually give here, just recognizing it's Aboriginal. They have lots of badges and pins that they earn over the years, because they come through responsibility, leadership, dedication, a whole bunch of different things that they earn." (*Cadet Staff Sergeant, Pelican Lake*)

- "There were ranks last year. The Sergeant would be the one to run drill with the assistance of the Corporals and everyone else. It gives them a sense of accomplishment to run drill – they had to learn to get to that position. The Corporal and Sergeant, had uniforms and the rest of the kids didn't, so they looked at those guys and you could tell they wanted to get to that point." (*RCMP Member, Big River*)
- "We had two kids this past year that we had awarded with exceptional behavior—they excelled. So we had put in place a couple of coins given to police officers—we gifted them to the children. We've also put this in place for the other kids for next year—if they go above and beyond and be exceptional in all areas, they could also be awarded these types of honours as well." (*Regina Police Service CCC Coordinator, Regina*)

Recognition from the RCMP was also mentioned by the CCC Coordinator and two volunteers of the CCC program, who discussed the benefits of incorporating recognition from the broader RCMP organization into local CCCs. Specifically, all three spoke of instances in which an officer of APS attended the year-end graduation ceremonies and inspected the cadets as part of the event's proceedings. Such involvement from senior officers was thought to facilitate a sense of pride among the youth and community and led both parties to value the program further.

- "Getting them that recognition is important. One Cadet Corps did it well when they had year-end wrap ups and final parades. They would have an officer of APS that had a more significant role come and inspect them and hand out awards and that kind of thing. Having a reviewing officer come and be a part of the process means something. It recognizes the kids, takes notice of the kids. He knows that they're working hard and what they're doing. It's important for the members working with the program and for the community and the kids to have that recognition." (*CCC Volunteer*)
- "When we held the graduation with the inspection with the Inspector, it really showed there. That's how much the kids really had a good sense of pride. It looked like they accomplished something. They were marching in front of their aunts and uncles; 60-80 people were there. The Inspector was there, and gave everyone their certificate. That was probably a defining moment. It really felt right, that this is fantastic for our community, and we want to keep it going. It was echoed by my words and the Inspector's words. Chief and Council was there, and a lot of community members agreed too." (*CCC Volunteer*)

Dedication and Consistency

Several communities identified dedication and consistency as key elements facilitating the success of a CCC. This dedication including having dedicated cadet leaders, dedicated youth,

and dedicated RCMP members who regularly attended programming. The CCC Coordinator and volunteers also recognized the importance of having dedication from each of these groups.

Dedicated cadet leaders ($n=10$; Big River, Ile-a-la-Crosse, Pelican Lake, Piapot, Regina, Sturgeon Lake, Wahpeton, Whitecap, Yorkton). Although explicitly recognized by just a few communities, having a dedicated cadet leader played a critical role in the successful implementation of a given CCC in almost all of the communities. The exceptions were the communities (i.e., Black Lake, Loon Lake, Sandy Bay) where the CCC was being run solely by the RCMP.

- "Last year it ran perfectly. It had a good coordinator. It was running like clockwork. The coordinator was in grade 12, he was really organized. He got the kids involved he was very good." (*Cadet Leader, Piapot*)

Dedicated cadets ($n=5$; Big River, Ile-a-la-Crosse, Pelican Lake, Regina, Whitecap). Some communities attributed the success of their programming to the interest of a core group of youth. Even communities (e.g., Black Lake, Loon Lake, Sandy Bay) that had programs which were struggling to maintain youth numbers tended to have one or two youth who regularly attended and which ultimately contributed to keeping the program going.

- "One of the strengths is the buy-in that we had from the youth. I couldn't believe the big turnout. Even some of the high risk youth were getting involved because their friends and classmates were in it." (*RCMP Member, Ile-a-la-Crosse*)
- "We have a good small core group of cadets, very faithful. Student involvement has been steady." (*Community Partner, Pelican Lake*)

Dedicated RCMP members ($n=3$; Piapot, Whitecap, Yorkton). Three communities specifically commented that their program has benefited from regular RCMP involvement. This should not be taken to mean that the RCMP have not been strongly involved in other communities or was not deemed to be important by other communities; it is just that these three communities explicitly identified RCMP involvement as a strength of their programming.

- "The RCMP members are involved and want to make it fun for the kids; they are very supportive. RCMP involvement is crucial, if you don't have them, you don't have a core." (*Cadet Leader, Yorkton*)

Consistent Date and Time ($n=2$; Pelican Lake, Regina). Finally, having a set date and time was deemed to be helpful in facilitating regular youth attendance in the program. Other communities spoke of the challenges that not having a consistent date and time had on their ability to effectively deliver the CCC (see Challenges).

- "It was structured, it was routine, it was like...it happens Thursday at 4:00 o'clock and it is guaranteed to happen and we did not back away from it." (*Cadet Leader, Pelican Lake*)

Overall Program Strengths

Minimal program costs ($n=3$; Big River, Regina, Yorkton) was identified by a handful of communities and program deliverers as a positive aspect of the CCC program overall. Specifically, three communities (i.e., Big River, Yorkton, Regina) and one of the CCC volunteers valued that the cost of running the CCC was minimal and that youth were not charged to participate in the program. For instance, one of the ways the program saved on costs was by considering "the program" as the owners of the uniforms: youth would be issued a uniform at the beginning of the year and expected to return it at the end of the year.

- "I like the fact that it was free; no registration fees, field trips were free; no cost was number one that kept the kids coming." (*Cadet Leader, Yorkton*)
- "The uniforms belong to the program and didn't cost the kids. They have a supply of them." (*RCMP Member, Yorkton*)
- "Everything in the program is free. We don't charge the youth." (*Regina Police Service CCC Coordinator, Regina*)

Equality among cadets ($n=1$; Big River) and that the program is designed to treat everyone as equals was reported by one community as a positive feature of the program. Cadets are expected to dress the same and be treated the same.

- "The way it's designed, everybody's equal. Regardless of the age, how athletic you are, everyone's treated the same. That really helps the kids, because no one's bullied, all of that stuff is delivered in the cadet program, everyone's treated the same. Everyone dresses the same." (*Cadet Leader, Big River*)

Adaptability to local context ($n=1$; Big River) was identified by one community as an aspect of how the CCC is structured that works well for communities is the flexibility of the program—each community is able to adapt the program to fit their specific community. Although only explicitly mentioned by Big River, several communities described how they shaped the program to fit their local needs. Both the CCC Coordinator and a volunteer of the CCC recognized this characteristic as being a strong feature of the CCC program as well.

- "In one Cadet Corps, the agenda will be totally different than another Cadet Corps agenda. So I said, "That's the thing about the Cadet Corps, the lesson plans are open wide. You decide what you want the kids to learn. You go through all that stuff. I'm not going to tell you what you need in your own community, you tell me." And that's what we've taught them and that's where the cultural part, the Elders involved, the first aid, bullying is a big one, drugs are a big one. I leave it to the community to decide what they want to teach, because they know their needs more than I do. The army, air force, navy cadet program, there are very strict guidelines that they have to follow. They don't take the community needs into scope. They say, if you're in the army cadets, you will learn this. You're going to do this, but they never think about community requirements." (*CCC Coordinator*)

- "The general messaging of the program [is a strength]. The flexibility of the program. Unlike traditional military supported cadet programs that have a very strict curriculum, for lack of a better term, this program can be flexible for specific community interests or needs. It can incorporate traditional spirituality if they want, or it can be as regimented and paramilitary if they want that." (*CCC Volunteer*)

Implementation Challenges

All CCCs experienced some challenges in delivering their programs albeit some communities experienced more than others. The challenges were clustered around five domains: 1) resource-related challenges; 2) challenges related to youth involvement; 3) challenges related to cadet leader involvement and community support; 4) challenges related to RCMP involvement; and 5) CCC Coordinator-specific challenges.

Resource-Specific Challenges

Many of the challenges communities identified when implementing the CCC stemmed from having insufficient resources, including lacking both material and human resources. Specifically, these challenges were related to access to space, funding, uniforms, and volunteer support.

Inconsistent access to space ($n=5$; Ile-a-la-Crosse, Pelican Lake, Piapot, Sturgeon Lake, Sandy Bay) was reported as an operational challenges in terms of having access to a (consistent) space to hold the weekly CCC meetings. Some communities experienced competition for space due to other activities occurring in the community that also required space. Other communities who used the school gymnasium indicated that they only had access to the space on days that the school was open. Consequently, if school was cancelled or on break, it was not possible to hold CCC meetings. This, in turn, had implications for youth attendance in subsequent weeks (see Youth-Specific Challenges).

- "We were kind of battling for the gym. For a while we were going pretty stronger, we were going 2 or 3 times a week until volleyball season starting and that's when it kind of went down." (*Cadet Leader, Sturgeon Lake*)
- "The only challenge is that the school is closed during any school breaks or if they have no water and those kinds of things, so we aren't able to hold Cadets then. This then affects attendance. In that respect it was better to do it at the hall, because it was always open." (*RCMP Member, Sandy Bay*)

Insufficient funding ($n=4$; Sturgeon Lake, Yorkton, Big River, Pelican Lake) was raised as a concern in four communities. Program deliverers in two communities spoke about challenges they encountered in finding enough funding to support the CCC (e.g., paying for transportation). In two other communities, they were worried that they may not be able to support the program if the number of cadets continues to grow.

- "How did other communities get their funding? Is that an issue for them or not? I know in Sturgeon, it's an issue for paying the bus driver." (*Cadet Leader, Sturgeon Lake*)

- "Cost [is a challenge], for one thing. Rising all the time. Increased participation brings on added cost." (*Cadet Leader, Pelican Lake*)

Not having uniforms ($n=3$; Big River, Pelican Lake, Wahpeton) was a challenge indicated in three communities. Given that having uniforms was generally deemed to be a strength by some communities, it was not surprising that not having uniforms was seen to be a barrier. One RCMP member perceived that not having uniforms made it more difficult to bring the youth together in unity when practicing drill and that more youth would be attracted to join the CCC if there were uniforms available. He also thought that their cadets would be more likely to be invited to take part in drill demonstration events if they were dressed in uniforms. However, acquiring uniforms was a significant challenge for some communities. Big River was engaging in fundraising and seeking sponsorships to purchase uniforms, but wanted to take the responsibility of fundraising off of the youth. Wahpeton also engaged in fundraising to purchase uniforms and offset part of the cost onto cadets by requesting that families pay for part of the cost; however, this was difficult for some families who had low incomes. Finally, one parent from Pelican Lake, a community with some uniforms available to youth, spoke of the challenges of placing youth in uniforms given the they are still growing and are likely to require a bigger uniform at some point.

- "Uniforms. We're always looking for sponsors for uniforms. 70% of our cadets come from low income families. The parents can't afford the uniforms for the kids. Right now, they're fundraising for their own uniforms. It's a big thing, when you're a youth, so it would be nice to not having to worry about fundraising for the uniform." (*Cadet Leader, Big River*)
- "We're working on trying to get some uniforms. We don't have uniforms yet. That was our biggest problem with getting unity – they were all dressed differently. There's no sense of belonging. Kids take a lot of pride in appearance when it comes to that stuff and I think if we had uniforms for the cadet corps, it would have attracted more. Uniformity is the biggest downfall. It's even hard to get them to work together when there's no uniforms. The cadets who have uniforms in Pelican Lake get invited to stuff and we don't. It's hard to get the kids together to march as one when there's no uniform." (*RCMP Member, Big River*)
- "Some of the families had to pay for the uniforms. That was really hard for some of the families. One thing I've come to realize is that the RCMP doesn't provide any funds. The uniforms we got for the cadets were sweatpants and t-shirts, so it wasn't the black collared uniforms, but still it was \$27.00 for a set. And, for some families, that's a significant cost." (*RCMP Member, Wahpeton*)

Transportation ($n=1$; Loon Lake), just as having access to it was a strength in several communities, not having transportation available for youth after the CCC meeting limited youth involvement in one community. Some youth were able to walk home or arrange for someone to pick them up, but others were not able to make such arrangements and, consequently, could not participate in the program.

- "It's really hard to get rides home once the buses are gone. The buses leave by 3:40pm. In the past, you find that a lot of kids who come are the ones that have parents that will pick them up. There is a kid in my class whose grandma or grandpa used to pick him up. Others could walk home. It's the same with any sports after school or anything after school. It's a general community barrier. If there's no rides for them to go home, then there's no involvement." (*Teacher Volunteers, Loon Lake*)

Youth Attendance and Participation

Several challenges encountered by various CCCs were directly related to maintaining youth involvement and participation in the program. This posed a significant challenge for majority of the CCCs ($n=9$; Black Lake, Loon Lake, Piapot, Regina, Sandy Bay, Sturgeon Lake, Whitecap, Witchekan, Yorkton).

Several communities (Black Lake, Loon Lake, Piapot, Sturgeon Lake) observed declines in the number of youth who participated in the program throughout the school year, while others (e.g., Whitecap, Witchekan, Yorkton) started the year off with lower than desired or anticipated participant numbers.

- "We're having a really hard time getting anyone to show up lately. In the last 6 months, we may have actually held a cadets thing maybe 10 times. I went to the school one day, talked to the secretary, and she asked if there's cadets. I said there was, and she made an announcement. I got there after school, and someone said there were kids here and, again, nobody showed up. It's too bad. But maybe next year there may be more interest and different kids involved." (*RCMP Member, Black Lake*)
- "It's hit and miss, some days there will be more kids and other weeks there will be only 5. Before they'd have between 20 and 30 kids." (*RCMP Member, Loon Lake*)
- "Getting the kids there is a challenge. Getting them interested. There's not a lot of kids involved. Only 4 consistent kids last year, others stood on the side watching." (*Cadet Leader, Witchekan*)
- "Right now our numbers are lower than I expected, but we're going to soldier on until we get those numbers. There's a new wave of kids coming of age." (*RCMP Member, Whitecap*)
- "A lot of kids drifted out or were off and on. Not 100% sure why." (*RCMP Member, Yorkton*)

Several factors were perceived to contribute to low or varying attendance rates:

Age-appropriate programming ($n=7$; Black Lake, Loon Lake, Pelican Lake, Piapot, Regina, Sandy Bay, Yorkton), specifically programming to accommodate a wide range of ages in order to sustain the attention and meet the skill level of the younger youth while holding the attention of the older youth was a significant challenge. Half of the communities mentioned that they experienced challenges as a result of trying to provide programming to wide age range of youth.

Communities found that it was more difficult to keep the attention of the younger youth during the weekly meetings, but easier to keep them coming back from week to week. In contrast, it was easier to keep the older youth's attention during the meetings but, in some communities, their ability to learn advanced drill techniques was hampered by the younger youth's skill level and shorter attention span and sometimes led to annoyance with the younger youth. In other communities, the older youth were not interested in drill whereas the younger youth were. As a result, in many communities, it was more difficult to keep the older youth interested and engaged in the program and retain them in the CCC. Indeed, it was quite common for the majority of the cadets to be between the ages of 10-14 years. The CCC Coordinator also identified the struggle of balancing the demands and needs of older and younger youth as a challenge of the CCC.

- "Our ages are 12 – 20 years old, which is another issue—having such a vast age group. I mean a 20 year doesn't want to be with a 12 year old but nobody showed up, so one week you might get 20 year old and a 12 year old." (*RCMP Member, Black Lake*)
- "The younger kids are easier to keep coming back than the older ones. The older kids were taking the marching seriously, but the little ones were annoying them. They weren't managed well, and they weren't mature enough. They had a short attention span and were too busy fooling around." (*Teacher Volunteers, Loon Lake*)
- "I want as many kids there as possible because it's a way to get them doing something else, but when you have an age range as big as that, you can't get them to do the same things. Older kids are not interested in the drill, and it's hard to find something that will work for all the age groups. I'm still trying to figure out how to work it best without ostracizing an age group." (*RCMP Member, Sandy Bay*)
- "The smaller kids would actually upset the bigger kids because they keep re-doing the program. The smaller kids are acting up; the bigger kids get frustrated, so I try to keep it well-balanced. I said, "You know, if you don't smarten up, you won't be asked to come back. Why don't you wait a couple years until you get more mature." I hate to do that sometimes, but it's something you have to do. It's the maturity level. The older kids, 16 or 17, are getting really tired of redoing everything in the drill class, because the younger kids are acting up. You don't want to lose the older kids, but you want to keep some of the younger kids, so it's a fine line. I'm trying to entice the older kids to come back, but I think it was because of the junior guys, that was the real issue here. There was nothing for them to master." (*CCC Coordinator*)

Inconsistent meeting schedules ($n=5$; Black Lake, Loon Lake, Pelican Lake, Sandy Bay, Sturgeon Lake) inconsistent meetings contributed to waning levels of youth attendance. In some communities, meetings were scheduled for a regular day and time; however, were dependent upon the school being open. In other communities, there were occasions where neither the cadet leader, a community volunteer, nor RCMP member were able to attend resulting in a cancelled class and noticeably fewer cadets attending in subsequent weeks. Finally, not having a set date and location for the CCC was viewed as contributing to lower attendance in communities where this was an issue.

- "If it does not happen, if you miss a week, you are guaranteed going to miss 20 the next following week." (*Cadet Leader, Pelican Lake*)
- "If Cadets is cancelled one week, you lose a few the next week and they show up sporadically for a few weeks. You can build it up again, but you're always getting set-backs with the kids each time you miss a week. We probably had about three-quarters of the kids who signed up actually show up. Then we'd slowly lose a few and had about 12-15 kids. But then you get into holidays, you come back for 5 or 6 weeks, then it's Easter, I think they have a February break, and as you go through breaks, you lose kids because they don't come back necessarily." (*RCMP Member, Sandy Bay*)

Lack of interest in belonging to a paramilitary organization ($n=4$; Black Lake, Loon Lake, Pelican Lake, Yorkton) was found at some sites where youth were not interested in belonging to a paramilitary organization such as the CCC. Some youth did not like the strictness of cadets, including the emphasis placed on discipline which sometimes manifested itself in yelling and push-ups. Others suspected that youth simply were not interested in the programming offered through the CCC.

- "I think it has something to do with just a lack of interest or, like we had, the last time we had cadets, there were 10 kids there. And we said, 'Okay, hats go on the stage and no cell phones and iPods.' They said, 'No, we don't want to do that' and then they left." (*RCMP Member, Black Lake*)
- "There is some discipline and yelling, so some kids aren't receptive to that." (*RCMP Member, Loon Lake*)
- "Cadets just wasn't for [the youth who left the program]. It's just that the program didn't interest them as much and that's okay because you're going to lose some and you're going to gain some, right? you have listen and you have to follow guidelines, and there's things you have to do, right? To be part of it and to work as a whole to make it work and sometimes it just didn't work for them, it just wasn't for them anymore." (*Cadet Leader, Pelican Lake*).
- "Some of the cadets can't handle the stress, it's very strict." (*Community Partner, Pelican Lake*)

Peer pressure to drop out ($n=4$; Ile-a-la-Crosse, Regina, Sturgeon Lake, Yorkton). A handful of communities indicated that some youth, particularly older youth, experienced pressure from their peers to drop out of the CCC because it was "not cool" to belong to this type of programming. Other youth have been perceived to drop out because members of their peer group have left the program.

- "Another challenge is the peer pressure experienced by the kids. Last year, in the fall, [the Cadet Leader] said there was a problem with some of the older kids getting made fun of in high school because they were in cadets, and the other kids were saying that's not

cool [i.e., that it's not cool to be in cadets]. Some of them have since dropped off. It would be nice to see them stick with it. We've been working on ways to try to keep it cool enough." (*RCMP Member, Ile-a-la-Crosse*)

- "We have been at it over a year so. We lost the older kids, because they are thinking that they are too cool and then the younger one's come in. When you get older they lose interest. They get older, then other kids change, and tease them, and then they get into boys and girls and they start having boyfriends and girlfriends." (*Cadet Leader, Sturgeon Lake*)
- "If one goes, then the rest will go with them." (*RCMP Member, Yorkton*)

Greater interest in specific RCMP members than overall program ($n=3$; Black Lake, Loon Lake, Sandy Bay). RCMP members in three communities perceived that youth attended to see specific RCMP members. Consequently, if the youth knew that RCMP member was not going to be present at the next meeting, the youth would not attend either.

- "Lots of the kids came to see me too, so if I wasn't there, they wouldn't come. So if I went on holidays, I never told them, because they wouldn't come." (*RCMP Member, Sandy Bay*)

Warmer weather ($n=3$; Black Lake, Sandy Bay, Yorkton). Several communities noted that attendance tended to drop in the spring time. They attributed this decrease to be associated with warmer weather and youth preferring to play outside.

- "The problem is that once weather is nice, they don't want to come as much. They want to go play and do whatever else. The winter is the better time for Cadets. It's weird because they've come in crazy, freezing cold weather, but as soon as it's nice they're sort of not keen. Sometimes you think no one will come because it's -40 and sometimes you'd be surprised. It's really varied and you can expect anything." (*RCMP Member, Sandy Bay*)
- "Winter always had increased enrolment. It was a safe, warm place to go." (*Cadet Leader, Yorkton*)

Transient youth population ($n=2$; Regina, Sandy Bay). Two communities indicated that the problems they experienced with respect to youth attendance were, in part, related to the youth (and their families) moving back and forth between the reserve and a city or another community on a fairly frequent basis. This, in turn, made it difficult for the program deliverers to keep in contact with the youth and get them (re)involved in cadets when they were living in the community.

- "There's been lots of challenges around kids being moved away. Because they are so transient, kids moving back to the reserve all the time and we lose contact with them." (*Regina Police Service CCC, Regina*)

- "The population is so transient, depending on where they're living at the time, it would be tough. I can only think of one kid who was there for 90% of the time. Whether they move to Saskatoon or Manitoba for a month or two at a time, you can't be sure where they always are." (*RCMP Member, Sandy Bay*)

Unfulfilled promises ($n=1$; Black Lake). In one community, the lack of follow through with the resources required for a major field trip that had been planned seemed to result in decreased attendance and interest among the youth who had been promised the trip.

- "I think there's still a frustration over not going to the camp. It was going to be a really good time for the kids. It was a huge turning point that I've noticed in my short time being involved. I think the consequence of not going was: "Hey, if they're not going to do this for us, I'm not going to be involved." (*RCMP Member, Black Lake*)

Consequences of the lack of youth attendance included:

Difficulty progressing in drill training ($n=6$; Black Lake, Loon Lake, Piapot, Sandy Bay, Whitecap, Yorkton). Perhaps the most common (and greatest) consequence of sporadic youth attendance was that it made it difficult for the CCC to progress in drill. As a result, the CCC would have to begin at the basics each week, which made it difficult to build upon previous lessons and potentially made the program boring for youth who had attended previously. In some communities, a lack of progress in drill also meant that the cadets could not march in events (e.g., Remembrance Day parades, powwows) they had participated in previous years, because they were not ready to demonstrate their marching in that type of venue. A few communities simply had insufficient numbers to run drill.

- "Because it was so sporadic, another problem is that when they showed up, we'd have to start at the basics every time. Maybe some of the kids who were attending on a regular basis, they might have gotten frustrated with that. Normally we tell them how to form up and lines and get them to come to attention, stand at ease, march, basically it's the same stuff that they taught us when we went to Depot, but we're a little bit nicer. They like it, but like I say, they might learn it one week and they might not come back for a month. Or somebody might come every week, and have to do the same stuff over and over." (*RCMP Member, Black Lake*)
- "May long weekend is their yearly powwow and the cadets usually go, but they weren't ready for it this year. The cadets were interested but not organized." (*RCMP Member, Loon Lake*)
- "The problem is you need a certain number of people to do it. It got harder as the numbers dwindled. It became less of the program because you can't do drill with 5 people. An ideal number would be 24 (full troop is 32, but that's a lot of kids – and it depends on age and amount of discipline and maturity). At least 16 regularly-attending kids would be good." (*RCMP Member, Yorkton*)

Difficulty implementing rank structure ($n=1$; Black Lake). One community also mentioned that, because of low and sporadic youth attendance, it was not possible to implement a ranking structure, even though the RCMP member deemed this to be a critical element of a CCC.

- "In a Cadet Corps, you would have a rank system, and give the older ones more responsibility and teach the younger ones, but we couldn't do that because nobody showed up." (*RCMP Member, Black Lake*).

Other Youth-Specific Challenges

Managing behavioural issues among youth ($n=2$; Loon Lake, Regina) came up in two communities. In one community, local RCMP members' lack of experience with working with youth contributed to not being able to manage the youth's behavior well. In another community, the cadet leader identified that they specifically sought at-risk youth for participation in the program and, consequently, many youth have ongoing issues and challenges in their life that may impact their behaviour and which may be beyond the scope of the program.

- "This year, they had trouble with the behaviour. More demands were needed to get the kids listening to the RCMP. Both of the officers were really young. I don't think they knew how firm they could be. They tried. They just seemed to be very new and new with kids. I don't think they knew that they could be a lot firmer." (*Teacher Volunteers, Loon Lake*)
- "A couple of other things were the behavior issues with some of the kids. Defiance. Typically for children in that age group, you're going to get tested. Some of the kids, just because of their home environment, there are a lot of social issues happening at home, and a lot of those behaviours are negative behaviours that start showing up in school and it can be anything from defiance to being over-pleasing or attention-seeking. A variety of those types of things we worked through and at the same time were able to work with the parents and school and just keep on top of it." (*Regina Police Services CCC Coordinator, Regina*)

Community and Cadet Leader-Specific Challenges

Some of the challenges encountered by the CCCs were focused at the community level and were centred around having an insufficient amount of volunteer support.

Limited community involvement ($n=7$; Black Lake, Ile-a-la-Crosse, Loon Lake, Piapot, Sandy Bay, Sturgeon Lake, Whitecap). Over half of CCCs indicated that they did not have enough volunteer support from within the community to effectively support the delivery of the program. In some cases, communities (Sturgeon Lake, Whitecap) were able to identify one primary volunteer to act as the cadet leader, but were not able to find additional volunteers to support the program with field trips or acting as a "back up" in the event the cadet leader is unavailable. Other communities (Black Lake, Ile-a-la-Crosse, Loon Lake, Piapot, Sandy Bay) struggled to identify a community member who was willing to take on the lead role of implementing the CCC.

In these communities, there was typically very limited involvement of any community members in the CCC (although these communities often did verbally provide support for the CCC program and indicated that they valued its presence in their community), and the responsibility of program delivery typically fell to the RCMP. In trying to explain this occurrence, one participant thought that because the idea for the program came from the RCMP, he perceived the community to be less interested in diverting their own resources into supporting the program.

Further, two communities (Piapot, Yorkton) had strong community involvement when the program first started, but saw this involvement decline over subsequent years. The CCC Coordinator and volunteers also observed these challenges in the communities with which they worked.

- "They [representatives from the community] say we'll be here next week, we need this, this needs to go ahead, this can't fail. But then they don't come. What I think to myself and say in a more polite manner to them is: 'Well, you guys aren't coming, so it's going to fail.'" (*RCMP Member, Black Lake*)
- "What I found is that because it was a RCMP thing, there was limited involvement. If it was their plan, there would be no stops to it, but they felt that because the police were doing it, it was like, 'Okay, you guys got this.'" (*RCMP Member, Black Lake*)
- "There's 100% buy-in from the community. Everyone wants to see it go, it's just a matter of who's going to step forward and see it through." (*RCMP Member, Ile-a-la-Crosse*)
- "Basically, you're supposed to do an hour of drill and then an hour of community stuff. But I had a hard time getting community involvement. Someone would say they would be there. And they wouldn't come. I would talk to them the week before, the day before, the day of, and they still wouldn't come." (*RCMP Member, Sandy Bay*)
- "I wouldn't know how to get volunteers, I tried. I know there is one parent who is interested but she works until 5:00 p.m., and we are done at 5:00 p.m.." (*Cadet Leader, Sturgeon Lake*)
- "If the Cadet Leader is sick or has to do something else, she has to cancel it. There's no back-up." (*RCMP Member, Whitecap*)
- "There are some communities that think this is a RCMP program. And there's some communities that have failed because I'm the first one to tell them: 'This is not my program. This is your program.'" (*CCC Coordinator*)

Minimal parent involvement ($n=8$; Black Lake, Ile-a-la-Crosse, Loon Lake, Regina, Sandy Bay, Sturgeon Lake, Whitecap, Yorkton). One potential volunteer group that community representatives specifically identified as lacking involvement in the CCC was parents. Almost half of the communities indicated there was minimal parental involvement (with many implying that parental involvement would be desirable). Some program deliverers perceived parents to view the CCC as a "baby-sitting service," while others (i.e., Black Lake, Ile-a-la-Crosse,

Sturgeon Lake, Whitecap) perceived parents to value the program, but not being interested in volunteering.

- "But, overall, there's not much buy-in from parents. It's seen as a babysitting service. They drop the kids off for a couple of hours, and then come back to pick them up. Chaperones and parent volunteers are hard to get." (*RCMP Member, Ile-a-la-Crosse*)
- "Some kids were there because of discipline issues and because their parents wanted them to be there for discipline. But the parents didn't necessarily always get involved or make them show up or drive them there." (*RCMP Member, Yorkton*)
- "Parents enjoy the idea that their kids are involved. Otherwise there's no other community participation in the program." (*Cadet Leader, Whitecap*)

Limited community awareness ($n=3$; Black Lake, Loon Lake, Sandy Bay) of the CCC program in the community may have contributed to limited community involvement in three communities (i.e., Black Lake, Loon Lake, Sandy Bay).

- "Other than the Band council saying we had a Cadet Corps, that was the only time I heard them talk about. It's not talked about in the community." (*RCMP Member, Black Lake*)
- "Not a lot of broad community awareness about the program—only the people whose kids are directly involved. It's a small community, so people know. But do they really know?" (*RCMP Member, Loon Lake*)
- "They are aware, but I have no idea to what extent. I've never had a parent or anybody talk to me about it." (*RCMP Member, Sandy Bay*)

The limited community involvement in the form of volunteer support had several implications for the program with respect to other challenges that were consequently faced, including:

Cadet leader burnout ($n=4$; Ile-la-Crosse, Pelican Lake, Regina, Sturgeon Lake). In the communities that had been able to identify a single community member to take on the responsibility of running the CCC, their programs were often in the precarious position of hinging on the involvement of that one individual. These individuals, themselves, were at risk for experiencing burnout due to the responsibilities associated with implementing the CCC largely on their own and would have benefited from more volunteer support from within their communities. Moreover, these individuals typically had other responsibilities in the community which limited the time and energy they had to devote to the CCC. One community (Regina) even decided to limit the number of youth who could enroll in the program to prevent cadet leader burnout.

- "[I would like] to see more adult participation; e.g., they do drill demonstrations, they have to hire someone to transport them who has a clean record, but if parents volunteered to drive it would be less stressful to organize for the agency. Even the CCC Coordinator struggles with that. He struggles with the fact that when the cadets arrive he has the same

handful of people there very week but they're getting stretched to the limit. He needs more of those kinds of people." (*Community Partner, Pelican Lake*)

- "There was at teacher who was really awesome, but she got overwhelmed. She came for 3 weeks, but it was kind of dumped on her to think of things to do with the kids for the other hour. And the members wouldn't stay for necessarily for the full 2 hours. The community hour was the community hour. We didn't want the responsibility to stay beyond the first hour. And we didn't expect the other side to come for our hour if they didn't want to either. I think she felt there was too much to do. And the teacher's here work really, really hard and they're always doing hard work." (*RCMP Member, Sandy Bay*)

Moreover, in at least three communities, cadet leader burnout and the lack of another individual to take over that role has led to the CCC being put on hold.

- "Right now, the program is on hold because of the weakness we've experienced in getting volunteers to help out. The Cadet Leader has been putting a lot of effort into getting help and making the program happen. She has been making snacks, and sometimes she's had a couple of parents who would help here and there. But, overall, there's not much buy-in from parents." (*RCMP Member, Ile-a-la-Crosse*)
- "After [the previous coordinator left due to burnout], we ended up revamping the program and it was down for 1 to 2 years. I came in and was given task to get it up and running. I said that if we're working with at risk kids, you can't have 20 kids and one person. It's too much. So we decided to take 12 kids and got it started again. Now we're up to 22. We'll never go over the 24 max because it's too much for one person to be doing." (*Regina Police Service CCC, Regina*)
- "We just kind of stopped doing it for a while, because I know I got burnt out." (*Cadet Leader, Sturgeon Lake*)

Program limited to drill ($n=3$; Black Lake, Loon Lake, Sandy Bay). Due to a lack of volunteer support, some community representatives noted that it was not possible to provide programming to youth beyond drill, because they did not have the time, means, or expertise to offer that programming.

- "There was no involvement from community, so we couldn't do survival skills or anything like that [which is something the kids would have been interested in]. We didn't have the resources or man power to do it, even though we could [had the technical knowledge to do it]." (*RCMP Member, Black Lake*)
- "It was better actually last year as far as community involvement. I thought doing a calendar or something would help, because then if they didn't show up by whatever time I would know they're not coming and I could maybe do something else with them. But it doesn't show the kids that their local people are involved in it. So it's all about the cops, and it's not bad, but it's supposed to be both." (*RCMP Member, Sandy Bay*)

Field trips not possible ($n=2$; Black Lake, Sandy Lake). Other communities indicated that it was not possible to take youth on field trips requiring adult supervision due to a lack of chaperones.

- "We were also told about the Tim Horton's camp. We needed community volunteers to make that happen, but it didn't pan out." (*RCMP Member, Sandy Bay*)

RCMP Member-Specific Challenges

A few challenges to program delivery related directly to the RCMP's involvement in the program at the local level. Most of these challenges stemmed from the competing priorities RCMP members experience, members' own interest in the program, and the organizational structure of the RCMP.

RCMP availability ($n=11$; Big River, Black Lake, Ile-a-la-Crosse, Loon Lake, Pelican Lake, Piapot, Sandy Bay, Sturgeon Lake, Wahpeton, Witchehan, Yorkton). The inability of the RCMP to attend CCC meetings if they were called out on another priority matter was perhaps the greatest challenge pertaining to RCMP involvement that was identified across eleven of the communities.

Callouts typically had two implications for the CCC: 1) the meeting was cancelled for that week; or 2) if the meeting took place, drill often was not taught. Some detachments developed strategies to help ensure that a member could attend (e.g., sending a member who was on shift even if he/she was not assigned to the program, sending a member who was off shift) but, despite these efforts, there were still instances in which there was no RCMP representation at the meetings. In some communities (e.g., Big River, Ile-a-la-Crosse, Pelican Lake, Sturgeon Lake, Wahpeton), cadet leaders started to learn the drill component themselves to ensure cadets could still learn drill even when RCMP members were not able to attend. The CCC Coordinator and volunteers also identified callouts as one of the greatest challenges of RCMP involvement in the program.

- "There were weeks that we just got so busy and didn't make it. Some of the kids got upset about it, and I don't blame them because they stayed behind. But that's due to the lack of support from the community. If you're on day or night shift, and you didn't have time to sleep, you don't make it. But if we had involvement, you could transfer drill on to them, or they could still do something else." (*RCMP Member, Black Lake*)
- "Because we're a small detachment, we aren't able to go every time. I've gone to the majority of the sessions, but whoever is on shift goes and spends a half hour or an hour there helping." (*RCMP Member, Ile-a-la-Crosse*)
- "I would send an email to the day shift guys a couple of days before but we can't always make it. Sometimes I might have to go on my own time or a couple of hours before my own shift. I haven't been able to make it in the last month. There's always that call that comes in right before lately." (*RCMP Member, Loon Lake*)

- "The only thing is that we're not able to make it there every time. Sometimes we get called out, one time we had a meeting we had to get to, so about every second or third time we're not able to show up. It's tough. But now the Justice Worker, she watched us do it enough times, and last time she kind of practiced marching by herself. She also had some kids lead it. I think she gets frustrated when we can't make it there all the time, but we can't help it." (*RCMP Member, Wahpeton*)
- "Sometimes the RCMP could not go because of the nature of the job. To have the parent volunteers in those times was essential." (*RCMP Member, Yorkton*)

Lack of interest in participating ($n=5$; Big River, Loon Lake, Yorkton, Sandy Bay, Witchekan). In some communities, it seemed that a lack of interest among some RCMP members in the CCC program was associated with their absence from the weekly meetings. The CCC Coordinator and volunteers also observed this problem in some communities.

- "Some of the other members are really negative. I was there non-stop for the longest time until I just needed a break, especially if you're getting attitude like 'I don't want to be there' from other people. Guys said they wanted to do sports stuff, and now that they program has morphed into doing sports stuff, they still don't show up. It didn't change things even though that's what they said they would come more for. We're all busy, sometimes you get into doing something, and then you got to go. Our shift starts at 6:00 p.m. and then Cadets starts at 7:00 p.m. so you have to go basically just after you got into something. It also doesn't seem like a cop thing to do. Not everyone's interested in the community policing side. So yeah, it can be kind of challenging. It's kind of like one of these things where 'Well, if I'm not on night shift, I'm not going.' And I've also seen sometimes that if any call came in that they could possible go on, then they wouldn't be there. It's not like that all the time, it's just convenient sometimes." (*RCMP Member, Sandy Bay*)
- "There's no member in my detachment who is interested in volunteering." (*RCMP Member, Witchekan*)
- "I mean consistency from the RCMP is a challenge. In some of these communities, the RCMP is a mobile organization, and not every member is as inclined to have an interest in that kind of a program as others. So they might have a period of time where they have intense interest from the members, and then the next member might have no interest. So then RCMP side of the program suffers. It can have highs and lows." (*CCC Volunteer*)

Frequent transfers ($n=5$; Black Lake, Ile-a-la-Crosse, Piapot, Regina). One of the structural elements of the way in which the RCMP is organized seemed to have a negative effect on the program as well. Several interviewees referred to the challenges associated with keeping the program momentum going and maintaining rapport with the youth when RCMP members may be transferred every two or three years. Transfers were particularly problematic in communities where there was limited or no community involvement as there was no one present to ensure the continuity of the program. It also was a challenge for the members themselves as some of them

had just started to feel confident about delivering the program and had just begun to develop ideas about how to improve the CCC when they were moved to another community.

- "If it's a short transfer, two years is going to be difficult. By the time the member gets used to the program, he's moving." (*RCMP Member, Black Lake*)
- "It's more challenging because of the transfers of the constables. The children take a while to get used to a person, the program is structured but they are also short-staffed at the detachment and people have gotten transferred out. The kids haven't adjusted well to the lack of continuity." (*Cadet Leader, Piapot*)
- "If you have that membership change over, you've got that relationship that's already been built with someone else. It's hard to let go and have someone else move in. That lack of consistency is troubling to many of youth and First Nations people in general. Teachers are always coming and going. Families are always moving. We don't have that consistency in our lives, so when we find that as First Nations people that we have that consistency, it sets those boundaries and we like it." (*Regina Police Services CCC, Regina*)

In two communities, participants attributed a decline in attendance that occurred after a new RCMP member took over the program to the new program not living up to the expectations that had been set by previous program deliverers, particularly with respect to the activities they expected to be involved in.

- "A couple of kids had expectations for the cadets and the program didn't meet it this year. They had been involved before." (*Teacher Volunteers, Loon Lake*)

CCC Coordinator-Specific Challenges

Several challenges associated with the way the CCC Coordinator position was structured also emerged as having implications for how the program was implemented. Most of the challenges that were identified stemmed from the fact that there was a single CCC Coordinator based in Regina who was responsible for providing support to all First Nation and Métis communities in Saskatchewan. These challenges included:

- Not being able to meet the demand to provide northern communities with in-person support given the distance that needed to be travelled to visit those communities. Part of this challenge seemed to be compounded by the Coordinator being located in the southern part of the province (i.e., Regina), even though the Coordinator perceived the communities most in need of the CCC program and his support as being situated in the northern part of the province.
- Not having a sufficient travel budget or car to accommodate the community demand for in-person support from the CCC Coordinator. Visiting communities and meeting various community officials was perceived to be a more culturally appropriate way of introducing the program and starting it up in communities.

- Not having anyone to take over the Coordinator's responsibilities when he was on leave, including vacation leave and sick leave. Essentially, communities received no support when the Coordinator was on any type of leave and, in some cases, their programming seemed to have suffered as a result. In some cases, the Coordinator relied upon his own personal, informal network (i.e., the CCC volunteers) for coverage of the CCC when on leave.
 - "It's tough for Ron to be the one go-to person in a province. Especially being based out of Regina. If someone calls him and say, look could you come give us a hand. If it there could be more support in terms of another position...I mean really Ron has done some really good things and has been able to see the program expand, but he's done it to the detriment to his family life, he lives out of a suitcase, it's hard to do that consistently. If the RCMP is serious about merit of program then perhaps it's worth another position." (*CCC Volunteer*)

Suggestions for Improvements

In addition to speaking of the factors that helped or hindered their ability to deliver the CCC, interviewees also spoke of ideas they had about how to improve or enhance their local CCCs, as well as the overall program structure.

Specific Community-Level Improvements

Many of the suggestions communities provided about how to enhance their CCCs were specific to their local context; however, it is possible that other communities may benefit from these ideas and, as a result, all suggestions offered are included below.

- Further develop programming to ensure that more than drill is taught to youth in order to keep them engaged in the CCC. Some suggestions were to: offer sports, host a paintball game, do target practice with pellet guns, show movies, organize dances, bring in speakers to help youth consider their future careers, provide leadership workshops, and offer culturally-focused activities ($n=7$; Big River, Ile-a-la-Crosse, Loon Lake, Piapot, Regina, Sandy Bay, Whitecap; CCC Volunteer)
- Obtain more funding to take youth on field trips or purchase more equipment. Some possible field trips mentioned included: a trip to depot, boat trips with the RCMP Boat, detachment tours, and trips to drill competitions and powwows. ($n=4$; Big River, Loon Lake, Sturgeon Lake, Whitecap; CCC Volunteer)
- Promote the program more to garner more involvement from youth, including putting cadets in charge of announcements about the CCC ($n=3$; Loon Lake, Pelican Lake, Piapot)
- Generate more community involvement in the program and, conversely, have the cadets be more involved in the community ($n=3$; Black Lake, Ile-a-la-Crosse, Loon Lake, Whitecap)

- Encourage more teacher and school involvement in the program ($n=3$; Loon Lake, Pelican Lake, Sandy Bay)
- Develop more age-appropriate activities ($n=2$; Loon Lake, Sandy Bay)
- Provide cadets with training for basic skills such as CPR and First Aid ($n=2$; Pelican Lake, Sturgeon Lake)
- Set goals with the youth and establish milestones to work towards (e.g., a special field trip) ($n=2$; Loon Lake, Sturgeon Lake)
- Use senior cadets graduating from Bold Eagle as role models for junior cadets ($n=2$; Loon Lake, CCC Coordinator)
- Develop a ranking system to sustain youth interest ($n=2$; Loon Lake, Sturgeon Lake)
- Be more consistent in holding the program on set days and times ($n=2$; Loon Lake, Pelican Lake)
- Develop a storage system for the uniforms to ensure that uniforms do not get lost and are maintained in good condition ($n=1$; Pelican Lake)
- Purchase winter jackets to allow youth to learn outdoor survival skills ($n=1$; Big River)
- Further develop the drill program to ensure youth are learning new formations ($n=1$; Black Lake)
- Provide incentives to sustain youth interest (e.g., badges, small gifts like toques) ($n=1$; Sturgeon Lake)
- Start earlier in the school year ($n=1$; Loon Lake)
- End the program earlier to avoid lower attendance in the spring ($n=1$; Sandy Bay)
- Change the start time of the weekly CCC meetings to improve attendance ($n=1$; Black Lake)
- Have the CCC incorporated into the school curriculum to allow students to receive life skills credits ($n=1$; Big River)

Overall Program-Level Improvements

Some of the suggestions offered by communities and the CCC Coordinator and volunteers pertained to changes that would need to be made to the CCC program as a whole.

- Develop a mechanism (e.g., an online forum) that would allow CCCs from across the province to network, learn from each other, and work more collaboratively together ($n=4$; Black Lake, Piapot, Whitecap, CCC Volunteer)
 - "Resources are needed, but also networking may be a better idea. Most communities now have some sort of online access. If there was a website or something where they could get together and have a bulletin board. They could have centrally located resources – drill manuals, guides to uniform care, activity ideas, just a way for the different active corps to celebrate themselves. They can post pictures, post promotions. It would be away to bring them together. I know with the military cadets, if you type in army cadets, you're going to find a web page that has all kinds of information. That kind of resource would be helpful." (*CCC Volunteer*)
- Provide youth with recognition for excelling in cadets by developing a scholarship or awards program at the provincial level ($n=2$; CCC Volunteers)
- Encourage higher ranking officers to be involved in the CCC ($n=2$; Black Lake, CCC Coordinator)
- Try to have two RCMP members assigned to volunteer with the CCC ($n=2$; Loon Lake, CCC Coordinator)
- Ensure that all new cadet leaders receive a copy of the CCC manual ($n=1$; Piapot)
- Ensure that all new cadet leaders know how to continue building the program after their initial start-up period ($n=1$; Sturgeon Lake)
- Increase RCMP members' awareness of the program, possibly by providing them with formal training or orientation sessions ($n=1$; CCC Volunteer)
 - "I think perhaps, from the RCMP side of it, a little more awareness for members and even training for members or orientation if not a formal training thing. They need the ability for APS and the CCC Coordinator to go out and say this is the program, this is what's going to be happening, this is what the RCMP would like to see you as members bringing to this and how you might support it. I think that's a missing aspect of it. Ron does a good job of training the community facilitators, but then I think often the members are left going, 'What is this all about and what am I supposed to do?' So we got lucky in some communities where the members were able wing it and they do it well. I think that if they got them together for a week, said this is the basic manual, that would help. Once you know the basics, it's easy." (*CCC Volunteer*)
- Develop a short handout that can be given to the youth that explains what they can expect when they join cadets ($n=1$; Sturgeon Lake)

- Model the program more closely after the Cadets Canada program ($n=1$; Black Lake)
 - "If this is an RCMP program, they should base it more on the Cadets Canada program, (like that air, navy, sea, and army cadets). They have a governing body. If the RCMP is going to push it, they should have a Sergeant involved in it." (*RCMP Member, Black Lake*)
- Update the existing cadet manual to be more structured, detailed, and age-appropriate. The program manual of the Aboriginal Shield was suggested as a similar program on which a CCC program manual could be based by a Cadet Leader who is familiar with delivering both the ASP and CCC programs. ($n=1$; Whitecap)

The Aboriginal Shield Program, an initiative of the RCMP's Drugs and Organized Crime Awareness Service's (DOCAS), is a substance abuse prevention and healthy lifestyles program for Aboriginal youth, which is described as being "community-led, police-assisted", according to the program's resource guide (Aboriginal Shield Program Resource Guide, 2013).

Its program manual incorporates a series of specific lesson plans with clearly-outlined lesson objectives, lesson structures, and required materials. These lessons are designed to be culturally-appropriate and inclusive of First Nations, Métis, and Inuit cultures, and are split between a Grades 5/6 and Grades 7/8 curriculum set to ensure age-appropriate delivery. It also incorporates structured training for volunteer community facilitators, who participate in a five-day training course led by the RCMP. A contact person for the program also indicated that RCMP members also receive training for their part in the program, which includes presenting on topics including drugs, alcohol, and Canadian laws.

Although the content of the program is not the same as that of the CCC program, its structure and delivery model are parallel in terms of the intended participants and the community-driven structure. The Aboriginal Shield Program may therefore serve as a useful template and guide for how to improve and strengthen the delivery of the CCC program. Evaluation of the Aboriginal Shield Program's outcomes was not available, but more information about the program is available by contacting ASP-PAB@rcmp-grc.gc.ca.

Other Suggestions

Finally, based on their own experience with implementing the CCCs, many communities offered words of advice that may be useful to share with other communities who are considering starting their own CCC. These words of advice reflect strategies that have worked well in communities with existing CCCs and which new program deliverers may wish to heed based on others' experiences with the program.

- Be persistent and patient ($n=5$; Black Lake, Sandy Bay, Wahpeton, Whitecap, Witchehan):
 - "I think it can be very rewarding and I would encourage it if people were considering doing it. It's worth giving it a shot. But you have to be patient and give it some time to work through. It's not easy." (*RCMP Member, Sandy Bay*)

- "Don't give up. Just keep going. If kids aren't showing up one week and not the other, just keep trying." (*Cadet Leader, Whitecap*)
- Be consistent ($n=3$; Regina, Sandy Bay, Wahpeton):
 - "[What words of advice would you give to someone interested in running a CCC:] Just commitment and being consistent. Just putting all that you have into it. I know we're going to have some of our downfalls and things like that, but..." (*Cadet Leader, Wahpeton*)
- Focus on the youth and the activities they are interested in ($n=4$; Big River, Ile-a-la-Crosse, Pelican Lake, Yorkton):
 - "We talk to the youth just to see what they want to see in their cadet program. We talk to them one on one. Every year is not the same thing that way. We ask them every year what they want to see and what they want to do. Some of the youth want to do canoeing, archery, soccer, and we meet with the Elders too. And we have been able to do those things." (*Cadet Leader, Big River*)
- Have dedicated and passionate program deliverers (i.e., cadet leaders and RCMP members) ($n=3$; Big River, Pelican Lake, Sandy Bay):
 - "You have to have a passion to work with youth. Not because you're hired to work for youth, it doesn't work that way. You have to have the passion to make it work. And youth will respect you and make it work." (*Cadet Leader, Big River*)
 - "Make sure that their coordinator really believes in the program, willing to put in the time, the organization." (*Community Partner, Pelican Lake*)
- Make every effort to purchase uniforms for cadets, and purchase those uniforms at the outset of starting up a CCC ($n=3$; Big River, Regina, Sturgeon Lake)
 - "Again, fight tooth and nail for those uniforms." (*RCMP Member, Big River*)
 - "Fight for uniforms." (*Regina Police Service CCC, Regina*)
- Do not put youth in uniforms until one to two months has past to make sure that uniforms are only given to youth who are committed to the program ($n=2$; Sturgeon Lake, Sandy Bay, CCC Coordinator)
 - "Maybe the kids could earn them before they get them, instead of just giving them to them right now. Well, no, they're sitting there and you're going have to come here for a month to earn them." (*Cadet Leader, Sturgeon Lake*)

- "I don't like to put them in uniforms right away. I try to put them in sweatpants and t-shirts after two to three months because, first of all, they have to buy the t-shirts and pants and everything else, but why spend \$147.50 for a kid that's going to quit? That's a waste of money. So, you find out who's going to stick around and that's how you dictate things money-wise." (*CCC Coordinator*)
- Tailor the CCC to fit the local community's needs and contexts ($n=2$; Big River, Regina):
 - "One thing I always say is you have to adapt to your community. If you can adapt what you're community needs are without rigid thinking, if you come in with the goal of meeting the community needs and understanding the community, you can still adapt your values and the program's values, but you can't do that without understanding the community that you're going into and not having their involvement. It comes back to who says your way is the right way? Drill is rigid, but you can adapt around how drill is done to get that done. You need to understand your community and having community buy-in is important. And knowing that as FN people, we're pilot projected to death, saying that you'll be different, doesn't mean they'll believe you. We need to know that you'll be consistent and that will feed into the community buy in. It's not about coming into the community saying we're here to help you---what you need to ask is what do you need from me to help make this successful? That has worked for me." (*Regina Police Service CCC, Regina*)
- Observe another cadet meeting in another community before starting your own ($n=1$; Big River):
 - "I think the only recommendation I would make is to come to some of these cadet nights and see how things are going and take something from that back to their own town to start up." (*RCMP Member, Big River*)



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PROGRAM OUTCOMES

The next key evaluation questions focused on program outcomes, or changes in the youth and their communities as a result of the program's operation. Specifically, the questions concerned what impact the CCC program has on the youth who participate in it, on the community in which it operates, and how it helps build partnerships between the RCMP and the Aboriginal communities.

However, it was not possible for this report to provide evidence of generalizable program outcomes being achieved by the CCC program as it currently operates at the thirteen sites reviewed for this report. All but one of the sites has been in operation for an insufficient length of time and, in general, the successful implementation of the program has been inconsistent due to the ongoing implementation challenges that have been highlighted in this report. While broad program goals have been identified, they have not been translated into well-defined outcome indicators on which data are available or can be collected.

Nonetheless, a wide range of expected and observed outcomes were reported. However, the broadness of each thematic category of outcomes and the anecdotal and superficial nature of their reporting speaks to the lack of clarity on how the program goals have been defined. There were no well-defined or precise indicators for determining program success in a quantitative way, and the majority of the accounts of program success lacked the depth and detail necessary for a rich qualitative analysis. When asked about what changes and successes they had seen as a result of the program, many program deliverers were hesitant or only provided brief descriptions of broadly attributed outcomes (e.g., general references to youth acquiring discipline or self-esteem). There were no data available to confirm that these changes were the result of the unique features of the CCC program or that they were sustainable once the cadets exited the program.

This does not mean that the program itself is not successful or achieving its goals, but it reinforces that it is too early in the program's development to make concrete statements about what outcomes have actually been achieved. Rather than providing evidence for generalizable program effects, these responses reflect individual outcomes specific to particular youth and communities as perceived by individual program deliverers and community partners. The utility of these qualitative accounts is in demonstrating what kinds of outcomes those involved program delivery see as valuable and relevant. This can provide direction as to what kinds of outcome indicators might be appropriate measures of success once complete and stable implementation of the program has been achieved and a rigorous outcome evaluation can be undertaken.

Cadet-Level Outcomes

According to the Community Cadet Corps program manual, the stated goals of the program are:

"To provide our youth with discipline, responsibility, respect, entertainment, and the tools and skills needed to build a positive future for themselves and the communities in which they live through Honesty, Integrity, Professionalism, Compassion, Accountability, and Respect"

(Community Cadet Corps Manual, Goals)

To assess the consistency of this vision across the different program sites, interviewees were asked what changes they expected to see as a result of the program, and if they had observed any changes in the youth or the community. Particular attention was also paid to changes in relationship between the RCMP and the youth and community and the development of any partnerships as a result of the program.

Overall, the outcomes that were described were consistent with each other and with the program goals described above. The most frequently mentioned outcomes by community were the improved attitudes and life skills of the cadets (e.g., increased discipline, respect, responsibility) and improved relationships between the RCMP and the cadets. Other outcomes included empowering the youth to act as leaders, increasing their sense of belonging and community, recruiting them into policing, and increasing their positive sense of self.

Improved RCMP-youth relationships ($n=11$; Big River, Black Lake, Ile-a-la-Crosse, Loon Lake, Pelican Lake, Piapot, Regina, Sandy Bay, Whitecap, Witchehan, Yorkton). There was a substantial focus on the positive improvements in the relationship between the RCMP who helped deliver the program and the youth who participated in it. Some interviewees suggested that this positivity extended to the RCMP in general or at least the local detachment, including to those who were not regularly involved in program delivery. This perception was common among both cadet leaders and RCMP members. It was noted at one site, however, that not all cadets who are involved in the program have more positive attitudes toward the RCMP.

This outcome was also largely dependent on the active participation of dedicated RCMP members, which was not how the program operated at all sites, nor is it necessarily the intended operation of the program. It is not clear if these outcomes would be as significant if direct RCMP participation in the program was more minimal or if their involvement took a different form than weekly drill instruction. From the interview responses, however, it was clear that it is the direct interaction between the youth and the RCMP which facilitates this relationship.

- "Yes, it does actually bridge the gap between the RCMP. The kids seem very proud to be cadets. We've put on detachment tours for them and also us being in the sessions that we have with them where we focus on marching and stuff like that has helped bridge that gap too. The kids take great pride in the community. " (*RCMP Member, Ile-a-la-Crosse*)
- "It was good for developing relationships with the kids and the community. The interactions I had with some kids who formerly had problems with the RCMP, I started having really positive interactions with them. They will flag me down and yell my name because they want to talk to me, which says a lot about how they feel about the police." (*RCMP Member, Yorkton*)
- "They play with the kids, they talk to their kids and there's a rapport between the RCMP and the kids, right. Because there's the trust there now. The RCMP aren't seen as just somebody that comes to gives tickets, or takes people away, like just

the bad side. They could be your friend, maybe you could talk to them and whatever you tell them, they'll listen to you." (*Cadet Leader, Pelican Lake*)

- "I think they have a better understanding now as to what police do. We've had discussions about what they think police do, they think we're the bad people. They understand that's not true. Police are not all evil people, as we are sometimes perceived as. I think there's a greater respect as to what we do." (*Regina Police Service CCC Coordinator, Regina*)
- "I do notice that some of the kids are little more receptive of us now in the community. Just helping us out, if we go to a call and we see them, we talk to them or whatever and they're more likely to help us out." (*RCMP Member, Black Lake*)
- "The way I see it is if I win over kids, I win over their families, people will help you more. It's a benefit. When they know your name, when you get called to their house at night, and kids knows your name, it's automatically an advantage." (*RCMP Member, Sandy Bay*)

More positive attitudes and social skills ($n=10$; Big River, Ile-a-la-Crosse, Loon Lake, Pelican Lake, Piapot, Regina, Sandy Bay, Sturgeon Lake, Whitecap, Witchehan). Consistent with the program goals as outlined in the CCC program manual, the next most commonly perceived outcome was the improvement of the youth's attitudes and behaviours in terms of more discipline, respect, responsibility, teamwork, communication, and other social skills. The range of traits and skills referred to was broad, but the most common subtheme was behaving with respect, typically within the specific context of the program itself.

- "I see more discipline, more confidence. They take direction better. They do things on their own." (*Cadet Leader, Sturgeon Lake*)
- "Increased discipline. They get inspected by the RCMP at 5:00 p.m., so they have to get in and be lined up and have their hair tucked in. So they have to show up early, and they've learned to do that." (*Cadet Leader, Whitecap*)
- "Yeah. I don't know, we just work as a team. Like, they help each other put the uniform on and they all wait up for each other. They don't just leave when they want to leave. They help each other out." (*Cadet Staff Sergeant, Pelican Lake*)
- "I saw some evidence of that in the first year. I saw it with all of them. They messed around for the first couple of weeks, and then they gained respect for the program. Treated each other and other people more respectfully." (*RCMP Member, Piapot*)
- "Overall, the program has done well for the kids and the community. I certainly give it extremely high praise for what it was able to do. Being able to travel a little, getting invited out, and being at the forefront of community events, goes a

long way in terms of self-confidence, and leadership qualities. It certainly tries to help them develop those good social, community skills. We certainly think it's built within the program – the discipline and responsibility they try to teach as well." (*Cadet Leader, Ile-a-la-Crosse*)

Be empowered/become leaders ($n=9$; Big River, Ile-a-la-Crosse, Loon Lake, Pelican Lake, Piapot, Regina, Wahpeton, Whitecap, Witchehan). Related to the previous outcome, there was also a strong emphasis on the cadets putting these new attitudes and skills into practice in leadership roles.

- "I have seen a little bit of the ranking – kids actually coming forward and being more of a leader within the group, I've seen that." (*RCMP Member, Ile-a-la-Crosse*)
- "And so, like, one Cadet will take, will call everyone up for practice, and then we'll do it. And when we're out somewhere, like when we go to a powwow, I'm in charge of everyone and everything. So I have to be responsible to know where everyone is at all times, what is all happening. The dates of what's happening and what time. And if I'm busy with something, the rank lower than me, like the Sergeant, they have to take over. Everyone has responsibility for something." (*Cadet Staff Sergeant, Pelican Lake*)
- "We have one corporal. She's been involved for a while and she shows leadership skills. She was there since the beginning, she picked up where the other cadets weren't catching on and helped them with drills, always first one there, uniform was always neat, no wrinkles or dirt, boots shined, so she was promoted to the next rank." (*Cadet Leader, Whitecap*)

Recruit youth to policing ($n=7$; Big River, Ile-a-la-Crosse, Loon Lake, Pelican Lake, Piapot, Regina, Yorkton). Although not formally a recruitment program, it was noted several times that cadets are given more exposure to police and other programs, such as the Bold Eagle program (i.e., an Aboriginal military program offered by the Department of National Defence), which can be a pathway into RCMP or military careers. Four communities reported having cadets who had gone on to Bold Eagle.

- "Also, going back to the aspirations of the cadets, a lot of them have turned towards the RCMP and see the Cadet Corps as a way of getting that structure and discipline. Lots of them have also talked about getting into the Ranger program." (*RCMP Member, Ile-a-la-Crosse*)
- "A few of our cadets have indicated they actually want to become police officers. One surprised us because we weren't sure he wanted to follow in those footsteps, but when we brought him into the police service for a tour, he latched on to the K9 officer. So that's what he wants to do." (*Regina Police Service CCC Coordinator, Regina*)

In addition to policing-related aspirations, three of these communities also had cadets who went onto university for non-policing-related career paths as well.

Improved sense of belonging/community ($n=6$; Big River, Ile-a-la-Crosse, Loon Lake, Pelican Lake, Piapot, Sandy Bay).

- "They had lots of visibility in the community. It makes them feel proud [to be a part of these events]. You can see them thinking: 'I get to do this. I'm a part of this, I'm involved'." (*Teacher Volunteer, Loon Lake*)
- "They like the fact that it gives these kids a sense of belonging. Most of these kids we never deal with on a professional level. A lot of it is attributed to that." (*RCMP Member, Big River*)

Improved sense of self ($n=5$; Ile-a-la-Crosse, Loon Lake, Pelican Lake, Regina, Sturgeon Lake) including self-esteem and self-confidence.

- "Seeing them marching at first was like seeing someone herd cats. Now, their attitudes, they really take pride in their marching and what they're doing. Each of them know their roles, it seems—at least the ones that have stuck it out. They respect each other." (*RCMP Member, Ile-a-la-Crosse*)
- "And they see them at powwows and that, and being recognized at powwows, because the kids take pride in themselves, eh? And their self-esteem is boosted right up." (*Cadet Leader, Pelican Lake*)
- "Yeah, I've met a lot of people and I've been able to communicate a lot better. Like before, I'd be so shy, but now I'm just able to go up to anyone. Because all of these presentations we've been too, I've met new people. So it's been easier" (*Cadet Staff Sergeant, Pelican Lake*)

In addition to general improvements in self-esteem and self-confidence, at two sites it was reported that some youth who had been at risk for suicide had received support through the program and were currently doing well.

- "And we have a couple they were suicidal, and they came in here, and they have their moments you know, when there are sad, and they have reason to be, you know because of the dysfunction they came from, but yet the cadets make them feel normal, normalized because they feel like they are in the group, and that its okay too, we all work as one we could trust one another and all that and their self-esteem comes up." (*Cadet Leader, Pelican Lake*)

Improved school performance ($n=5$; Big River, Black Lake, Pelican Lake, Regina, Sturgeon Lake), including better attendance as well as improved grades and graduation rates. It was not possible to confirm these observations against actual school data, such as rates of attendance or graduation rates, at this time.

- "Well, I don't know, like, before they used to go to school one day out of the week and then now they go to school every day because they know they have to go to school to be in this program. So they actually get themselves to school. And they really encouraged the ones who are missing school to really try and get into the program. And ones who were, I guess, in trouble. They encouraged them to be in here, so it can help them. And some of them are still in here, so they've come a long way." (*Cadet Staff Sergeant, Pelican Lake*)
- "They've had a higher success rate in having their youth graduating in the grade 12 program; they've jumped in the last three years. The youth are setting higher goals for themselves and being more successful." (*Community Partner, Pelican Lake*)

Decreased problem behaviour ($n=4$; Big River, Loon Lake, Regina, Sturgeon Lake). Although comprehensive data on overall crime or behaviour trends were not available, there were individual accounts of particular youth whose problematic behaviour appeared to change after they became involved in the program. It must be emphasized that these are individual accounts and it is not possible to assume that these experiences would generalize to all cadets or at-risk youth.

- "Two years ago, one kid in Cadets had a run in with the law. They guy running Cadets vouched for him in court, said he would work with him. And he did really, really well. And he kept him out of jail." (*Teacher Volunteer, Loon Lake*)
- "There were two youth that were kind of bad. The teacher approached me and asked me if I could work with these two youth who were troubled. So we put them in the Cadet program and after the year, this year, I have one boy who is going into his second year in the cadet program, his grades are way up, he's listening, has better behavior. The Cadet program helped him lots. With the two boys, they both love it." (*Cadet Leader, Big River*)
- "We had a young man that was in Grade 7 at a catholic school and that school still had timeout rooms in it. This was five years ago. The principal approached us and said we want to get the kid into the cadet program because he needs something. He's 12 and just stabbed a kid with his pencil. I accepted him and his brother into the program. And within 2 months we received a letter from the school, since his involvement in the cadets, he hasn't been in the time out room once. He had been going in once/twice a day. This was from seeing them only once or twice a week." (*Regina Police Service CCC Coordinator, Regina*)

Although at some sites, there were reports of individual youth whose problematic behaviour was reduced once they were involved in the program, a word of caution about attributing general trends in delinquency or youth crime to the program is required. Often trends such as these are the result of many different factors, of which the CCC program is only one, and while it is often

tempting to attribute positive trends, such as reduced crime rates, to a single intervention, this can backfire if the trends reverse at a later point.

For example, at Pelican Lake, it was initially noted that the youth crime rate declined after the program started, but has since fluctuated.

- "There are still a lot of issues in Pelican Lake. The program works for some kids but not for others. It would be impossible to get all the kids into cadets. The crime rate for youth has declined, but it goes up and down, and we're not sure why that happens. Right at the beginning there was a decline in the youth crime rate, but it hasn't necessarily been sustained. There are other factors influencing this." (*Cadet Leader, Pelican Lake*)

The most realistic interpretation is that the CCC program is one of many influences in the cadets' lives and in the community at large. While it may contribute to these trends to some extent, without a more careful study of program-specific outcomes in the context of a fully-implemented and reliably operating program that has had the opportunity to have a substantial effect on a number of youth living in the community, it is not possible ascertain the extent to which the CCC may be responsible for reduced crime and problematic behaviours.

No observed changes (n=5; Piapot, Sandy Bay, Regina, Sturgeon Lake, Witchehan). Finally, at a handful of sites, some interviewees stated that there had been no observable changes in the youth, that it was too early in the program's implementation to tell, or that the cadets' behaviour was positive and did not need to improve further. It can also be assumed that any sites where the program was non-operational or not implemented in a stable manner would not have been in a position to make observations about general program outcomes at this time.

Community-Level Outcomes

There was relatively less commentary on the impact of the program on the community as, for the most part, the program was focused on the youth. Therefore, the youth constituted the group with whom the program deliverers had the most contact. The major themes which arose here were that the communities at large were proud of their youth in the cadet program and pleased with the enhanced relationship between the communities and the RCMP.

Community pride in cadets (n=5; Big River, Ile-a-la-Crosse, Pelican Lake, Sturgeon Lake, Whitecap). Program deliverers in five communities explicitly emphasized how proud the general community was of the cadets in the program, frequently in relation to how the cadets represented the community in their drill demonstrations.

- "The community is very proud. I've seen people actually cry, they're so proud to see the cadets. The military in town is really strong, and the community is really proud of the veterans." (*RCMP Member, Ile-a-la-Crosse*)
- "Having a program like this, for the community reflects well on the community. When we have our young Cadet Corps program representing us as a historical

Métis community, when they travel and represent Ile-a-la-Crosse, we take a lot of pride in that." (*Cadet Leader, Ile-a-la-Crosse*)

- "They are idolized by the community whenever they are out. They are really recognized and well behaved, they are role models, the Elders will come up to you and say, the kids will come and if there's an Elder there, they will sit there, or else they will go grab them something or whatever." (*Cadet Leader, Pelican Lake*)
- "It's a big thing in the community. And I think the community is pretty proud of what we've accomplished so far. So there was never a Cadet Corps before, this is the first one, out of all the communities." (*Cadet Staff Sergeant, Pelican Lake*)
- "I don't know if it really impacts the community a lot other than these kids, but it gave me a real sense of support from the community." (*RCMP Member, Big River*)

Very few community partners were available to be interviewed for this report and so, for the most part, these comments were observations made by cadet leaders and RCMP members. One additional source of information from community members not directly involved in the delivery of the program was a series of letters of support written by various administrators of Prince Albert organizations following a walk to honour and celebrate police and peace officers in the city. These administrators included the Prince Albert Police Service Chief of Police, the Regional Director of Prince Albert Community Corrections, and the Director and Clinical Programs and Services and the Volunteer Coordinator of the Co-operative Health Centre Community Clinic. These letters were universally appreciative and supportive of the cadets' involvement in the event.

However, as is clear in the last quotation above, community support of the program is not necessarily equivalent to a meaningful and systemic change in the community itself. While this level of support is a benefit to and strength of the program, it is not itself a strong program outcome.

Improved RCMP-community relationships ($n=4$; Big River, Pelican Lake, Sandy Bay, Whitecap). Compared to the number of interviewees that suggested the relationship between the RCMP and the youth had improved, relatively fewer interviewees commented that the community's overall relationship with the RCMP had improved.

- "Fight tooth and nail for those uniforms. And when they see you do that, they respect you a lot for that. My involvement with the reserve is, the connection is unbelievable, I go to the Band office, and people are talking to me all the time. The amount of respect that I get is crazy unbelievable. It's good for kids, but it's also good for the RCMP." (*RCMP Member, Big River*)

- "Yeah, just around town, the more people that know you, the better and they're happy to see you. Gives you a more pro-police community and keeps the police out of trouble." (*RCMP Member, Sandy Bay*)
- "With the rest of the community, they can see that the RCMP is there to help support them. It makes them more accepted in the community." (*RCMP Member, Pelican Lake*)
- "Any community who sees RCMP dedicating time to community activities would have a benefit, a big plus for any police force." (*RCMP Member, Whitecap*)

Program deliverers at four sites (Ile-a-la-Crosse, Piapot, Regina, and Wahpeton) also noted that the RCMP-community relationship was already strong and there was no room to improve.

It should also be noted that, as with the RCMP-youth relationship, this benefit tended to be attributed to the active and direct involvement of the RCMP members in the program.



Image provided by CCC Coordinator. Property of CCC Program.

PROGRAM SUSTAINABILITY

Sustainability is a critical issue faced by all CCCs included in the evaluation. When asked about the necessary resources and supports that must be put in place to ensure a sustainable CCC (i.e., a CCC that is self-sufficient and not at risk of shutting down barring a significant change in circumstances), several key elements were identified. Many of these elements reflect the same factors that various communities saw as facilitating or hindering the effective implementation of their CCCs. Moreover, nearly every community that was included in the evaluation (with the exception of perhaps Big River, Pelican Lake, and Regina) indicated that their program was at risk of not being sustainable due to not having at least one of these crucial components of sustainability in place.

Youth interest ($n=7$; Big River, Black Lake, Pelican Lake, Piapot, Regina, Sturgeon Lake, Yorkton). One of the key factors identified as being necessary for the ongoing existence of a CCC was the ability to have and sustain youth interest in the program.

Many interviewees assumed that if their youth's interest in the program waned, the program would come to a stop. In fact, this was what happened in one community (i.e., Yorkton) which recently closed its program. Conversely, in many communities, the CCC program continued to be offered because youth were explicitly asking for the program. The CCC Coordinator, as well as a volunteer, suggested that some form of incentive is needed to keep youth interested in the CCC (e.g., achieving a certain rank, working towards joining a drill team, education credits or a scholarship). In fact, the Coordinator established the CCC's first drill team in response to a need to develop an incentive to maintain youth interest.

- "It's something that could definitely last for a long time because the population is increasing and every year since the CCC has started, the involvement has been increasing a lot. In the first year they had 8 or 9 cadets, and it's just gone up from there. The kids take a lot of pride in it and they enjoy it. Once word gets around it will continue to increase. Lots of young kids attended the graduation and you can see that they were planning on doing it, on joining too. I don't foresee anything in the moment that would cause any problems or hinder participation. In order to make these things work, you need the community and youth interest." (*Cadet Leader, Big River*)
- "I think, even in small communities, when there's so much going on, it's hard to sustain a program in terms of keeping it going and keeping the momentum of the program going. And seeing it through and allowing it to flourish and giving it some stability and sustainability. I think that's where they are. They are struggling with that and with volunteers as well. Certainly, when some kids move on, the parents move on with them. If we don't continuously engage, then we eventually move to where there are some challenges in terms of renewing and sustaining the program. That's where they're at. The questions we are asking ourselves are: How do we sustain the program? Generate interest? And how do we get that commitment?" (*RCMP Member, Ile-a-la-Crosse*)
- "The youth keep it going. The youth are requesting it. They are asking about it coming back every fall. High demand." (*Cadet Leader, Piapot*)

- "A community approached me about a year ago about how to improve their program. And I looked at it and I'm going, 'Yeah, no wonder, I can tell why you're losing kids, because there's no incentive, there's no...it's just normal Cadets. They're just giving them drill, PT, and then lessons, eh.' And I go, 'You've got nothing going here. Why don't you come out to a couple of our community events with the other drill teams, and I'll show you what I'm doing.' And the next thing you know, they just, like, they're eyes had popped open when they've seen what other drill teams are doing now and all of a sudden they say, 'We can do that!' And I go, 'Great! Let's do it.'" (*CCC Coordinator*)

Community support ($n=10$; Big River, Black Lake, Loon Lake, Pelican Lake, Piapot, Sandy Bay, Sturgeon Lake, Whitecap, Witchehan, Yorkton). A second element perceived to be critical for ensuring the sustainability of a CCC was community support for the program. Necessary community supports included having an identified cadet leader (i.e., either a volunteer or someone who is able to take on the program through their position of employment), additional volunteers to support the program (such as parents), and funding and other material resources. One community (Pelican Lake) suggested that in addition to community support, government support is also required.

- "It doesn't matter what the RCMP does, if there's no support from the community. In a place like this, the members aren't able to do the program on their own. You can be as organized as you want, you can have a model Cadets Canada program, and it's not going to make a difference. They need volunteers from the community and reliable volunteers. It's busy here [at the detachment]. It's organized chaos. But everybody has their own thing going on, one is a school liaison, everybody's has their own thing going on and there's no way that we can funnel all our resources to the Cadet Corps. Ideally, if we didn't have anything on the go, we could have 2 or 3 members every week. But that can't happen, so we need outside support." (*RCMP Member, Black Lake*)
- "To be independent, it will take a lot of support from family and community, government. It's going to be an on-going thing. We hope to have different levels." (*Community Partner, Pelican Lake*)
- "You have to get the parent volunteers involved. Our mandate is not to run the program. We're there to supplement. To help with drill. As far as running the day-to-day activities, that's the job of the parent volunteers. You have to put the onus on the people in the community because it's a community-run program. RCMP doesn't have time to do this as part of their job. They do this on their own time." (*RCMP Member, Yorkton*)
- "Capable and willing volunteers are essential to this program's success. It's a given. It has to be there. It also has to be backed by the detachment and members. They have to commit as well. So it's a partnership between the community and the detachment. The community owns it, but we provide assistance." (*CCC Volunteer*)

Dedicated cadet leader ($n=8$; Black Lake, Ile-a-la-Crosse, Loon Lake, Piapot, Sandy Bay, Sturgeon Lake, Whitecap, Witchehan). Having a dedicated cadet leader is an element of

community support that is worth noting on its own. Many programs indicated that they would be at risk of not being able to continue or have, in fact, halted, because they did not have a dedicated cadet leader to shoulder the responsibility of organizing the program. As mentioned previously, in several communities (Ile-a-la-Crosse, Piapot, Sturgeon Lake), the CCC was ran by a single individual and there was no succession plan in place to replace that person in the event he/she is no longer able to continue on with the program. A broader volunteer base is needed to avoid this situation and ensure program sustainability.

- "I think the Cadet Leader, I think she's feeling she's in isolation in terms of being responsible for it. If we can get another group involved, we would know beforehand if people are lessening their commitment to the program or saying I'm too busy now, I can't be involved, so how can we replace that person with somebody else." (*Community Partner, Ile-a-la-Crosse*)
- "The future of the program? If they don't find a coordinator, I can't see it running. They need a commitment for a good coordinator who is invested in the program." (*RCMP Member, Piapot*)
- "It's a structure issue, there needs to be more consistency, someone needs to be there, the interest is there; but they need a leader there, a youth worker, to run the program." (*Cadet Leader, Witchekan*)
- "With some communities, we've seen it started up, but that interest wanes and the community facilitators lose interest and then the program falters." (*CCC Volunteer*)

Consistent RCMP involvement ($n=6$; Black Lake, Loon Lake, Piapot, Sandy Bay, Wahpeton, Yorkton). RCMP attendance at CCC meetings was also seen to be critical to the sustainability of the CCC. An emphasis was placed on the need for the RCMP to be dedicated to the program and make every effort to regularly attend it. To that end, several participants recommended assigning an RCMP member with an interest in the program or working with youth to the CCC. In some communities (i.e., Black Lake, Loon Lake, and Sandy Bay), the RCMP members were solely responsible for sustaining the program and, without their leadership and contributions to delivering the program, the CCC would cease to exist in those communities.

- "Having an RCMP member that wants to do it. It doesn't help if they aren't interested. Pick a member that will enjoy it. If you don't enjoy it, don't do it. Don't force someone to do it." (*RCMP Member, Piapot*)
- "Community involvement would be great to that end, but as long as there are 1 or 2 RCMP members in the office, if they want to make it work, it will work." (*RCMP Member, Sandy Bay*)
- "I think we definitely need the RCMP." (*Cadet Leader, Wahpeton*)
- "Dedicated RCMP members are essential as well. Very essential. Members have to make every effort to get out there. Unless there's no way – you're the only one working, and

there's two calls in the cue—it's happened before. Dedication is key. They just need to really see it through, give it their best effort to get it off the ground. It's a fantastic program. You won't find a better way to build relationship to community than this program." (*CCC Volunteer*)

Consistent programming ($n=7$; Ile-a-la-Crosse, Loon Lake, Pelican Lake, Regina, Sandy Bay, Wahpeton, Witchehan). Several communities spoke of the need to hold the CCC on the same day and time, and at the same location, every week. Participants deemed this consistency to be critical for maintaining youth attendance rates and interest in the program. Communities that did not have such consistency thought their CCC would be more successful if such a structure was put in place.

- "We could also benefit from having structure with respect to the scheduling of the cadet night where we would have the cadet night on the same day every week instead of seeing on which day it's going to be held on a weekly basis. Lots of things are like that here where we won't find out until Sunday night what day things are going to be on (for example, for hockey and things like that). But if we had a set schedule, they'll know exactly what day things are going to be on. I think it would help with keeping the kids attention and having Cadets be somewhere fun to be." (*RCMP Member, Ile-a-la-Crosse*)
- "Kids around here don't have a ton to do, they really want to go. So as long as there is reliability and frequency, they're going to come." (*RCMP Member, Sandy Bay*)

Sufficient funding ($n=6$; Big River, Pelican Lake, Regina, Sturgeon Lake, Wahpeton) to run the CCC (including purchasing uniforms and taking youth on field trips) was deemed to be another element of the program that needs to be in place or else the program may be susceptible to faltering.

- "Funding – we're always worried about funding." (*Regina Police Service CCC Coordinator, Regina*)
- "In terms of funding, the community took care of most of that. We didn't really have much to do with that. It was their program, we provide drill instruction, and we don't expect to be compensated for that, it's just a part of our job. But funding for our kids to have uniforms, boots, polish for their boots, and to assist if the kids wanted to go on trip, for that they would have to fundraise. So to make the program sustainable I would say just make sure that funding is available." (*CCC Volunteer*)

Integrating the CCC into broader community infrastructure ($n=6$; Big River, Ile-a-la-Crosse, Pelican Lake, Piapot, Regina, Witchehan). Several communities were able to provide the CCC in their community with necessary funding and supports required to sustain the program by integrating it within a broader portfolio of programs. For instance, in Piapot, the CCC was placed under the domain of Health Services; in Big River, Pelican Lake, and Witchehan the CCC fell under the umbrella of Child and Family services; and in Regina, the CCC was one of the programs offered by the Regina Police Service's Cultural Unit. Similarly, Ile-a-la-Crosse

reported they were trying to make their CCC more sustainable by making it the responsibility of the Police Board where at least five individuals would be tasked with ensuring its success. A CCC volunteer echoes Ile-a-la-Crosse in that he, too, advocates for having at least 5 or 6 people responsible for the program to better ensure its sustainability. Some of these communities (i.e., Big River and Piapot) have also placed the CCC program in their five-year plan, thereby identifying it as a priority for their community. At least one community (i.e., Big River) also has incorporated the CCC into the school curriculum to allow youth to receive school credit for participating in the program.

- "We just did our 5 year plan with each of the communities and the cadet program is in the 5 year plan." (*Cadet Leader, Big River*)
- "My goal, as well, is to speak with the principals to have it incorporated with school curriculum. To get a life skills credit for participating in the program. I wanted to plant that, and also for survival camps. I think one way to ensure that the program continues is to incorporate it into the school. And the teachers have firsthand knowledge when it comes to the youth what it is they're going through and dealing with. So those types of partners will help with the development of the program and the success of it." (*Cadet Leader, Big River*)
- "Health services are providing the infrastructure to the program. Health Services are in the process of reviewing their multi-year work plan with Health Canada. In the 2009-2014 plan, we identified cadets as a major part of the Brighter Futures program. I am suggesting that we keep them as part of the work plan and we are in the process of renewing this now. The current ones were submitted in 2009. I think they are going to renew but the final decision is with the local governance: Chief and Council. If they aren't renewed, they should try to become part of the National Child Benefit program or the Piapot school as an afterschool program." (*Cadet Leader, Piapot*)
- "Our program is operated through our cultural diversity unit. Part of the role of our cultural unit is that community liaison piece. We do so many different things, and CCC is part of our mandate. We have a staff member dedicated to it." (*Regina Police Services CCC, Regina*)
- "Sustainability is always the issue – you have to have a good succession plan. You can't expect the same people to run it year after year. You have to have at least a core group – a minimum of 5 people who kind of have the same rank. Not one person is responsible, but the group is responsible. That's where we came up with the possibility of the Police Board. Through it, we would expect there would be a group of people responsible for the program and ensuring it happens. Maybe they would set up a system where they participate in intervals. I think the CCC program would need to the group to agree to take on running the program and that it's important that they are all of equal rank, so if any one of the police board members is present, then the program is running. It would alleviate some of the pressure." (*Community Partner, Ile-a-la-Crosse*)

Having a strategy for self-sufficiency ($n=2$; Big River, Pelican Lake). One of the few communities that seems to have a thriving CCC and has encountered the fewest challenges in implementing the program identified achieving self-sufficiency as one way for ensuring sustainability in the future. By self-sufficiency, they referred to getting the CCC and the cadets to such a point where the older cadets will act as the drill team leaders, thereby leading to less need for the RCMP to be involved on weekly basis in the program. The RCMP could then be involved on an "as needed" basis. Big River also explicitly mentioned self-sufficiency as their goal for the program.

- "The RCMP were there all the time, and this year, they will come there, but we don't need to rely on them as much because we can do it ourselves. And that was the goal. The RCMP train us and then we have our leaders now within the unit that can do the drills and all the stuff right, so we don't rely on the RCMP as much to be present, because we can do it ourselves now." (*Cadet Leader, Pelican Lake*)
- "The idea is that the cadets will have their own internal structure, so they can promote each other and become the drill team leaders. The RCMP will always be active as guides. It's really their program that they are providing for us to blueprint." (*Community Partner, Pelican Lake*)



Image provided by CCC Coordinator. Property of CCC Program.

DISCUSSION

This evaluation served to examine the implementation of the Community Cadet Corps program offered through the RCMP's "F" Division in Saskatchewan. Through the evaluation, it was possible to identify the activities that were implemented by the 13 CCCs that were examined, the way in which the program was structured at both the community and RCMP-levels, the factors that facilitated or impeded program delivery, and possible strategies for improving program delivery. Several key elements related to the sustainability of the program emerged from the evaluation.

Overall, it was apparent that the CCC was a program that was valued by many of the communities who participated in the evaluation. Many program deliverers dedicated themselves to the program and implemented their local CCC as best they could with the available resources. However, in its current form, the program seems to lack some of the infrastructure and supports that are necessary for the program to really thrive. In this Discussion section, the findings are reviewed as they pertain to each of the questions initially posed in the evaluation.

1. What factors facilitate the successful implementation of CCCs?

When considering the factors that facilitate the successful implementation of CCCs, it is necessary to separate community level factors from characteristics that describe the overall CCC program. At the community level, three overarching factors were identified as facilitating the successful implementation of CCCs: 1) program resources and funding; 2) dedication and consistency; and 3) youth interest and retention. At the program-level, three additional factors emerged: 1) minimal costs associated with implementing the program; 2) the ability to adapt the program to meet the unique needs of a given community; and 3) support from the CCC Coordinator.

Program resources and funding. All communities identified the important role that in-kind supports and funding played in allowing them to deliver their programs. These supports included having funds to put towards CCC activities (including field trips), uniforms, and snacks for the weekly meetings. In addition to these material contributions, some communities were able to provide regular access to space where CCC meetings could be held. In other communities, however, there was competition for space, which made it difficult for these communities to hold their weekly CCC meetings in a consistent location and, sometimes, on a consistent day and time. Many communities relied upon their school gymnasiums to hold their cadet meetings which had the advantage of often being accompanied by teacher supervision, but also meant that CCC meetings could not be held on any days that there was no school (which had implications for youth attendance).

Several communities commented on the importance of having volunteer support in the form of a cadet leader and additional volunteers (e.g., parents) who may help the cadet leader run the program by chaperoning the youth, providing transportation, and filling in when the cadet leader is unavailable. Many communities that had struggling CCCs lacked this community involvement and either: 1) were not able to successfully identify a community member to take on the role of cadet leader: or 2) were able to identify a cadet leader, but did not have enough volunteer support to shoulder some of the responsibility of organizing and running the CCC. This left lone cadet

leaders susceptible to burnout and the program vulnerable to faltering. In some communities, unclear expectations about who was ultimately responsible for running the program (i.e., the RCMP or the community) may have contributed to a lack of community involvement, particularly if it was assumed that the CCC was a RCMP program that would be delivered by RCMP members. Further, it seemed that, in at least half of the communities, there were few parents who were interested in becoming involved in the program as volunteers, even though many did seem to value and support the program. Some of the additional consequences of having minimal community involvement in the program included having CCC programming that was limited to drill and not being able to take cadets on field trips.

Having transportation to return youth home following CCC meetings also was seen to be an asset by several communities as youth otherwise would not have been able to stay after school to participate in the CCC. Conversely, not having transportation for youth was deemed to be a challenge in communities that did not have access to this resource.

Finally, having uniforms was identified as a strength in several communities as they were thought to act as incentive that attracted youth to the CCC program and helped the cadets within a CCC achieve unity and uniformity. Moreover, not having uniforms was deemed to be a significant challenge for those communities that did not have enough funding to purchase them. Many of these communities were engaging in fundraising activities, which some worried placed additional pressures and responsibilities on cadets as they may be partly responsible for raising the necessary funds. Several communities specifically offered the advice to CCCs who may be starting up to "fight for uniforms" and to purchase them at the outset of the program, reflecting the value they placed on having uniforms.

Dedication and consistency. Dedication to the CCC was crucial for effectively delivering the program. This included having dedicated cadet leaders (as described in the previous section) and RCMP members who were able to consistently organize and/or attend the CCC meetings. In fact, many of the challenges encountered with respect to the RCMP's involvement in implementing the CCC program revolved around issues of dedication and consistency. Almost all communities mentioned that RCMP availability was an issue at times since, if RCMP members received a callout for a matter of a higher priority prior to the CCC meeting, they were not able to attend. This often had implications for the CCC in that sometimes the meeting was cancelled or drill was not taught during that particular meeting. To avoid these consequences, a few cadet leaders took it upon themselves to learn drill and taught the youth themselves when the RCMP could not attend; other CCCs relied on their senior cadets to teach drill.

Another issue encountered with RCMP involvement was that not all RCMP members were equally interested in contributing their time to the CCC program and, as a result, the RCMP-delivered aspects of the program were influenced by individual member's interest in the program and the value they placed on it. In some communities, it was not possible to identify a member who was interested in volunteering for the program and these communities received limited RCMP support as a result. In other communities, there were RCMP members who were invested in the program, and due to a lack of interest among community members, they were primarily leading the CCCs on their own.

Finally, the tendency for RCMP members to be transferred every two to three years influenced the consistency of the program, as the program often shifted in nature when new members took over. Consequently, it was sometimes difficult to (re)build rapport with youth who had built a relationship with a previous RCMP member. In addition, new conceptualizations of the CCC did not always meet the youth's expectations of the program. Programs were particularly susceptible to disruption when RCMP members were transferred at sites where there was limited or no community involvement, as there was no one present in the community to ensure program continuity.

Youth interest and retention. Another issue related to dedication and consistency worth noting on its own as a critical factor in program implementation was a CCC's ability to recruit youth and maintain their participation in the program. Most communities experienced significant difficulties with retaining youth in the CCC due to challenges stemming from:

- Providing programming that has to accommodate a wide range of ages
- Inconsistent meetings
- Lack of interest among youth in belonging to a paramilitary organization
- Warmer weather
- Peer pressure to drop out of the CCC
- Attending only to see particular RCMP members
- Youth transience
- Unfulfilled promises to take youth on a field trip

Low youth attendance rates commonly compromised the delivery of CCC programming as it made it difficult to teach or progress in drill. Without regular attendance, the CCCs had to start with basic drill lessons each week and could not build upon previous lessons. Moreover, some CCCs did not have enough youth to even do drill. To avoid issues with youth attendance, several participants spoke of the need to develop incentives to sustain youth interest. Indeed, three incentives had recently been introduced into some CCCs: 1) a drill team that travels to drill competitions and events comprised of an elite group of youth who have demonstrated their commitment and dedication to the program; 2) a ranking system or other forms of accolades that recognized excellence among cadets and demonstrated seniority; and 3) involvement of senior RCMP officers in CCC year-end ceremonies.

Program-specific characteristics. Two characteristics of the overall structure of the CCC program were identified by participants as strengths that facilitated program delivery: 1) minimal costs associated with implementing the program; and 2) the ability to adapt the program to meet the unique needs of a given community. Both of these factors speak to the flexibility of the program, as communities can make it as expensive to run as they can afford and can shape the program to contain whatever curriculum elements they deem relevant and important to their local context.

Support from the CCC Coordinator was also seen to enhance the program by several communities. However, some challenges were identified in the way the CCC Coordinator position was structured. That is, it was difficult for the CCC Coordinator to meet the demand to provide support in person, particularly in northern communities, given that the position was located in the southern part of the province (i.e., Regina). In addition, the fact that there was only

one Coordinator position for the province meant that if the Coordinator was on leave, for any reason, there was no one else available to provide coverage for the position and, consequently, support to the communities.

2. What support do CCCs require from Aboriginal Policing Services during start-up?

Almost all of the CCCs examined in this evaluation were currently in the start-up phase or had just completed the start-up phase of programming. All of the factors described in the previous section as facilitating the successful implementation need to be present to support the start-up of a CCC. From APS, the CCCs require support and infrastructure, including support from the CCC Coordinator (e.g., cadet manual, information and mentorship about how to start a CCC, in-person support) and the regular attendance of local RCMP members at the CCC meetings. Communities also may benefit from the introduction of additional pieces of infrastructure, such as funding for uniforms, training opportunities for cadet leaders and community volunteers, and other incentives (e.g., pins, badges).

3. How does participation in the CCC impact the individual outcomes of youth, the community, and partnerships between the RCMP and Aboriginal communities?

It is too early in the implementation of the program to make statements about the reliable outcomes of the program. The majority of sites reviewed have been active for three years or fewer and are still working through the many implementation challenges outlined previously. Although a wide range of perceived outcomes for the youth were reported by various individuals involved in delivering the program, these reports were anecdotal and may have reflected best-case scenarios for particular youth or communities rather than a predictable program effect.

This does not mean the program is not successful or of benefit to the youth or communities, or that the outcomes observed by program deliverers are not valid and meaningful in a day-to-day program context. However, the most pressing needs of the program currently are ensuring its effective implementation so that the achievement of program outcomes can be measured more definitively.

Once the program delivery has been stabilized and there is a reasonable expectation that program outcomes could be reliably achieved if the program operates as intended, then, based on the observations of program deliverers noted in this report, potentially relevant program outcomes may include:

- Quality of the relationship between the cadets and the RCMP
- Acquisition of, or improvement in, the cadets' attitudes and social skills, including appropriate social behaviour, responsibility, communication, teamwork, etc.
- Ability of the youth to take on and succeed in leadership positions
- Interest or involvement in policing-related career paths
- Improved sense of belonging or community ownership
- Improved sense of self, including increased self-esteem, self-confidence, reduced suicidality
- Quality of school performance (e.g., attendance, grades, graduation rates)
- Decreased incidents of problem behaviour
- Quality of the relationship between the communities and the RCMP

Each of these outcomes of interest would require explicit definition and operationalization into specific indicators in order for analyzable data to be collected. The logic of how these outcomes are expected to be derived from the specific elements of program delivery would need to be established and supported as well, and a mechanism for assessing whether these changes are maintained over time or generalize outside of the specific program delivery context.

4. What makes a CCC sustainable?

Based on the factors that facilitate and impede the successful implementation of local CCCs, eight key elements were identified that contribute to having a sustainable CCC:

1. Youth interest
2. Community support (including in-kind resources and funding and community volunteers)
3. Dedicated cadet leaders
4. Consistent RCMP involvement
5. Consistent programming (i.e., holding CCC meetings on the same day and time and at the same location every week)
6. Sufficient funding (to purchase uniforms and pay for activities, including field trips)
7. A broader community infrastructure that the CCC could fall under (by placing the program under the umbrella of another agency or integrating it into the community's five-year plan)
8. A strategy for self-sufficiency

Many of these elements are contingent on the human and material resources available in a particular community. As a result, the presence of these key elements in communities is beyond the RCMP's direct influence and mandate. That is, the RCMP is not able to easily influence youth interest in the program; levels of community volunteerism; individual RCMP member's interest in, and availability and attendance at, CCC meetings due to unpredictable callouts; the amount of in-kind support that can be provided by a community (i.e., funding, access to space, transportation, support through formal positions); the availability and interest of local agencies to take responsibility for the CCC; and the frequent transfer of RCMP members. However, the RCMP is able to provide resources that can strengthen a community's ability to put these key elements in place. That is, by providing as much structure and support in terms of a thorough cadet manual, training opportunities, and making incentives (e.g., pins, badges, and uniforms) available to communities, they can increase the likelihood that CCCs will be implemented effectively and that communities will be able to sustain them.

Conclusion

In summary, many communities have already shown a high level of program commitment and ability to adapt the program to their unique community circumstances. With additional supports and infrastructure put in place, the CCC program can become easier to implement and potentially adopted by more communities. Ultimately, the sustainability of the CCC program will depend on ensuring that program deliverers are adequately supported both by their communities and the RCMP.

RECOMMENDATIONS

Based on the findings of the evaluation, the following recommendations are put forward to further enhance the CCC program.

1. Focus on enhancing the consistency of program delivery, while continuing to encourage communities to adapt the program to meet their unique needs and contexts.

Program consistency is critical to the CCCs success and sustainability. Specifically, consistency needs to be achieved at the community level. Cadet leaders who are dedicated to the program and able to organize (and attend) regularly scheduled CCC meetings should be identified in all communities, as community involvement is vital to program sustainability. In addition, local RCMP members should attend CCC meetings as consistently as possible. If they cannot attend consistently, their role in the CCC should be clearly defined and arrangements should be made at the outset regarding who will be responsible for teaching drill, including putting the necessary supports in place to facilitate drill instruction. It also is advised that the CCC Coordinator provide consistent support to all communities who currently have, or are interested in implementing, a CCC. To achieve this consistency, additional resources may need to be devoted to the CCC Coordinator position.

The emphasis placed on enhancing the consistency of the program should not limit the flexibility communities have to shape the program to meet their local needs and context. Indeed, this flexibility is one of the program's strengths and should continue to be promoted.

2. Encourage CCCs to formally partner with local staff and agencies, such as Justice Workers, Child and Family Services, Health Services, Tribal Services, or the schools.

Many of the CCCs already have informal relationships with local agencies that "adopted" they program after recognizing that the goals of the CCC program fell within their own mandate. Such partnerships are beneficial in that they typically provide the CCC with the necessary infrastructure that is required to effectively implement the program (e.g., funding, dedicated cadet leader). If the CCC can be implemented as a part of another organization's portfolio of programs, it will be less dependent on volunteer support and less at risk for succumbing to the challenges associated with volunteerism.

3. Define what is meant by the expectation that the CCC is community driven and clarify the role of program deliverers.

It is reasonable to expect the CCC program to be community driven and for communities to take ownership over the program; however, communities do require some support to learn how to run the program and to develop a sense of mastery. That is, communities need to feel comfortable and confident in delivering the program before they will be willing to completely take it over. Therefore, the expected trajectory of the program and process through which the transfer of ownership to the community can reasonably be expected to occur should be carefully explicated. The CCC program may wish to

examine the Cadets Canada curriculum and other similar community-led, RCMP supported programs such as the Aboriginal Shield program for strategies regarding how to promote sustainable community engagement.

Further, to this end, it is necessary to clarify the roles of the cadet leaders and the local RCMP members, and make these expectations known to both parties. In fact, having role clarity may increase community members' and RCMP members' willingness to become involved in the program as they will likely have a better understanding of what the program entails, what they will be expected to do, and the supports that will be available to them. Similarly, the CCC program may wish to develop a template for a brochure that can be adapted by each community that explains program expectations to the youth and their parents to facilitate their involvement in the program.

4. Develop and provide appropriate training, orientation, and transitional support for cadet leaders, RCMP members, and the CCC Coordinator.

A cadet manual for the CCC currently exists. However, the manual could benefit from being updated and expanded to include age-appropriate lesson plans that address the intended curriculum areas to be covered by the CCC program. Cadet leaders could then adapt these lesson plans for use in their own communities. In particular, the manual should include activities that would be appropriate for the following age groups: 10-11 years, 12-14 years, 15-16 years, and 17-18 years. The CCC program may wish to look at manuals developed by the RCMP's Aboriginal Shield program and Cadets Canada as examples of comprehensive manuals with age-appropriate activities designed to meet the development needs of various age groups. The manual also should provide some direction about the expected trajectory of the program to help program deliverers know what to expect as their CCC becomes more established. In addition, the section on drill instruction should be modified to be more appropriate for an audience who may not have any prior experience with drill, as the current manual seems to assume that the reader has some prior knowledge of drill instruction (which is not always the case in communities).

Dedicated training should be developed to orient RCMP members to the CCC program and their expected role. In addition, RCMP members should be provided with instruction on how to teach drill. RCMP members typically have been taught to perform drill, but they have not necessarily been trained in instructing drill.

Finally, a transitional training process should be developed to ease the transition when there is turnover in either the cadet leader or RCMP member(s) involved in a given CCC. Such training may help to avoid program interruptions that are currently quite common when a primary program deliverer departs the program. To facilitate program continuity and ensure that someone is not "thrown in" to the program without any support or guidance, transitional support could be provided by a previous program deliverer, someone onsite who is currently involved in the program, and/or the CCC Coordinator. It is particularly important for the CCC Coordinator to provide transitional support if there is no one else in the community who can provide the incoming cadet leader or RCMP member with direction.

5. Further develop and provide access to incentives to sustain youth interest.

Incentives are an important element of sustaining youth interest in the CCC. The RCMP can support this element of the program by providing CCCs with pins and badges. The RCMP also should consider how they can further support the purchasing of uniforms, as having uniforms was consistently identified as an important program resource. Thus, the RCMP may choose to dedicate some funds toward the purchasing of uniforms, continue to help communities identify sources for purchasing uniforms at a reduced price, and/or coordinate the passing of uniforms from inactive to active CCCs.

There are several program features that have been implemented by the CCC Coordinator that should be continued and expanded upon due to their success in attracting and retaining cadets. Specifically, implementing a ranking structure in communities that have sufficient number of youth seems to be an excellent strategy for retaining youth. In addition, the continued development and support of drill teams comprised of senior cadets that are able to travel to drill competitions and events is encouraged. Further, youth should continue to be encouraged to apply for, and attend, Bold Eagle (i.e., an Aboriginal military program offered by National Defence Canada) as it appears to be a natural stepping stone for youth coming out of the CCC.

In addition, the RCMP is encouraged to continue involving senior officers in year-end graduation ceremonies. The attendance of senior officials suggests that the program is valued by the RCMP, denotes its worth to the community, and can be aspirational for the youth.

Finally, the CCC is urged to consider developing a provincial award or recognition system in which senior cadets who have excelled in their local CCCs may apply for provincial awards or scholarships. Such awards may also encourage cadets to remain with their CCCs and rewards those who have dedicated years of service to their CCC.

6. Consider expanding or re-designing the CCC Coordinator role to ensure adequate support, coverage, and location for ease of access for communities.

In order to better meet the community demands for in-person support from across Saskatchewan, the CCC Coordinator position may be better served by: 1) being relocated to a more northern or central location where it would be easier to provide service throughout the province (particularly since the communities most in need of support seem to be in the north); or 2) splitting the position into two positions where there would be one Coordinator responsible for the northern part of the province and a second Coordinator responsible for the southern region. Having two Coordinators would have additional benefits such as ensuring that someone would be available to provide coverage in the event that one Coordinator is on leave or otherwise unavailable and reducing the travel burdens on a single coordinator since he/she would only be responsible for travelling throughout half the province.

The RCMP is encouraged to continue supporting the provision of in-person support by the CCC Coordinator as such support was well received by the youth, community members, and local RCMP members.

7. Develop a mechanism that would allow CCCs from across the province to communicate, share ideas and resources, and collaborate.

The CCC program should consider developing a way to bring cadet leaders from across communities together to allow them to share ideas and resources. This will take part of the burden off the CCC Coordinator as communities can learn from each other rather than having the CCC Coordinator act as the main conduit of information. Options that may be considered include developing a website or online forum or facilitating face-to-face or virtual meetings where cadet leaders, community volunteers and, potentially, RCMP members are brought together to discuss the program.

8. Define clear program objectives and link them to measurable outcomes.

In order to clearly identify if the program's objectives are being achieved, they must first be translated from broad goals into well-defined and measurable indicators of success. Currently, program success is defined according to a lengthy list of vaguely-defined constructs, such as the perception that the youths' self-esteem and discipline is improving, or reports of individual successes of particular youth which may not generalize to all cadets participating in the program. Assessment of program functioning and success at each site has been left up to individual interpretation.

Defining meaningful and measureable objectives on which data can realistically be collected is a necessary precursor for evaluating whether the program on the whole is reliably achieving its goals. Developing these indicators will require that the program itself is defined more clearly and accurately with respect to how it operates in the communities, and that the program implementation is stabilized and relatively structured and consistent across sites.

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APPENDIX A: INTERVIEW GUIDES**Cadet Leader Interview Guide**

1. How does your program run? How often do you meet? Is there a particular space you use for your meetings?
2. How large is your program? How many youth are involved? What is the age range? Is it most youth in the community or some of them?
3. Is there a recruitment process? What do you think draws youth to the program? Keeps them in the program?
4. What happens at the meetings? What types of activities do you offer? Are there especially successful activities? Are there any activities that have been less successful? Is there anything you'd like to offer in your program but haven't yet? What? Why?
 - a. What is your role? How did you get involved? What kind of support did you receive? What kind of training was there?
5. Were you involved when the program was first implemented? How did that go? When was that? What support and resources were available? Challenges encountered? Additional supports that would be helpful?
 - a. If you weren't involved, how was the transition handled?
6. What does the RCMP contribute? What contact do you have with Ron Stenger?
7. Who are the community partners who support and contribute to the program? What do they contribute?
8. Are there other volunteers involved? If yes, how many, what kinds of things do they do, how are they recruited, what kind of training do they get?
9. What keeps the program going in your community? What makes it sustainable? Have there been any challenges to keeping it going? What kinds of resources or support would help the program continue?
10. The overall strengths of the program?
11. The challenges faced by the program? Lessons learned?
12. What do you hope to achieve with this program? What are the goals?
13. What impact has the ACCC had on the youth involved in the program? What about cadets who have graduated?

14. What impact the ACCC has had in your overall community? [partnerships, community support, access to services]? How you have shaped the program to fit your own community's needs and context? Relationship with the RCMP? With the youth?
15. Is there anything you'd personally like to learn about the program through evaluation? Anything that you think would be particularly helpful to know about the program in your community or in general? Suggestions?
16. Is there anyone else I should be talking to?

Community Partners Interview Guide

1. Can you tell me about your involvement in the Aboriginal Community Cadet Corps program?
 - a. What do you (or your organization) contribute to the program?
2. From your perspective, what have been the strengths of the program?
 - a. In what ways has it been working well?
3. From your perspective, what have been the challenges faced by the program?
 - a. How can the program be improved?
4. For your perspective, how sustainable is the ACCC?
 - a. What may threaten the sustainability of the program?
 - b. What steps have been taken to ensure the sustainability of the ACCC in your community?
5. How does the ACCC impact the youth involved in the program?
 - a. What changes have you noticed in cadets as a result of their participation in the program?
6. How has the ACCC made an impact in your community?
 - a. How has your community changed since the ACCC began?
 - b. How has the ACCC helped build partnerships in your community?
 - c. Has the ACCC affected how the RCMP is perceived in your community?
7. What advice or recommendations would you offer to other communities who may be interested in offering an ACCC?
8. Is there anything else you would like to share with us about the ACCC program in your community?
9. Is there anyone else you recommend I speak with about the program?

APPENDIX B: COMMUNITY PROFILES

Community:	Big River
Program Started:	Fall 2010
Primary Program Deliverers:	Cadet Leader (through position as Justice Worker with Child and Family Services)
Secondary Program Deliverers:	<ul style="list-style-type: none"> • RCMP (since winter 2013) • Additional Child and Family Services Staff (i.e., Prevention Program Supervisor, Economic Development Officer) • Ex-military member assists with drill
Program Details (2012/13):	<ul style="list-style-type: none"> • Meet each Wednesday in the high school gymnasium from approximately 3:00/3:30-4:30pm • In 2013, there were approximately 36 youth involved • Ages ranged from 11-17 years old (however, younger youth who prove themselves through discipline may be allowed to join) • Focus on drill, sports, life skills, culture, and career planning
Key Program Strengths:	<ul style="list-style-type: none"> • Program is sponsored/supported by Child and Family Services (provides Justice Worker with time to coordinate the program and funding for t-shirts/sweats, snacks, and volunteers) • Strong cadet leader and community support for the program • Strong youth interest – youth identified the CCC as a program they would like in their community through an essay writing competition • Strong attendance (i.e., few youth dropped out throughout the year) • Strong focus on future career planning • Introduced a ranking system for youth • Have transportation, which has been funded/put in place by the Band to take the cadets home; have a volunteer bus driver • More experienced youth can join the drill team comprised of youth from Pelican Lake, Big River, and Witchekan • Have a year-end graduation ceremony • Able to take youth on trips around the province
Program Challenges	<ul style="list-style-type: none"> • Not having uniforms for the youth (impedes youth from progressing in drill, achieving uniformity, and being invited to drill competitions) • RCMP involvement (prior to 2013, RCMP were not very involved)
Future Directions:	<ul style="list-style-type: none"> • Achieve self-sufficiency where the community can run the program, including teaching drill, with minimal RCMP support • Develop a partnership with Scouts Canada • Incorporate the CCC into the school curriculum to allow youth to receive school credit for participating • Obtain more funding to purchase uniforms, take youth on more (career-focused) trips, teach youth outdoor survival • Involve youth in ceremonies and competitions
Other Information:	<ul style="list-style-type: none"> • Have other youth programs in the community (e.g., soccer, track) • Child and Family Services contributes resources to the program
Program Status:	<ul style="list-style-type: none"> • Strong; community-led with RCMP involvement

Community:	Black Lake
Program Started:	Fall 2011
Primary Program Deliverers:	2 RCMP Members
Secondary Program Deliverers:	----
Program Details (2012/13):	<ul style="list-style-type: none"> • CCC is held every Thursday at 4:00 pm in the school gymnasium. • Youth involved are between the ages of the 12-20 years • Focus is on drill
Key Program Strengths:	<ul style="list-style-type: none"> • Dedicated RCMP members • Community has purchased uniforms (but they are not currently being used)
Program Challenges	<ul style="list-style-type: none"> • Low youth attendance <ul style="list-style-type: none"> ○ Youth attendance progressively decreased between January and June 2013. By June 2013, only one or two youth attended regularly ○ Attendance dropped off after cadets were not able to travel to the Tim Horton's camp because travel arrangements were not put in place ○ Decline in attendance may also be related to: spring weather, lack of interest among youth, classes being unexpectedly cancelled (e.g., RCMP callouts, unpredictable school schedule) ○ Difficult to progress in drill or implement a rank structure when attendance is sporadic and minimal • Lack of community support, including volunteer support <ul style="list-style-type: none"> ○ Community seems supportive of the CCC, but individuals have not stepped forward to volunteer ○ No community members are currently involved in delivering the program ○ Not able to offer programming beyond drill because there is no community volunteer to offer it • Frequent RCMP transfers (every two years) makes it difficult to build and maintain rapport with the youth
Future Directions:	<ul style="list-style-type: none"> • Connect with other, more successful CCCs for ideas/tips • Continue to seek out a local community member • Consider changing the start time of the CCC to improve attendance • Plan to continue program, even if only 2 or 3 youth attend
Other Information:	<ul style="list-style-type: none"> • No other youth programs in Black Lake
Program Status:	Struggling; RCMP-led with minimal community involvement

Community:	Ile-a-la-Crosse
Program Started:	September 2011
Primary Program Deliverers:	Cadet Leader (volunteer from community)
Secondary Program Deliverers:	RCMP
Program Details (2012/13):	<ul style="list-style-type: none"> • Has been on break since November 2012 • Cadets meet each week, usually at 7:00pm but time/day /location varies. Meetings are most often held in the elementary school gym, outside in the high school field, or at the Youth Centre. • Approximately 30 youth were involved in the CCC; most were in elementary school, the oldest was in early high school • Focus is on drill, other activities incorporated (e.g., sports, baking, seasonal activities)
Key Program Strengths:	<ul style="list-style-type: none"> • Community is supportive of the program and proud of the cadets for representing them as a historical Metis community. • Cadets have uniforms; first CCC ever to wear the Metis sash • Cadet Leader learned the drill herself so that the CCC did not have to rely as much on the RCMP • Strong youth interest in the program (including some high-risk youth) • Have a Facebook page to advertise and communicate information about CCC meetings and events
Program Challenges	<ul style="list-style-type: none"> • Program relied on a single volunteer; demands of the program became too much for the Cadet Leader • Challenging to recruit volunteers; more community/volunteer involvement is required • Older youth dropped out of the program because of peer pressure • RCMP was not able to attend each time due to callouts and other competing priorities • Consistency with respect to the scheduling of CCC meetings (time/day/location may vary week to week)
Future Directions:	<ul style="list-style-type: none"> • The Mayor is exploring options whereby a permanent group of 5 or 6 individuals, such as the Police Board, would be responsible for the program to increase its sustainability and reduce the pressure of having the program rest on the shoulders of an individual. • RCMP would like to take the cadets on a tour of Depot and host other activities that may be appealing to cadets • Want to develop a set curriculum of activities (informed by the cadets interests) that can be conducted with the cadets over and above drill
Other Information:	<ul style="list-style-type: none"> • There is a youth centre in the community • Have the Northern Ranger program for adults
Program Status:	<ul style="list-style-type: none"> • Strong when it was running, but struggling now because it is on hold; Community-led with strong support from the RCMP, but the program ultimately was dependent on an individual Cadet Leader

Community:	Loon Lake
Program Started:	Fall 2010
Primary Program Deliverers:	RCMP
Secondary Program Deliverers:	None (some support from school)
Program Details (2012/13):	<ul style="list-style-type: none"> • CCC is held on Tuesdays from 3:45-5:45pm at the school. It runs from September to June. • Attendance is sporadic, ranging from 5-30 youth participating in a session. (Approximately 20 youth participated the year before.) • Most cadets were in grades 4 to 6 (i.e., most were 9-12 years old) • Focus is on drill and sports
Key Program Strengths:	<ul style="list-style-type: none"> • Cadets previously had a lot of visibility in the community and participated in community events. • Cadets previously engaged in fundraising to purchase uniforms. • Cadets previously had uniforms. • Teachers are willing to support the program by providing supervision.
Program Challenges	<ul style="list-style-type: none"> • Having community members volunteer on a consistent basis • Program started late in the current year (i.e., in the winter) • Youth attendance was sporadic, potentially because the program did not meet youth's expectations based on their experience in the previous year and classes were held sporadically. • Recruitment process was not specified (school announcements were previously successful in attracting youth, but were not used in the current year) • Difficult to sustain interest across age groups and keep the attention of younger cadets; challenging to recruit older youth • Difficult for youth to find transportation home if they do not take the bus home after school • Limited supports were available to assist a new RCMP member in taking over the program from the previous RCMP member • Minimal parental involvement in the program
Future Directions:	<ul style="list-style-type: none"> • Develop a stronger working relationship with the school • Integrate more cadet participation in community events and activities into the program (e.g., clean-up, serving Elders) • Do more fundraising to support taking the youth on field trips and purchasing more equipment • Implement a ranking system as a means of encouraging older youth to stay with the program • Start earlier in the school year and hold classes more consistently • Set goals with the youth at the beginning of the year and establish something to work towards
Other Information:	----
Program Status:	<ul style="list-style-type: none"> • Struggling; RCMP-led with minimal community involvement.

Community:	Pelican Lake
Program Started:	Fall 2010
Primary Program Deliverers:	Cadet Leader (Child and Family Services Family Support Worker)
Secondary Program Deliverers:	Senior Cadets RCMP Parent Volunteers CCC Coordinator
Program Details (2012/13):	<ul style="list-style-type: none"> • CCC is held on Thursdays from 4:00-5:30 p.m. at the community hall. • Approximately 90-110 youth participate; ages range from 8-18 years. • Focus is on drill, sports, seasonal activities, and cultural activities
Key Program Strengths:	<ul style="list-style-type: none"> • Have a drill team for more senior cadets (comprised of youth Pelican Lake, Big River, and Witchekan typically in grades 9-12) • Have an established ranking system with youth of varying levels of seniority, including the first Aboriginal female Staff Sergeant in Western Canada • Cadets have uniforms • Dedicated Cadet Leader that is, in part, able to offer support to the program through her employed position • Have dedicated, senior cadets that are able to take on a leadership role in the CCC and teach drill to other cadets • Strong community support, including sponsorship of CCC by Child and Family Services • Strong parental support • Strong interest among youth • Strong support from CCC Coordinator • Local RCMP members attend as much as is needed (CCC is fairly self-sufficient with respect to drill) • Have transportation for the youth • Consistency of program (i.e., set date, time, and location) • Have a graduation ceremony for cadets
Program Challenges	<ul style="list-style-type: none"> • Having funding to purchase uniforms (only have 40) • Keeping up with the growth of the program (and related costs) • Teaching to a wide range of ages age (specifically, encouraging the younger youth to listen and stay on task)
Future Directions:	<ul style="list-style-type: none"> • Encourage more involvement from teachers • Develop a storage system for the uniforms • Have activities that lead to certifications (e.g., CPR, First Aid) • Hold more cultural activities
Other Information:	<ul style="list-style-type: none"> • Drill team travels to competitions and powwows around the province. • The CCC is often invited to give classroom presentations at various schools to teach other communities about the program • Child and Family Services contributes resources to the program
Program Status:	<ul style="list-style-type: none"> • Strong; community-led with support from the RCMP as needed.

Community:	Piapot
Program Started:	2004 (took a three year break; started again in 2010)
Primary Program Deliverers:	RCMP Youth Cadet Leader
Secondary Program Deliverers:	Cadet Program Supervisor/Funder
Program Details (2012/13):	<ul style="list-style-type: none"> • CCC meetings are held once a week in the Piapot school gym for two hours, usually on the same day every week • There were about 12-13 youth in the program the past year, although attendance was as low as 4 cadets. Past group sizes have been 23/24 cadets when there was a larger youth population in the community • Youth range in age from 12/13-17 years old, with most cadets being 15 or 16 years old • The cadets do sports for one hour and drill for the second hour
Key Program Strengths:	<ul style="list-style-type: none"> • Health Services provides the program with infrastructure and funding. The program supervisor from Health Services supports the program and ensures funding is in place, while a youth is designated as the Cadet Leader to run the CCC's day-to-day operations • History of strong involvement from the RCMP; CCC was a priority for the RCMP • Program runs well when there is a strong coordinator • Have uniforms (t-shirt and boots belong to the cadets, all other items are returned at the end of the year). CCC also has two air rifles and a laptop for watching movies and drill videos.
Program Challenges	<ul style="list-style-type: none"> • Consistency of the program (i.e., RCMP is not always able to attend; do not always have a consistent space for the program) • RCMP transfers/leaves make it challenging to maintain the momentum and continuity of the program (i.e., lose rapport and relationships that had been built with each transfer) • Skills of youth cadet leaders may vary • Finding a consistent, interested adult volunteer has been difficult; need more community involvement to make the program more successful • Poor youth attendance; made it challenging to do drill when there were only four youth attending • Limited training and support available to train new Cadet Leaders and RCMP members; require updated training materials
Future Directions:	<ul style="list-style-type: none"> • Promote the program more to recruit more cadets • Do more activities that youth would be interested in (e.g., target practice with pellet guns) • Offer activities that are organized in advanced • Have more interaction with other CCCs
Other Information:	----
Program Status:	<ul style="list-style-type: none"> • The community perceives the program to be strong, while the RCMP perceives the program to be struggling. It has both community and RCMP involvement

Community:	Regina
Program Started:	2002 (took a two year break; re-launched in 2006/07)
Primary Program Deliverers:	Regina Police Service Community Cadet Coordinator Regina Police Service Community Cadet Coordinator Supervisor
Secondary Program Deliverers:	----
Program Details (2012/13):	<ul style="list-style-type: none"> • Program focuses on at-risk inner city youth and works in partnership with two elementary schools in Regina (i.e., St. Michaels and Mother Theresa) • CCC is from 4:00-6:00 p.m. once/week at one of the schools. The program runs from September to June • Most youth who join are 12/13 years old (due to partnership with elementary schools). Enrollment is capped at 24 youth • Youth must be active in school and maintain a certain level of attendance • Focus is on drill, life skills, and play (e.g., sports); incorporates culture
Key Program Strengths:	<ul style="list-style-type: none"> • CCC is part of the cultural unit of RPS and has dedicated staff. • Cadets have uniforms • The program is tailored to meet the needs to the age groups involved • Coordinators take advantage of “teachable moments” that naturally arise to teach the youth life skills • Youth work towards a year-end camping trip • Coordinator provides opportunities for each cadet to lead drill • Cadets tend to be involved in the CCC throughout their school years • Work closely with partner schools to provide youth with a broader support network • Have developed a recognition system for cadets who are performing exceptionally • Previous coordinator is mentoring incoming coordinator • Transportation is provided to take youth home
Program Challenges	<ul style="list-style-type: none"> • Potential for Coordinator experience burn-out due to the focus on at-risk youth. • Challenging for youth to build rapport with a new Coordinator after position turnover • Competing for cadets’ interest with other after-school activities • Having transportation for youth before and after each meeting has been a challenge in the past • Irregular youth attendance (e.g., moving back and forth from reserves, changing schools) • Behavioural issues among youth / youth have mental and emotional health programs that cannot be addressed through the CCC
Future Directions:	<ul style="list-style-type: none"> • Focus on showing youth various career options
Other Information:	<ul style="list-style-type: none"> • Other youth programming available to cadets throughout the city
Program Status:	<ul style="list-style-type: none"> • Strong; led by Regina Police Services; unique from other CCCs due to the focus on inner city youth

Community:	Sandy Bay
Program Started:	January 2012
Primary Program Deliverers:	RCMP
Secondary Program Deliverers:	None
Program Details (2012/13):	<ul style="list-style-type: none"> • Meet on Wednesday at 7:00 p.m. at the school gym (previously met in the community hall). Program runs from September to June • Had 20-25 youth cadets at one point but, by June, only 3 kids were coming • Youth are between 10-20 years old, with most being 10-12 years • Focus is on drill and sports
Key Program Strengths:	<ul style="list-style-type: none"> • Multi-pronged recruitment strategy was employed (e.g., school announcements, newsletters, posters, personal invitations, radio ad) • Local RCMP Member created drill exercise books to help the cadets learn drill • Local RCMP Member developed a set of activities for youth to learn responsibility and earn their uniforms • Local RCMP Member acquired funds for seasonal gifts and t-shirts (e.g., by taking in recycling, obtaining donations from personal network) • CCC is a priority for the local RCMP detachment (i.e., the CCC is part of the Annual Performance Plan) • Received funding through the community and restitution funds • Have uniforms
Program Challenges	<ul style="list-style-type: none"> • Little community involvement in the program. Community expressed interest in the program, but volunteers did not attend the weekly sessions. As a result, the program was largely focused on drill • Program became taxing for the local RCMP as they were solely responsible for organizing and running the program • Cadet attendance: if cadets is cancelled one week, attendance is negatively affected the next; cadets attendance declines in the spring • Cadets has to be cancelled on any day there is not school as the school is not open • Cadets were not able to attend Tim Horton's camp because there were no chaperones for the trip • Difficult to keep the attention of different age groups • Not all RCMP members were equally interested in being involved
Future Directions:	<ul style="list-style-type: none"> • End the program earlier to avoid the spring decline in attendance • Consider doing sports before drill to encourage youth participation • Consider splitting up activities for younger and older youth • Build a stronger partnership with the school
Other Information:	<ul style="list-style-type: none"> • One other youth program was being delivered in the community
Program Status:	<ul style="list-style-type: none"> • Struggling; RCMP-led with minimal community involvement; program is struggling (despite the effort put into recruitment)

Community:	Sturgeon Lake
Program Started:	January 2012
Primary Program Deliverers:	Cadet Leader (volunteer who is an Education Assistant at the school)
Secondary Program Deliverers:	Band Councillor
Program Details (2012/13):	<ul style="list-style-type: none"> • CCC meetings are held usually Tuesdays and Thursdays from 3:30-5:00 p.m. at the school gym. • Approximately 30 youth participate in the program; most are between the ages of 10-13 years. • Group does drill the first hour and then does sports or hang out the second hour. Summer activities are also incorporated into the program
Key Program Strengths:	<ul style="list-style-type: none"> • Band is very supportive of the program and donates funds when the CCC engages in fundraising • CCC is active during the summer; youth are taken on various outings (e.g., beach, movies, dances) • Program worked well and was manageable when there were four volunteers (i.e., summer students) assisting the cadet leader • Have transportation for the cadets (the school donates a van and gas) • Have uniforms
Program Challenges	<ul style="list-style-type: none"> • Program took a break when it became too demanding for a single Cadet Leader • Youth tend to drop out of the program when they become 13/14 years (i.e., they think they are “too cool” for cadets) • RCMP (local/CCC Coordinator) have not been able to attend CCC meetings regularly • Receive minimal support from parent and community volunteers; it has been challenging to recruit volunteers • Compete for space in the school • Need a consistent time to hold the program
Future Directions:	<ul style="list-style-type: none"> • Hope that uniforms and doing more extracurricular activities (e.g., movies, dances) will help keep the youth in the program • Hope to find at least one more volunteer to make the program more manageable • Provide youth with incentives to keep their interest (including those who are excelling) • Provide youth with training that may lead to certifications (e.g., First Aid, CPR) • Would like the CCC to excel to the point where cadets will be able to participate in powwows and other events
Other Information:	----
Program Status:	<ul style="list-style-type: none"> • Strong, but hinges on a single Cadet Leader; community-led with minimal RCMP involvement

Community:	Wahpteon
Program Started:	April 2013
Primary Program Deliverers:	Cadet Leader (through position as Justice Worker)
Secondary Program Deliverers:	RCMP
Program Details (2012/13):	<ul style="list-style-type: none"> • CCC is held every Wednesday from 3:30-4:30 p.m. at the community centre gym • Approximately 40 youth are involved in the program • Program ran over the summer • Focus is on drill
Key Program Strengths:	<ul style="list-style-type: none"> • Program had only been in operation for four weeks at the time of the interviews • Have uniforms for cadets
Program Challenges	<ul style="list-style-type: none"> • Parents were asked to pay for some of the uniform cost, which was challenging for some as they have low incomes • RCMP are not able to make it to each meeting; would prefer for the CCC Coordinator to come each week
Future Directions:	<ul style="list-style-type: none"> • Continue building the program
Other Information:	----
Program Status:	<ul style="list-style-type: none"> • New; community-led with some RCMP involvement

Community:	Whitecap
Program Started:	Fall 2011
Primary Program Deliverers:	RCMP Cadet Leader (coordinates program through position of Community Justice Worker)
Secondary Program Deliverers:	----
Program Details (2012/13):	<ul style="list-style-type: none"> • CCC is usually held every Wednesday for one hour at the school gym • Number of cadets involved range from 7 to 13. The age range of the cadets is 10-14 years, with the majority being 12-14 years. However, the cadet does accept any aged 12-18 years
Key Program Strengths:	<ul style="list-style-type: none"> • Have full uniforms; the introduction of uniforms led to improved attendance by cadets • Recently established a ranking system where cadets earn ranks and promotions • Youth participate in a drill team with cadets from other CCCs • Cadet Leader has developed lesson plans for various topics • RCMP is almost always able to attend • Have a dedicated, core group of youth who attend • Focus is on drill; sometimes teach from lesson plans and incorporate cultural activities
Program Challenges	<ul style="list-style-type: none"> • Lack of volunteer support – there is no one available to fill in for the Cadet Leader or RCMP if neither are able to attend the meeting • Only a small group of youth participate in the CCC (although the community itself is small) • Having youth attend consistently to ensure youth are equally knowledgeable about drill and able to progress in drill • Experienced difficulties with recruiting boys to join the CCC • Limited collaboration between the RCMP and Cadet Leader
Future Directions:	<ul style="list-style-type: none"> • RCMP would prefer to be more of a support for the CCC rather than directly involved (i.e., they would prefer to teach the community how to run drill themselves) • Have the RCMP teach the youth more about the RCMP (e.g., organize a tour of Depot) • Recruit more cadets (especially boys) • Solicit more community involvement at community meetings • Bring in more guest speakers
Other Information:	----
Program Status:	<ul style="list-style-type: none"> • Oscillates between being strong and struggling; both the community and the RCMP contribute to running the program

Community:	Witchekan
Program Started:	Fall 2010
Primary Program Deliverers:	Cadet Leader (through position as Child and Family Services Family Support Worker)
Secondary Program Deliverers:	Senior Cadets RCMP (limited involvement) Parent Volunteers (limited involvement) CCC Coordinator (limited involvement)
Program Details (2012/13):	<ul style="list-style-type: none"> • Meetings held weekly • Last year, only 4 cadets attended consistently • Ages range from 9 to 19 • Some youth also participate in a special drill team comprised of youth from three different communities (Witchekan, Pelican Lake, Big River). These youth practice separately at Pelican Lake • Focus is on drill; incorporate some cultural activities
Key Program Strengths:	<ul style="list-style-type: none"> • Senior cadets act as role models to the younger youth • Senior cadets run drill when RCMP are unavailable • Partnership with Pelican Lake which is a larger community with a more successful program • Support from chief and council as well as local principal
Program Challenges	<ul style="list-style-type: none"> • Low participation; both recruitment and retention are a challenge and the community itself is small with fewer youth than other nearby communities • Low involvement from parents; may impact youth participation • Low involvement from RCMP; only attend when able, drills run by senior cadets
Future Directions:	<ul style="list-style-type: none"> • Recruit more youth to the program • Work more closely with partner communities (Pelican Lake and Big River) • Incorporate more cultural activities along with drill practice
Other Information:	<ul style="list-style-type: none"> • Child and Family Services contributes resources to the program
Program Status:	<ul style="list-style-type: none"> • Active but not fully implemented due to low youth involvement; Community-led with some RCMP involvement

Community:	Yorkton
Program Started:	2002 (closed in 2013; ran for 11 years)
Primary Program Deliverers:	Cadet Leader (initially as part of her Tribal Services position and then as a volunteer; parent to a former cadet and continued volunteering after her child graduated) Community Volunteer (parent of one of the youth involved, acted as co-Cadet Leader)
Secondary Program Deliverers:	RCMP (Drill instruction)
Program Details (2012/13):	<ul style="list-style-type: none"> • Program ran September to May, once per week, for two hours <ul style="list-style-type: none"> ○ 45 minutes of drill ○ Health snack ○ Sports activity, craft, or a speaker ○ Met on Wednesdays from 6:15 to 8 ○ Did not meet if there was no school ○ Held at one of the schools • Regular attendees were 10-14 years old, most were around 12 years <ul style="list-style-type: none"> ○ Over the last 3 years, the most kids they had involved were 14 • In first five years, program averaged about 25 youth <ul style="list-style-type: none"> ○ First year had close to 40 youth ○ Current year averaged 6-8 kids; Down to 4 kids by the end of this year (couldn't do drill) • Held a year end graduation ceremony (if enough youth [i.e., more than 4] and there are not extraneous factors that prevented them like a teacher's strike)
Key Program Strengths:	<ul style="list-style-type: none"> • Core group of youth that stuck with the program over several years • Had good RCMP support • Program was essentially no cost to the youth • Had uniforms (pants and t-shirt and ball cap, and a dress uniform; uniforms belong to the program)
Program Challenges	<ul style="list-style-type: none"> • Ended due to: <ul style="list-style-type: none"> ○ Lack of enrollment/retention (number of other programs available to youth in the area) ○ Lack of committed volunteers (cadet leaders were planning to step down and there were no replacement volunteers) ○ Loss of funding source ○ Attrition of community support • Otherwise previously successful
Future Directions:	<ul style="list-style-type: none"> • Currently no plans to continue the program
Other Information:	<ul style="list-style-type: none"> • Programs that contributed to the program are: <ul style="list-style-type: none"> ○ Tribal Council, RCMP, both school divisions, Victim Services, Urban Aboriginal Community Grant, City of Yorkton (provide some funding, mostly in-kind support)
Program Status:	<ul style="list-style-type: none"> • Inactive due to loss of funding and youth interest



Aboriginal Community Cadet Corps Program Evaluation

What is this about? What does this mean for my program?

We are collecting information and different perspectives on the ACCC program in order to find out how the program works in different communities. This is about celebrating your program's strengths and how you've overcome challenges, as well as talking about areas where you still need more support, and sharing what you've been doing with other communities and with the RCMP.

What am I being asked to do?

You are being asked to share your thoughts and experiences on the program from your perspective, like explaining how it runs in your community, what it does for the cadets and the community, what makes it successful, what kind of challenges come up and how you think they can be addressed, and so on.

Do I have to participate?

Your perspective is important to us and we value your input, but participation is always voluntary and up to you.

How is my privacy protected?

We do not identify people by name in our reports unless they specifically ask us to, but we will be presenting information by community, so you may be indirectly identifiable if your role is unique. Any information you give us will be stored securely until the project is complete. You can also request a copy of the notes from your interview.

If you have any questions, you can contact:

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