



# Two Wheel View Evaluation Results

2016-2020 Youth Programming

March 15, 2021



Evaluated with support from  
Constellation Consulting Group



## Executive Summary

Two Wheel View is a youth development organization that uses bicycles as a tool to build resiliency. Through school- and community-based programs and bike trips, Two Wheel View creates opportunities for young people to learn and practice lessons in leadership, health and wellness, self-esteem, achievement, and environmental stewardship. Program opportunities for youth include:

1. Earn-a-Bike Program (also called Bike Club)	2. Bike Trips	3. Full Cycle Program	4. GAP Employability Program
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Learning, reflection, and growth are key values at Two Wheel View. All programming is accompanied by ongoing program evaluation activities supported by external evaluators at Constellation Consulting Group.

The data represented in this program was collected from the fall of 2016 to the fall of 2020 program year. During that time:



949 youth participated in Earn-A-Bike Programs offered at schools and community locations.

154 youth participated in the Full Cycle Initiative offered in the Morley, Eden Valley and Tsuut'ina communities.

23 youth participated in Two Wheel View's newest program (established in 2019), the GAP Employability Program.



161 youth joined bike trips in Quebec and Alberta



1,622 youth participated in community programs and outreach events (e.g. bike safety).



From 2016-2020, Two Wheel View provided more than 3000 hours of programming to the community.

This ongoing evaluation of Two Wheel View programming reveals that the programs are creating significant positive social impact for participants and are contributing to positive youth development. Youth, parents, volunteers, and teachers reflected that participants had

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demonstrated and experienced the development of key protective factors towards increased resiliency, including:

- o Positive connections with peers & adults
- o Self-esteem & self-confidence
- o Problem solving abilities, persistence, & perseverance

The evaluation also revealed that participants in Two Wheel View programs are developing transferrable bike mechanic skills, are becoming more physically active and gaining valuable employability skills. Additionally, participants are developing increased awareness of the world around them, in both environmental and cultural contexts. Overall, the ongoing evaluation results suggest that Two Wheel View is successfully meeting its mandate to support youth development using the bicycle as a tool for learning. Individuals involved in the evaluation said things such as:

*"I learned how to be confident, which has made an important difference in my life."*  
- Two Wheel View Participant

*"A lot of the kids don't get to have those types of experiences, so giving them those opportunities can create another protective factor in terms of their mental health."*  
-Teacher of Full Cycle Participants

*"I've seen [participants] learn they can do things they never thought possible."*  
-Volunteer

*"My son became a much better listener."*  
-Parent of Two Wheel View Participant

Based on the ongoing evaluation of Two Wheel View programming, the following recommendations are being put forward:

1. Continue the program and seek opportunities for expansion.
2. Continue to develop sequential program opportunities that engage youth for longer periods of time and different stages of development
3. Seek opportunities to further educate staff on youth issues and best practices.
4. Seek opportunities to enhance programs for underserved populations in the biking community, including WTFnB audiences
5. Continue implementing evaluation activities.

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## Acknowledgements



*We would like to sincerely thank all of the Two Wheel View participants for their enthusiastic participation in Two Wheel View programming and thoughtful reflection for our ongoing evaluation.*

*To our intrepid facilitators, ride leaders, volunteers, Board Members and staff: Without you, none of these opportunities and outcomes are possible. You make the wheels go round at TWV.*

*Thank you to Anne Miller and her team at Constellation Consulting for their support of our program evaluation efforts. Thank you for your expertise and love of our organization.*

*A special thank you goes out to Family and Community Support Services (FCSS) supporting Earn-a-Bike, the City of Calgary, Cynthia Okafor, Heather White, the Crime Prevention Investment Fund supporting GAP, the Anonymous Foundation supporting Full Cycle, everyone who has ever helped us Raise-A-Ride for our Bike Trips and everyone else who has given of their time, talent and treasure to make it all happen. You are making a difference.*

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## Background and Introduction

Two Wheel View is a youth development organization that uses bicycles as a tool to build resiliency. Through school and community-based programs and bike trips, Two Wheel View creates opportunities for young people to learn and practice lessons in leadership, health and wellness, self-esteem, achievement, and environmental stewardship. Program opportunities for youth include:

### 1. Earn-a-Bike Program (also called Bike Club)

The Earn-a-Bike Program uses bicycles as a learning tool to foster leadership and teamwork skills, and develop bicycle mechanic capabilities in youth ages 11-17. In this after school program, youth have the opportunity to use tools to disassemble and reassemble bikes every week, making new peer and positive adult connections along the way. The Earn-a-Bike Program is designed and delivered with social-emotional learning and best practices for out-of-school programs in mind. Upon completion of the program, participants earn a bike of their own, along with a lock and helmet.

### 2. Bike Trips

Through Bike Trips, youth have the opportunity to participate in expeditions by bicycle in Canada and/or abroad. This grassroots approach to responsible travel supports participants in exploring culture and gaining valuable experiences while making meaningful community connections. Bike Trips help build resiliency and enhance participants' sense of achievement and desire to pursue healthy lifestyles. The Trips also support a connection to nature and teach about taking care of the environment.

### 3. Full Cycle Program

The Full Cycle Program engages First Nations youth in a combined Earn-a-Bike and Bike Trip experience embedded in First Nations' school spaces. The program intentionally encourages First Nations youth to attend school and to engage in positive activity that builds community and enhances youth resiliency. Bike Trips through the Full Cycle Program take place on traditional First Nations territory, supporting youth in connecting with their cultural traditions and exploring the natural world around them.

### 4. GAP Employability Program

This Two Wheel View program works with vulnerable youth facing barriers to employment and seeks to build capacities through the hands-on exploration of bike mechanics. Participant's age 18-24 take part in a paid internship program where they receive guidance in professional shop procedures, have opportunities to teach and learn from their peers, take on a community-oriented project, and practice their skills in a fee-for-service scenario with local customers.



Youth are also invited to attend Community events and volunteer/alumni engagement events and activities throughout the year, providing opportunities for program alumni to engage with Two Wheel View, and the connections made through Two Wheel View, on a long-term basis. With learning, reflection, and growth as key values at Two Wheel View, all programming is accompanied by ongoing program evaluation activities supported by external evaluators at Constellation Consulting Group. The current report presents evaluation findings from the 2016-2020 program year along with recommendations for improvement opportunities.

## How Have Programs Been Evaluated?

Since 2015, Two Wheel View has worked with Constellation Consulting Group to develop a comprehensive evaluation framework that thoughtfully maps anticipated outcomes and outlines methods for capturing information on program impact. Based on the methods articulated in the evaluation framework, in 2016-2020 program outcomes for participants have been measured using a post-program survey custom-designed by a Canadian Evaluation Society Credentialed Evaluator at Constellation Consulting Group. The survey is given to all Earn-A-Bike, Full Cycle and GAP participants in their last session, and to all Bike Trip participants on the last day of their trip.



The current evaluation examines outcomes measured from **fall 2016 to fall 2020**.

In the 2016-2020 data set:



**596** Earn-A-Bike participants, **84** Bike Trip participants, **69** Full Cycle Earn-A-Bike participants, **31** Full Cycle Bike Trip participants and **23** GAP participants engaged in the evaluation by filling out a post-program survey.



## Who Was Reached By Two Wheel View?

From the fall of 2016 to the fall of 2020:



949 youth participated in Earn-A-Bike Programs offered at schools and community locations.

154 youth participated in the Full Cycle Initiative offered in the Morley, Eden Valley and Tsuut'ina communities.

23 youth participated in Two Wheel View's newest program (2019), the GAP Employability Program.



161 youth joined bike trips in Quebec and Alberta



1,622 youth participated in community programs and outreach events (e.g. bike safety).



From 2016-2020, Two Wheel View provided more than **3000** hours of programming to the community.

\*Not all young people who participate in programs are given permission by their parents to complete surveys.



## Participant-Reported Outcomes from Earn-A-Bike

The reflective post-program evaluation surveys generously completed by 596 Earn-A-Bike participants revealed that:



78% of Earn-A-Bike participants felt they had made new friends through the program (+3% from 2017 report), and 71% felt they got to hang out with their friends more during the program. Positive peer connections are a key component to youth resiliency and result in connections to long-term natural supports available to young people beyond their program experience.<sup>1</sup> Further, 89% of Earn-A-Bike participants indicated that they felt a connection with their Two Wheel View facilitator (up +4% from 2017 report) and positive adult connections have also been identified as important for positive youth development.<sup>2</sup>



72% of Earn-A-Bike participants indicated that they felt better about themselves due to their participation in the program, and 75% felt that they wanted to help others more often because of their experience with Earn-A-Bike. Positive self-esteem and a desire to contribute to the community are key indicators of youth resiliency and suggest that Earn-A-Bike is bolstering youth protective factors towards greater resiliency.<sup>3</sup>



94% of Earn-A-Bike participants felt that by the end of the program they had learned how to fix their own bike, and 88% said they felt more confident fixing things on their own. These skills can be taken forward and applied to youth's daily lives, positively impacting their autonomy, self-efficacy, and sense of personal agency.



81% of Earn-A-Bike participants indicated that the program taught them new things about solving problems (+2% from 2017), and 80% felt that because of their participation in Earn-A-Bike they wanted to try more new things. These key leadership skills are transferrable and support youth resiliency beyond their involvement in the program.



65% of Earn-A-Bike participants felt that because of the program they had become more active, with 62% indicating that they use their bike more often since participating in the program. Research has shown that physical activity amongst children and youth has short and long-term physical health benefits as well as mental health benefits.<sup>4</sup>

In their own words, reflecting on what they had learned, Earn-A-Bike program participants highlighted that they had learned how to fix bikes, but that they had also learned about communication and cooperation. It should be noted that based on the recommendation in the original 2016-2017 report, Earn-a-Bike sessions increased their time from 8(eight) 2-hour sessions to 10(ten) 2-hour sessions.

<sup>1</sup>Hammond & Zimmerman (2010); Innes (2017)

<sup>2</sup> FCSS (2014)

<sup>3</sup> Hammond & Zimmerman (2010)

<sup>4</sup> Janssen & LeBlanc (2010); Lubans et al. (2016)



Participants spoke about their growth in creative thinking and problem solving and felt that learning to fix bicycles had bolstered their confidence and inspired them to fix other things.

Participants said things like:

*"I have learned how to fix bikes effectively and learn to believe in myself and be more confident"*

*"What I have learned about myself and Bike Club is that when we fix our bikes we have to use creativity, teamwork and social skills to solve problems such as fixing the chain and the brakes."*

*"The important difference of me is being sociable because before I was shy and a non-sociable person so like bike club helped me be more of a sociable/a better person"*

*"I'm split on whether it's becoming more mechanically capable or becoming better at dealing with social situations. I benefit from both a lot and am very happy I got this chance."*

*"I ask for more help. I used to be shy to tell people I need help but I now ask for help because of BIKE CLUB!"*

*"Through Bike Club I've learned about myself that I am very loyal and dedicated to things I put my mind to. I am more friendly than I thought and not as socially awkward"*

*"The most important difference in my life as a result of being in bike club is to be independent every time I'm riding a bike."*

Participants also spoke about the social aspect of the Earn-A-Bike program, with several youth mentioning that they had made new friends and connections through the program:

*"I get to have new friends in the bike club [Earn-A-Bike]. They are all so nice to me."*

*"I liked learning how to fix my bike and I made new friends."*

*"What I liked most is we know each other better while fixing bikes."*

*"I've met some people I know I wouldn't have met unless I had an opportunity like this."*

*"I made a new friend and made me feel better overall. I felt I made good use of my time."*

*"Being with people that I don't usually hangout with. It makes me a happy and independent person."*

Earn-A-Bike participants indicated that they are excited to share what they've learned and contribute back to their communities:

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*"I feel like I can give advice to my dad when he is fixing our bikes. I am more confident and I'm no longer scared of public speaking."*

*"I really learned what to do when my bike is not working. This has inspired me to learn more about bikes. Now I feel confident working with bikes. I will continue to learn more about bikes and help people with their problems."*

*"I tend to get along with others better and my sisters chain falls off a lot and now I know how to fix it."*

Overall, participants emphasized that Earn-A-Bike was a fun and engaging experience, and that the facilitators were supportive and effective.

*"I learned how to fix my bike! It was fun to learn."*

*"We learned a lot of things and what we learned was in a fun way. The information was helpful and applicable to my daily life. The bike club [Earn-A-Bike] leaders were kind and they were very patient when we did not understand something."*

*"I really liked the first day because I got to meet new people and I also liked the last few days they were really fun. I also really found Kayla and Molli really helpful and fun!"*

Overall, the positive outcomes that participants reflected on experiencing through Earn-A-Bike contribute to enhancing resiliency and overall wellbeing for youth in the long-term. More than just a toy, the bikes fixed and earned through the Earn-A-Bike program are helping youth get to school, to part-time jobs or to other after school activities, as well as keeping them physically active. Through the program, youth also develop positive connections that can act as natural supports during the program and beyond.

*"Bike Club makes the wheels go round,  
how much new things I have found,  
the new, the old, the friends, the fellows,  
never ever left so mellow"*



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## Participant-Reported Outcomes from Bike Trips

The reflective end-of-trip evaluation surveys generously completed by 84 Bike Trip participants revealed that:



96% of Bike Trip participants felt they had made new friends on their trip, and 75% felt they got to hang out with their friends more during the journey. These positive peer connections made outside the school environment, deepen positive supports for youth in their communities. Further, 92% of Bike Trip participants indicated that they felt a connection with their bike trip leaders, enabling youth to interact with positive adults and form healthy adult connections in a unique environment.



77% of Bike Trip participants indicated that they felt better about themselves after completing the trip, and 79% felt that they wanted to help others more often because of their experience on the trip. Unique to the Bike Trip experience are important moments in overcoming personal challenges and perceived barriers. Persistence in overcoming challenges is a key factor in youth resiliency<sup>5</sup> and 88% of Bike Trip participants indicated that they had learned about overcoming challenges through their experience on the trip.



82% of Bike Trip participants felt that their environmental awareness had increased through their experience on the trip. Upon completion of the trip, and 70% of participants said they wanted to plan a new adventure for themselves in the future.



85% of Bike Trip participants indicated that the trip experience resulted in the development of new problem-solving skills, and 87% felt that because of the Bike Trip they wanted to try more new things. These learnings and shifts in perspective are central to the Bike Trip experience and potentially have lasting impact on youth when the trip is complete.



94% of Bike Trip participants felt they had become more active through the trip, with 85% indicating that they planned to use their bike more often after getting home from the trip. Increased physical activity and use of active transportation amongst youth results in positive physical and mental health benefits and supports youth in advancing their environmental awareness beyond their experience on the trip.<sup>6</sup>

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<sup>5</sup> Hammond & Zimmerman (2010)

<sup>6</sup> Janssen & LeBlanc (2010); Lubans et al. (2016)



The most common qualitative comments about impact from the trips were comments about the connection's participants made with one another and with the trip leaders throughout their journey together. Participants said things like:

*"I enjoyed the sense of community – after the first day we slowly began to bond like we were one big family."*

*"I think I liked the kindness from mostly everyone! The leaders were so kind and understanding. I felt wanted and needed. I liked how we were a team and all worked together to overcome our troubles and hardships."*

*"What did I like most about my trip? Bonding and finding new friends that pushed and accomplished the struggle with me."*

Participants also spoke about the impact that participating in a Bike Trip had on their confidence and belief in themselves:

*"The most important part of this bike trip for me is the boost of confidence I got and the fact that I accomplished something."*

*"What I really enjoyed about the Two Wheel View trip is that I was able to bike in a beautiful area with a bunch of lovely people. I liked being out on the path and pushing myself. It all made me appreciate each day even more."*

*"I liked the responsibility we had to make food and pack up. It gave me more confidence."*

Overall, participants felt the Bike Trip experience gave them an opportunity to explore new possibilities and opportunities outside their everyday lives:

*"You get away from the things you are used to, the routine, the people, and you adapt and change and grow."*

*"I could forget about my life in Calgary and start a new life on the trip."*

*"The Bike Trip allowed the reality to just leave your shoulders... it starts to feel like a dream."*

*"This was THE BEST experience I've had in my life. I will definitely come back as a leader in future trips."*

*"I enjoyed the sense of community that is formed on trips like these, other members and the leaders were great to chat with and hang out with."*

*Thank you to all organizers of this trip."*



The slightly higher achievement of outcomes by Bike Trip participants compared with Earn-A-Bike participants suggests that the trips are very impactful experiences for youth. It is our goal to provide as many Earn-A-Bike participants the opportunity to subsequently participate in Bike Trips, leading to a possible compounding of outcomes from increased programming time. It is also important to note that while Bike Trips are impactful experiences for many, the Earn-A-Bike program may be more accessible for those youth with limited time for travel over the summer and a need for quality after school experiences.

Overall, the impact of Bike Trips likely extends beyond the trip experience, supporting youth in developing resiliency, natural supports, and positive outlooks that enhance their ability to overcome challenges and thrive in the long-term. The opportunity to explore personal strengths and abilities through a Bike Trip experience opens new avenues for youth to develop leadership skills and belief in themselves that are taken forward into their future endeavors.



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## Participant-Reported Outcomes from Full Cycle

The reflective end-of-program evaluation surveys generously completed by 69 Full Cycle Earn-A-Bike participants and 31 Full Cycle Bike Trip participants revealed that:<sup>7</sup>



72% of Full Cycle participants felt they got to hang out with their friends more through the Earn-A-Bike component and 84% felt they got to hang out with their friends more through the Bike Trip component. While many students in the First Nations' community schools already know each other, and only 39% indicated that they had made new friends in the Earn-A-Bike component of Full Cycle, 71% indicated that they had made new friends on their Bike Trip. On the Bike Trip, participants also indicated greater connection with positive adults, with 80% of Full Cycle Bike Trip participants feeling connected to the Two Wheel View facilitators, and 97% indicating they got to know their school teachers better. Connection between Indigenous students and their teachers can lead to increased student engagement in school while simultaneously creating opportunities for teachers to better understand students' strengths.<sup>8</sup>



Through the Earn-A-Bike component of Full Cycle, 64% of participants indicated that they felt better about themselves; and 68% indicated they felt better about themselves through the Bike Trip component. Positive self-esteem has been highlighted as a key protective factor for Indigenous youth, with higher self-esteem linked to decreased risk of depression and mental health issues, and increased resiliency and positive long-term outcomes.<sup>9</sup>



77% of Full Cycle Bike Trip participants felt that their environmental awareness had increased through their experience on the trip, and 65% felt they had learned something new about where they live. The Full Cycle Bike Trip component happens on traditional First Nations territory and supports youth in exploring their connection to traditional lands and nature. For some youth, it was their first opportunity to explore these traditional lands in the mountains West of Calgary. Two Wheel View intentionally encourages learning moments on the trips with research suggesting that Indigenous children's out-of-school lives can be used as a scaffold for learning and connection to in-school learning.<sup>10</sup>



70% of participants felt they had learned how to fix their own bike and felt more confident fixing things on their own after the Earn-A-Bike component of Full Cycle. After their Full Cycle Earn-A-Bike experience, 57% of participants felt that because of the program they wanted to try more new things and after the Bike Trip component, 87% of participants felt they wanted to try more new things. These are important outcomes that research suggests will move youth towards positive changes in resiliency.<sup>11</sup>

<sup>7</sup> NOTE: Earn-A-Bike and Bike Trip participants are typically the same participants.

<sup>8</sup> Riley & Ungerleider (2012)

<sup>9</sup> Ames, Rawana, Gentile, & Morgan (2015); Hopkins, Zubrick & Taylor (2014)

<sup>10</sup> Wiltse (2015)

<sup>11</sup> Hammond & Zimmerman (2010)



80% (up 7%) of Full Cycle participants indicated that they were more active after the Earn-A-Bike component of the program and 68% indicated that they were more active after the Bike Trip. After Earn-A-Bike, 57% of Full Cycle participants said they were using their bike more often, and after the Bike Trip, 65% of participants said they planned to use their bike more often. For Indigenous communities, research suggests that physical activity is often intrinsically linked to cultural activity, and enabling physical activity can activate opportunities for cultural connection.<sup>12</sup>

In their own words, reflecting on their experience in the Full Cycle program, participants spoke about the importance of connections fostered through the program and opportunities to spend time outdoors, saying things like:

*"I liked talking to my friends and getting to know my teacher more."*

*"I liked biking through the mountains and exploring new areas, and earning my own bike."*

*"Because of the trip I want to be outside more often."*

*"My favourite part of the trip was being away from technology and phones."*

Participants also spoke about other outcomes fostered through the program, including becoming more active, developing leadership qualities, and learning about their cultural heritage:

*"I've tried to become more active."*

*"I've tried to be a better leader."*

*"I liked the perspective of people working at NAPI [Native Ambassador Post-Secondary Initiative] at the Banff Centre."*

Overall, participants indicated Full Cycle was an impactful experience for them, saying things like:

*"This week is probably the happiest I've been in a long time."*

Overall, Full Cycle has established important relationships within First Nations schools to enable hands-on and experience-based learning opportunities for Indigenous students. Students have reflected that the program is impactful for them; bolstering skills, perspectives, connections, and abilities that contribute to long-term resilience.

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<sup>12</sup> Tang & Jardine (2016)



## Participant-Reported Outcomes from GAP Employability

The reflective end-of-program evaluation surveys generously completed by 23 GAP participants revealed that:



79% of GAP participants felt they made new friends in the program and 96% feel comfortable working as a team. 87% feel that because of the program, they have learned communication skills. Participants in the NEET population group often feel isolated and increasingly lack connection with their peers and positive adult role models<sup>13</sup> NEET\* youth typically reported having fewer “soft” skills (such as problem-solving, leadership, and time management) compared to non-NEET youths.<sup>14</sup> Building these positive inter-personal connections and skills is a part of building key protective factors for young adults and improves their mental health and employment potential. \*NEET- not in employment, education or training



87% of participants feel more optimistic about the future. 91% feel confident in their ability to look for a job. 92% feel more confident coming up with solutions to new problems. NEET youths are much more pessimistic than their non-NEET peers when reflecting upon their future likelihood of getting ahead in life.<sup>13</sup> Youth unemployment has negative economic consequences for the individual, it also creates psychological distress, such as feelings of loneliness, powerlessness, restlessness, anxiety and depression. Positive self-esteem and optimism are key indicators of youth resiliency and suggest that GAP is bolstering youth protective factors towards greater resiliency



74% of GAP participants feel more confident going to an interview because of the program. 78% of GAP participants indicated that they feel less nervous about their first day at a new job. 91% of GAP participants feel confident in their ability to look for a job after the GAP program. Lack of work experience and practical knowledge often hinders young people in finding their first employment after education. Training in basic skills and programmes for reaching formal qualifications can often play an important role in increasing young people’s chances in the labour market by improving their self-confidence and providing them with a second chance on the pathway to employment.<sup>15</sup>



82% feel that because of Two Wheel View, they learned how to live a healthy lifestyle, 91% indicated that because of TWV, they learned about community resources available to them. 91% of participants now know where to get help when looking for a job as a result of the GAP program. Connecting GAP participants with their community resources and the role modelling of healthy living skills by positive adult mentors is a crucial part of the GAP program and helps participants further navigate life beyond the program.



87% of GAP participants shared that because of TWV, they know how to fix a bike.

83% of GAP participants intend to continue to use their bike as a source of transportation.

Many young people in our community are dealing with complex barriers in their transition to adulthood including homelessness, food insecurity, mental health challenges, the effects of childhood trauma and experience with the criminal justice system. These circumstances lead to feelings of low self-esteem, hopelessness, learning difficulties or behavioural issues, poor educational attainment, and limited employment potential. Barriers that youth face when seeking employment, including the pathways to the labour market, low levels of soft skills and resilience and a lack of opportunity for diverse experiences.<sup>16</sup> These youth are often considered as part of the NEET population grouping (not in employment, education or training).

The goal of the GAP program is to utilize the bicycle as a tool to support youth in gaining increased employability skills such as mechanical awareness, problem-solving abilities, customer service and collaboration by providing a high impact bicycle mechanics and outdoor pursuit program. Participants will improve their social skills, emotional management, teamwork, leadership and foster increased connection to community. Development of these skills and competencies will lead youth to greater success in overcoming the barriers to obtaining meaningful, sustainable employment.

Two Wheel View facilitates a hands-on, project based, employability program for youth ages 18-24 using bike mechanics. Youth will develop a strong foundation in mechanics along with critical employability skills through workshops, outdoor education opportunities and local work experience. Program participants will be provided with a stipend, honorarium, or hourly wage to attend the program as an essential retention strategy. Each cohort will participate in an outdoor education experience with trained TWV leaders to build community and further the development of critical social and emotional competencies.

Two Wheel View's program facilitators have witnessed a gap for participants that do not fit into traditional avenues of education and employment. Programs currently offered are service-focused in the sectors of culinary arts and retail, leaving a gap in programming that is mechanical and hands-on. To obtain a job, young people will also need skills like financial literacy, critical thinking, collaboration, the ability to network, positive adult and peer relationships, along with mentorship.<sup>17 18</sup> This evaluation demonstrates that these outcomes are being successfully achieved by the GAP program facilitators. In formally, it is reported that the majority of GAP participants to date have found employment or returned to education or training.

<sup>13</sup> UK Audit Commission (2010)

<sup>14</sup> Goldman-Mellor et al (2016)

<sup>15</sup> Eurofound (2012)

<sup>16</sup> Expert Panel on Youth Employment (2016)

<sup>17</sup> Expert Panel on Youth Employment (2017)

<sup>18</sup> FCSS (2014)



*"I had a ton of fun here at TWV. I would do it all again with no pay. Being able to work with others my age group is fantastic. The program gave me skills a lot of other programs ideally want you to obtain but fall short on. The program a lot of the time is self-sustainable, letting the participants take the lead and have a "do it yourself" attitude. Like a real-world work space. 10/10."*

## Learnings, Opportunities & Future Directions

The evaluation of Two Wheel View youth programs from the fall of 2016 to the fall of 2020 revealed that Two Wheel View's programs are continuing to create significant positive social impact for participants and are contributing to positive youth development. The reflected that participants had experienced the development of key protective factors towards increased resiliency, including:

- o Positive connections with peers and adults
- o Self-esteem and self-confidence
- o Problem solving abilities, persistence, and perseverance

The evaluation also revealed that participants in Two Wheel View programs are developing transferrable bike mechanic skills and are becoming more physically active. Through Two Wheel View programming, participants are developing increased awareness of the world around them, including environmental and cultural contexts.

Overall, the 2016-2020 evaluation results suggest that Two Wheel View is continuing to successfully meet its mandate to support youth development using the bicycle as a tool for learning. It should be noted that while some of the outcomes percentages declined from the original 2016-2017 survey, the results are extremely positive and the entire Two Wheel View team is to be congratulated for their efforts. We feel the changes in percentages are as a result of the addition of a large number of surveys to the sample size and thus more accurately reflect the success of the programs better than the original survey.

Based on Two Wheel View's ongoing program evaluation, the following recommendations are put forward:

1. Continue the program and seek opportunities for expansion.  
Based on the recorded success of Two Wheel View programs in creating positive outcomes for youth, it is recommended that Earn-A-Bike, Bike Trips, Full Cycle and GAP programs continue and opportunities to expand program reach are sought to further advance the impact of the program. Two Wheel View programming is relevant for all youth and all youth should have the opportunity to access it, particularly those who face

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barriers to program participation and employment. In particular, expansion of the GAP program should be considered so that more young adults can access this valuable learning and employment opportunity.

2. Continue to develop sequential program opportunities that engage youth for longer periods of time and different stages of development

Two Wheel View should continue to create a pathway of opportunities for youth to access. It is well known in the youth development field that program time and dosage is critical to strong outcomes seen and experienced in youth. With the addition of the GAP program in 2019, Two Wheel View has provided further support to young adults who are aging out of most typical programs.

3. Seek opportunities to further educate staff on youth issues and best practices.

Youth development is an ever-evolving field of research. Understanding the barriers to youth in their community is vital to their work. It is important that Two Wheel View staff are at the forefront of best practices in the sector to be able to continue to achieve the significant outcomes described in this report.

4. Seek opportunities to enhance programs for underserved populations in the biking community, including WTFnB audiences. While not formally reported here, the gender gap in Two Wheel View programs is approximately 75% of participants identifying as male while only a sustained 25% of participants identify as young women, trans, femme and non-Binary individuals. Two Wheel View has an important role to play in removing barriers to youth development programming and biking for young members of this community and needs to make a more intentional effort to support their participation.

5. Continue implementing evaluation activities.

While results from the update to the 2016-2017 report continuing to be positive, ongoing assessment of outcomes from programs can lead to continuous program improvement as Two Wheel View moves forward. It is recommended that Two Wheel View also continue to improve its data collection practices and seek expertise in the field of academia to continue to strengthen their outcomes.



## Appendix B: Resource List

- Ames, M., Rawana, J., Gentile, P., & Morgan, A. (2015). "The Protective Role of Optimism and Self-Esteem on Depressive Symptom Pathways Among Canadian Aboriginal Youth." *Journal of Youth and Adolescence*, 44:1, 142-154.
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