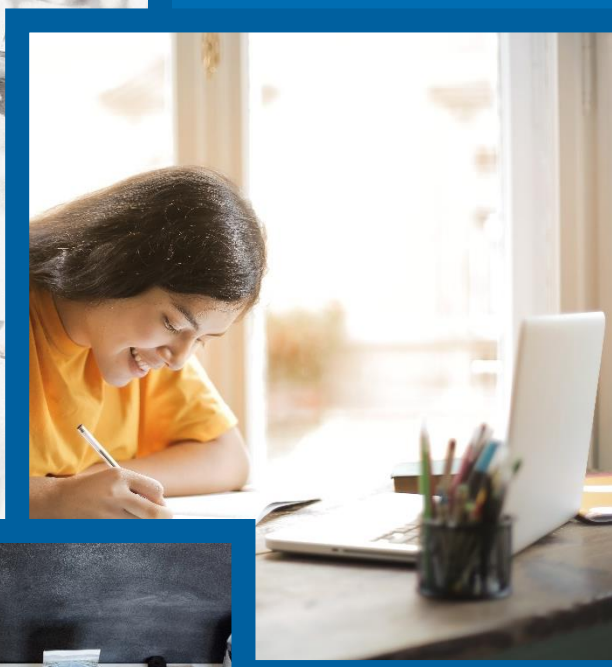
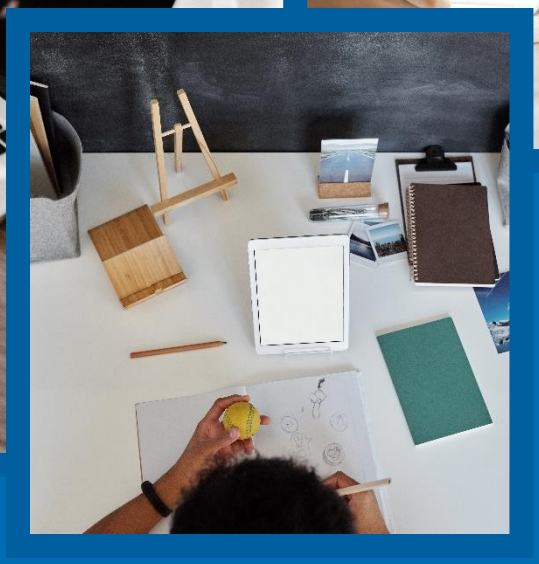




Promising Practices for Online Youth Programming

Final Report

July 16, 2021

SRDC SRSA
SINCE 1991 DEPUIS
INNOVATION • EXPERIMENTATION • EVALUATION

The Social Research and Demonstration Corporation (SRDC) is a non-profit research organization, created specifically to develop, field test, and rigorously evaluate new programs. SRDC's two-part mission is to help policy-makers and practitioners identify policies and programs that improve the well-being of all Canadians, with a special concern for the effects on the disadvantaged, and to raise the standards of evidence that are used in assessing these policies.

Since its establishment in December 1991, SRDC has conducted over 400 projects and studies for various federal and provincial departments, municipalities, as well as other public and non-profit organizations. SRDC has offices located in Ottawa and Vancouver, and satellite offices in Calgary, Edmonton, Montreal, and Winnipeg.

For more information on SRDC, contact

Social Research and Demonstration Corporation
55 Murray Street, Suite 400
Ottawa, Ontario K1N 5M3
613-237-4311 | 1-866-896-7732
info@srdc.org | www.srdc.org

Vancouver Office
789 West Pender Street, Suite 440
Vancouver, British Columbia V6C 1H2
604-601-4070

Remote offices:
- Calgary
- Edmonton
- Montreal
- Winnipeg

1-866-896-7732

TABLE OF CONTENTS

INTRODUCTION

The public health response to the COVID-19 pandemic led to a rapid pivot to virtual engagement as lockdown measures went into place across the world, and schools and after-school programs temporarily closed their physical locations. As the state of in-person programming continues to fluctuate with public health measures associated with COVID-19 case numbers, child and youth programs and services have continued to adapt their programs for online delivery.

As many public health restrictions are now lifting and in-person programming returns, this report reflects on how youth programs provided online programming prior to and since March 2020, and what lessons can be learned through those experiences to continue to support online and hybrid programming in the future. In 2020-2021, youth programs have engaged in online programming as a necessity, in conjunction with online school and limited in-person social engagements for youth, and in the face of a stressful worldwide pandemic. As in-person programming re-opens, this report provides useful examples, conceptual models, and considerations for online programming in conjunction with in-person programming.

The Social Research and Demonstration Corporation (SRDC) was contracted by the Pinecrest-Queensway Community Health Centre (PQCHC) to conduct a review of online youth programming, including examples of online programming, and guiding principles and frameworks, to provide an exploration of what models may be useful on an ongoing basis, and considerations around their continued use.

The report is organized along the following sections:

1. **Methodology:** The sources reviewed and the method of review;
2. **Existing programs and activities:** Key examples of online programming offered for youth, organized by the method of online engagement;
3. **Guiding principles and frameworks:** An exploration of the conceptual models underpinning online youth engagement;
4. **Considerations:** Considerations around ongoing and future online youth programming for organizations, including areas where online programming may be an effective supplement for in-person programming, and ways in which online programming may require additional thinking around program development; and
5. **Conclusion:** An overview of future areas of inquiry to supplement what is presented here.

METHODOLOGY

The following review was a targeted environmental scan that explored a list of select youth programming organizations, national coalitions of youth serving organizations, online education programs, and research organizations. Additional organizations and resources were identified while reviewing documents from the original list of organizations. While the focus of the review was on high-school aged youth, programs and activities serving slightly older and younger youth were also reviewed where relevant.

This review is not meant to provide a comprehensive overview of all online youth programming available at the time, but rather a snapshot illustrating common trends.

Organizations were reviewed for relevant publications related to online programming, including public websites, social media accounts, calendars of events, and published reports. Given the emerging and emergency nature of the past year, many of the sources consulted were not formal program documents or reports, but more informal. The amount of detailed information available was limited, particularly as it related to decision-making around delivery methods (i.e., which platform to use, staff facilitation, etc.), as well as the outcomes from sessions, including attendance/engagement, and changes in youth attitudes/behaviours.

Sources were reviewed using an iterative thematic coding method, which included:

- The topic of online programming (e.g., academic, post-secondary education, career exploration/development, social-emotional learning and skills development, youth engagement);
- Delivery method (e.g., synchronous video conferencing, asynchronous social media engagement, asynchronous self-directed activities); and
- Design (e.g., digital-first activities, in-person activities converted into digital versions).

Table 1 Organizations reviewed

National	Local	Educational	International
BGC Canada	Youth Ottawa Community Immigrant Services Organization	Canadian eLearning Network	Center to Improve Social and Emotional Learning and School Safety
MENTOR Canada	Ottawa Child and Youth Initiative	Virtual High School (Ontario)	Boys and Girls Clubs of America
Big Brothers Big Sisters of Canada	Somali Centre for Family Services Ottawa	Ontario Virtual School	Youth.gov
Scouts Canada	Centre for Resilience and Social Development	LEARN (Quebec)	National AfterSchool Association
Girl Guides Canada	Wabano	Open School BC	Afterschool Alliance
YMCA/YWCA	Odawa Native Friendship Centre		The Search Institute
Pathways to Education	Ottawa Inuit Children's Centre		
Indspire	Carlington Community Health Centre – Students Will All Graduate		
NPower Canada	Ottawa Public Library		
National Association of Friendship Centres			
Opportunity For All Youth			
Tamarack Institute			
Actua Canada			
Canadian Centre for Child Protection			
Protectkidsonline.ca			
NeedHelpNow.ca			
Connected North			
Jays Care Foundation			

For a full list of references, including web links as applicable, please refer to the Works Cited section of this report.

EXISTING PROGRAMS & ACTIVITIES

The following section explores several prominent models of delivering online youth programming, primarily:

- **Synchronous:** Programs that are delivered at a set time, where all participants and facilitators attend at that time and participate together.
- **Asynchronous:** Programs that allow youth to participate at their own pace, usually through accessing resources provided upfront by the program.

For most of the examples highlighted below, the synchronous and asynchronous activities are part of a larger program offering that includes elements of both, offering a variety of ways to engage with programming for youth, depending on their access to online connection, their schedule, their interests, and more.

Before exploring specific programming related to synchronous or asynchronous models, there are several overarching considerations related to participants' and programs' access, including access to technology, access to space, and access to other essential supplies.

ACCESSIBILITY OF ONLINE PROGRAMMING

Access to technology

A necessary condition of providing and participating in online youth programs and activities is access to technology. This includes the ability for both youth and program staff/volunteers to get online, including having a functioning device to access the Internet, a suitable Internet connection, and sufficient digital literacy to use those devices.

As of 2017, only 69% of lower income households in Canada had access to the Internet at home, compared to 98.5% of higher income households (Medow & Sheldrick, 2020). Likewise, while many people in Canada have a mobile phone with a data plan, many of those data plans are insufficient to maintain sustained connectivity (Medow & Sheldrick, 2020). When access to the Internet is limited, people often rely on public Wi-Fi networks, including public libraries and community centres, many of which were closed to in-person programming during the pandemic.

Several programs in this review mentioned challenges relating to physical technology as well, including supplementing the physical equipment (e.g., tablets, laptops) provided to students by schools as they moved to virtual formats. For example, the Regent Park Community Health

Centre distributed over 90 laptops and 20 tablets between March 2020 and February 2021 to youth in their community who did not have access to technology (Amin, 2021).

Access to space

Many guides for online programming recommend setting guidelines and expectations for virtual engagement, particularly for virtual schooling and academic engagement. These guidelines often include recommendations around having clear workstations, connecting from quiet spaces where participants are unlikely to be interrupted, and having the camera turned on during synchronous video conferencing.

While these guidelines may resonate with programs from a perspective of encouraging focus and engagement, they make certain assumptions about the ability of all participants to meet those guidelines. Participants may not have access to a private space within their homes that they do not share with siblings, parents, or other members of their household. Likewise, they may not have the ability to prevent interruptions. For example, older participants may have childcare obligations to younger siblings or other household members.

Access to other essential supplies

For several organizations reviewed here, youth programs not only provided important in-person programming, they also provided the supplies used for that programming, such as art and school supplies, the food needed for recipes in cooking programs, and served as a source of food more generally, by providing snacks and even meals as part of their programming.

During the pandemic, several of the organizations reviewed, including BGC Canada, Girls Guides of Canada, and Pathways to Education, mentioned dropping off program supplies, such as ingredients for cooking programs and art supplies, to participants so that they could follow along with virtual activities, conducted either synchronously or asynchronously. Dropping off programming supplies and food served the added purpose of giving program staff the chance to connect with youth in person, helping them maintain relationships with the youth during this isolating time.

SYNCHRONOUS

Video conferencing

Far and away the most frequently seen method of online youth engagement in this review was through synchronous video conferencing using platforms such as Zoom, Google Meets, and Microsoft Teams.

Topics or activities covered in video conferencing often mirrored in-person activities, particularly as they related to content areas such as academic support and skills development.

For example, many youth programs transferred their existing homework clubs and tutoring programs to video conferencing during the pandemic, including BGC Ottawa, Youth Ottawa Community Immigrant Services Organization (YOCISO), and YMCA/YWCA Ottawa's Newcomer Youth Leadership Development Program.

In a similar fashion, many youth programs over the past year have transferred other skills development and engagement activities to video conferencing, including:

- Virtual career and employment exploration programs, for example, those offered by NPower Canada and YOCISO;
- Financial literacy sessions, such as those offered by YMCA/YWCA Ottawa's Newcomer Youth Leadership Development Program;
- Cooking and food literacy skills, including virtual versions of BGC Canada's Kid Food Nation program, and virtual cooking programs offered by Girl Guides of Canada;
- Study sessions to prepare for the Ontario G1 Driving Test offered by Somali Centre for Family Services Ottawa in collaboration with YMCA;
- Sessions on Indigenous culture offered by Wabano;
- Guest speakers, such Scouts Canada's virtual speakers series about youth leadership featuring Canadian senators;
- Workshops on white privilege and unconscious bias offered by BGC of Greater Halifax;
- Workshops on other diverse topics such as dance performance, writing workshops, and more, such as those offered by the Ottawa Public Library;

- Arts-based activities and celebrations, such as those run by the YMCA/YWCA Ottawa's Newcomer Youth Leadership Development Program; and
- Play-based activities, such as scavenger hunts, talent shows, and virtual table-top role-playing games, highlighted in BGC Canada's virtual summer camps from Summer 2020.

Featured example: Scouts Canada's Senate Speaker Series

In November 2020, Scouts Canada began running an ongoing Senate Speaker Series, where youth interview various Senators on topics of interest, in order to boost civic engagement among young people. The sessions have been run via Zoom, and have covered the following topics:

- "A Day in the Life of a Senator" with Senator Paula Simons of Alberta and Senator Vern White of Ontario;
- "Youth Leadership" with Senator David Wells of Newfoundland and Labrador, Senator Mobina Jaffer of British Columbia, and Senator Terry Mercer of Nova Scotia; and
- "Gender Equality" with Senator Jane Cordy of Nova Scotia, Senator Yonah Martin of British Columbia, and Senator Marilou McPhedran of Manitoba.

Beyond the pandemic, this type of virtual engagement may prove an effective example of how online programming can broaden the available pool of guest speakers outside of geographic constraints. There is also an opportunity to broaden audience participation as well, particularly if programming has a broad appeal, such as this example. There is also an opportunity to reach "communities of interest" that are separated by geography, such as youth in a variety of locations who want to learn more about a very specific career path.

Video conferencing software was also used for broadcasting virtual events over the past year, including events that brought youth and programs across Canada together. Examples of these types of events include:

- BGC Canada's Youth of the Year Awards;
- The upcoming Economic Development Youth Summit from Cando; and
- A digital youth summit organized by Opportunity for All Youth and the Canadian Council for Youth Prosperity (CCYP) to amplify youth voices during COVID-19, particularly around challenges youth were facing in the job market.

During a period of social isolation, video conferencing was also used as a tool by youth programs to help their participants maintain connections with program staff and mentors, with each other, and, in some cases, to promote new connections with other youth outside of their area.

Examples of these types of activities identified in the review included:

- Informal conversations, as recommended, for example, by Open School BC as a way to keep communication ongoing, and by The Search Institute, as a way to "check in" with youth about wellness; and
- Virtual versions of the traditional Big Brothers and Big Sisters "outings" on video conferencing.

Featured example: Connected North

Connected North is a program that aims to foster greater student engagement and education outcomes in remote Indigenous communities. The program uses a high definition, two-way video conferencing technology developed by Cisco, and aims to provide students and teachers with access to engaging and innovative content, while increasing students' sense of empowerment in both school and life. The program network includes over 30 partner schools across Canada, and allows students to connect with other schools, as well as scientists, artists, and community leaders.

The Connected North program model is centered on six principles:

1. **Relationship building:** Building trust between participants, program staff, and communities.
2. **Empowerment through role models:** Connecting students with First Nations, Métis, Inuit, and non-Indigenous role models.
3. **Customized content:** Content that is relevant to unique cultures, local contexts, and community priorities.
4. **Thinking beyond the classroom:** Understanding that youth's academic experiences cannot be disconnected from their other realities.
5. **Adapting expectations:** Adapting programming to the strengths, challenges, and goals of different participants, schools, and communities.
6. **Incorporating a diversity of voices:** Including input from many sources when developing resources.

This program highlights the potential for synchronous video conferencing to increase youth programming accessibility, particularly for youth in remote communities. It demonstrates the balance between creating program content that is relevant to the community and youth served and encouraging connections beyond individual communities.

ASYNCHRONOUS

Examples of asynchronous youth programming, or programming that was not dependent on participation at a set time, largely fell into two categories: social media engagement, and self-directed activities, with some emerging information about the use of Artificial Intelligence (AI) in youth programming.

Social media engagement

Activities centred around social media engagement took on a few different forms:

1. **Social media campaigns**, where social media posts on platforms like Facebook and Instagram encouraged youth to complete challenges and share the results on the platform.
2. **Live social media sessions**, including Instagram live sessions, where programs could present on different topics, to be viewed live or later.

3. **Direct messaging** through social media messaging apps, to stay in touch with youth, provide mental health supports, and encourage participation in other events.

Some examples of social media engagement include BGC Canada's partnership with The Co-operators on their *Money Made $imple* Toolkit for financial literacy, which included a social media campaign with regular financial literacy challenges. Girl Guides of Canada also ran a social media enabled photo contest during the pandemic to collect photos of participants' pandemic experiences and award prizes.

Featured example: Beyond12

Beyond12 is a program that assigns students a coach, in the form of a recent post-secondary graduate, who can help support students through the end of high school and into the first few years of post-secondary education. The coach connects virtually, using the preferred mode of communication of the youth, to provide mentorship and support, and to encourage youth to connect with on-campus supports, such as health services, academic support services, and social groups. Beyond12's goal is to increase the number of graduates from low-income, first-generation, and historically underrepresented students, by providing them with ongoing support during this pivotal transition.

Beyond12 illustrates the potential for virtual programming to provide integral support during transitionary times, such as moving to a new city or neighbourhood or transferring to a new school, and to provide consistency of service as they move from one area of coverage to another (e.g., programs that support youth under age 18, to programs that support youth above the age of 18).

Self-directed activities

Most frequently, the review identified examples of youth programs that shared resources for participants to engage in self-directed activities, both on- and off- line.

Entirely online experiences often incorporated elements such as videos, audio, games, photography, and virtual tours. More interactive learning management systems (LMS) that compiled multiple resources could also include badge- or point-based incentive systems, where completing activities led to a virtual milestone system, including, occasionally, leaderboards and other competitive elements to incentivize participation. Examples of that style of gamified online programming include the Boys and Girls Clubs of America platform MyFuture and MENTOR Canada's new e-mentoring platform.

Many programs also included low- and no-tech activity suggestions for ongoing skills development and wellbeing, such as planting and maintaining a garden or houseplant, budgeting out a dream vacation or buying a car, physical activity and exploring participants' physical environment, and finding, making, and adapting recipes.

Featured example: Girl Guides of Canada Pandemic Time Capsule

In February 2021, Girls Guides of Canada launched a Pandemic Time Capsule activity, inviting youth to share personal stories from the COVID-19 pandemic, in the form of creative writing, videos, photos, drawings, and more. There was a large response from youth across the country, and Girl Guides of Canada compiled all of the submissions into an online portal to act as a virtual time capsule to remember the particulars of the pandemic, and youth experiences.

In addition, the portal provided activity prompts for youth to continue to engage with the content, including selecting one of the submissions that resonates with a youth's own experience, and using that to inspire additional creative expression. Prompts also included how to create a personal time capsule and scavenger hunt activities inspired by the time capsule submissions.

While created specifically to reflect the pandemic, this example also shows the potential for online youth engagement to share, celebrate, and archive youth creations in an accessible format, as well as the way in which online repositories can help encourage connections between youth, by identifying similarities with their own experiences.

Online education programs, such as Open School BC and the Ontario government, also compiled lists of activities and external resources for parents and teachers to support learning from home, including both general resources and course-specific resources.

Artificial intelligence

Artificial intelligence technology is a field that "leverages computers and machines to mimic the problem-solving and decision-making capabilities of the human mind" (IBM Cloud Education, 2020).

While integration of AI into youth programming is still emerging, some early examples of the ways in which AI has been utilized to facilitate youth programming include:

- Mental health chatbot apps, such as the Headstrong app in New Zealand, and Riley, developed by the Trevor Project. The Headstrong app uses AI to provide supportive chat-based modules to build resilience, such as learning about "negative thinking". Riley is a Crisis Contact Simulator, incorporating AI as a training tool for volunteer counsellors to help them develop crisis intervention skills and role-play different scenarios, and help organizations screen volunteer applicants and monitor their progress;
- Skillab's mobile phone app, which uses a chatbot, or conversational AI, to identify youth competencies in their preferred language, and use those results to develop an in-depth skill profile, translatable into multiple languages, that can be used for the purposes of job matching and searching; and

- AI based analysis of assessment data, such as those used by online education companies like Coursera and Andela, that look at test scores to provide customized recommendations for future skills development.

GUIDING PRINCIPLES & FRAMEWORKS

As public health restrictions ease and many in-person programs re-open, the need for online programming to *replace* in-person programming will diminish. However, this provides an opportunity for youth programs to consider new possibilities for online programming within the larger stable of their program offerings, what frameworks support ongoing virtual engagement, while enhancing in-person offerings, and how that engagement is structured.

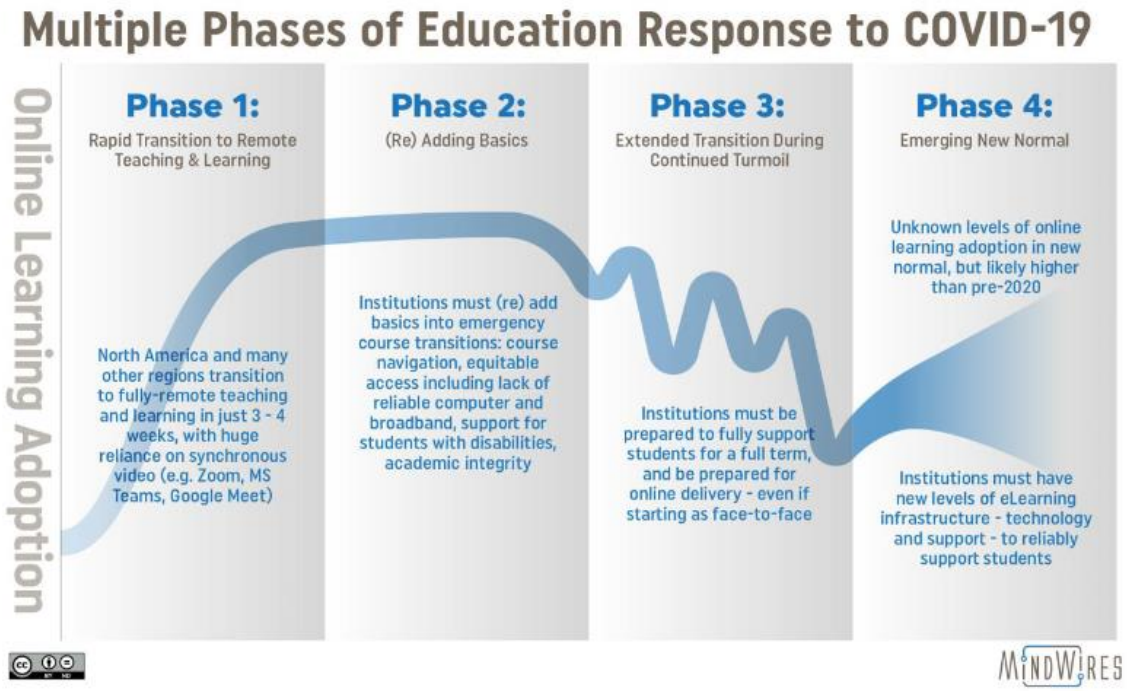
While many of the best practices and standards around youth development apply to both in-person and online programming, such as grounding relationships in respect and empathy, the following three frameworks are specific to online programming, and can help structure ongoing online program development for youth serving organizations.

PHASES OF RESPONSE TO COVID-19

For many organizations, online programming developed and implemented over the course of the pandemic was a crisis response, rather than representing a viable structure for the development and implementation of online programming on an ongoing basis.

The Canadian eLearning Network developed the following model to illustrate the multiple phases of education response to COVID-19. While this model was designed specifically with education in mind, many of the tenets apply equally to afterschool programming, particularly as it relates to academic supports and tutoring.

Figure 1 Four phases of education response to COVID-19 in terms of remote and online learning (Barbour, et al., 2020)



This framework highlights that having an established infrastructure and programming available for online delivery ensures preparedness for any ongoing and future disruptions. These disruptions may not be as severe as another full shutdown of in-person programming for a sustained period, but could also include shorter bouts of physical inaccessibility, either universally for all program participants (e.g., in the case of an environmental crisis), or affecting certain participants (e.g., an absence associated with a medical condition, geographical distance).

It also emphasizes moving past an emergency model of online program delivery towards a more deliberate establishment of online programs, including developing virtual infrastructure and program materials, to ensure online offerings maintain the same quality standards as in-person programming, and thoughtfully determining which elements of programming should be delivered online and which should be delivered in-person.

As we move into Phase 4, the types of infrastructure and materials to consider may include:

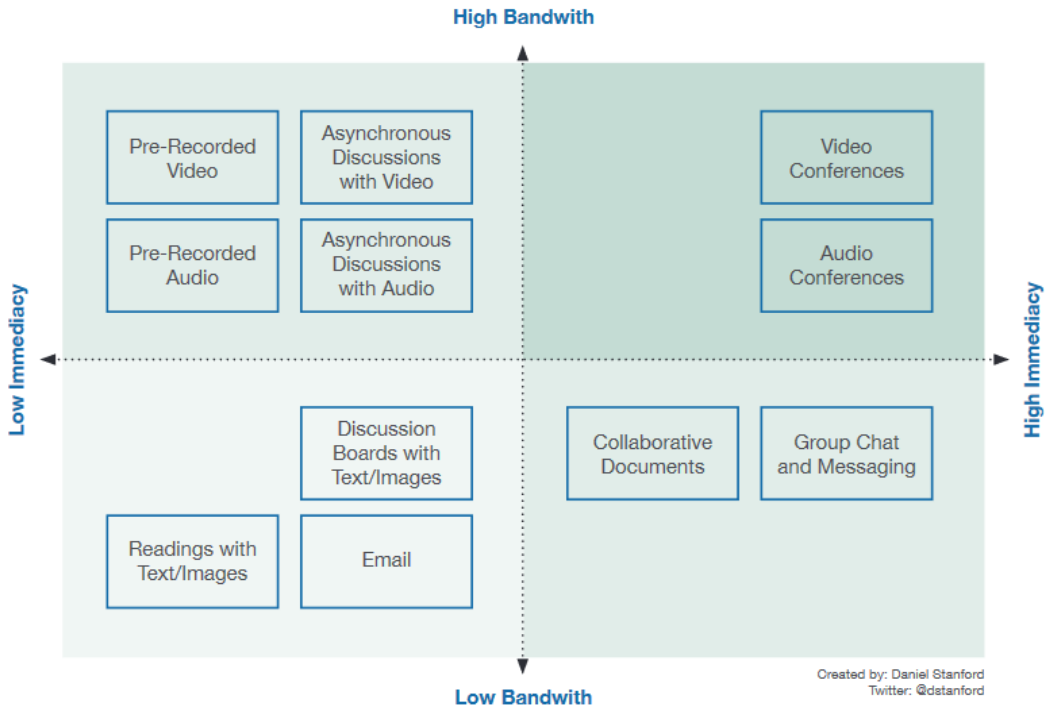
- A web portal or LMS for participants to access important programming information and materials;

- Appropriate hardware and software, both for in-person programming and to distribute as needed for remote participation and facilitation (e.g., laptops, tablets, desktops, modems, mobile Internet sticks, video conferencing licenses);
- Established virtual program curriculum (e.g., online adaptations for in-person programming such as virtual mentoring or tutoring, virtual-first programming like social media campaigns/activities, video content, etc.); and
- Appropriate tech support and training for staff and volunteers on the digital skills required to deliver online programming (e.g., digital literacy, specific software and hardware, virtual facilitation skills, online safety).

BANDWIDTH AND IMMEDIACY MATRIX

Access to technology and a reliable/sufficient Internet connection continue to be important considerations in the development of future online offerings. To help understand the dynamics at play between balancing immediacy of interactions, and the bandwidth demands of different categories of activities, the Canadian Mentoring Partnership developed the following matrix.

Figure 2 Bandwidth and immediacy matrix (Canadian Mentoring Partnership, 2020)



This matrix can be a helpful tool for understanding different ways of engaging with participants that balance the participants' needs (i.e., both in terms of level/type of engagement and their ability to connect from a technological standpoint). Having program elements within all four quadrants can help diversify available options and reach a greater number of youth. In addition, in a non-crisis environment, where both in-person and online programs are available, understanding the limits of technology among participants can help determine which program elements are suitable for online delivery (e.g., online reading) and which are better suited for in-person delivery (e.g., face-to-face tutoring or mentoring).

DIGITAL COMPETENCY FRAMEWORK

The final framework presented in this report is a digital competency framework that aims to develop individuals' ability to use digital technologies to achieve their objectives with confidence, critical thinking, and creativity (Learn Quebec, 2019). This framework was developed in 2019 as part of the Quebec government's Digital Action Plan for Education and Higher Education and is meant to encompass digital skills development for teachers from preschool through higher education. It emphasizes autonomy and the ability to adapt to innovations and emerging technologies in the digital field and pass those skills on to students.

Figure 3 Digital competency framework (Learn Quebec, 2019)

While this model was developed specifically for educators, many of the core components can be generalized for youth programming, as it aims to develop professional and personal skills that can help program staff successfully develop both their own digital skills, as well as that of their youth participants.

The framework places ethical citizenship and technological skills at the centre, with the remaining dimensions represented cyclically, to reflect that those dimensions may evolve over time and build on each other, and there is not a set path through developing digital competency.

A brief summary of the dimensions:

1. **Ethical citizenship:** Behaving ethically in digital society and understanding the impact of the use of digital technology on well-being.

2. **Technological skills:** Awareness and understanding of emerging technological issues, learning to use new technologies, data security, ability to adapt to different software, platforms, and applications, and technological problem solving.

3. **Digital resources for learning:** Using technology to develop learning resources, selecting and using digital resources to help learn, and using digital technology to encourage curiosity in oneself and others.

4. **Information literacy:** Selecting, assessing, and using appropriate information for a task, including identifying cases where further information is needed, planning and implementing effective research strategies, accessing a variety of resources, and assessing research results.

5. **Collaboration:** Collaborating and co-creating in online environments, identifying and using appropriate tools for your needs, and developing strong interpersonal skills.

6. **Communication:** Adapting messages to their context and communicating appropriately and safely, while using appropriate digital communication tools and strategies.

7. **Content production:** Producing content using digital technology, using appropriate production tools for your needs (e.g., text, sound, images).

8. **Inclusion and diverse needs:** Using digital strategies and tools to overcome barriers and address diverse needs, and assessing tools on the basis of potential constraints, including cultural, physical, technical, or economic accessibility.

9. **Personal and professional empowerment:** Using digital technology to develop professional competencies, including for use in entrepreneurial, job search, and networking activities.

10. **Problem solving:** Assessing problems, and developing and implementing appropriate solutions, including through collaboration.

11. **Critical thinking:** Assessing digital technologies and content before use, and developing critical judgment skills around digital technology, as well as being able to accurately assess your own digital skills and usage.

12. **Innovation and creativity:** Using digital technology for creative projects, or using creative approaches towards other projects or processes, and being open to innovation from others.

Through ongoing development of those dimensions, the framework aims to ultimately develop autonomy and critical judgment in individuals when it comes to their use of digital technologies, both those available currently, as well as emerging technologies.

CONSIDERATIONS

While online youth programming can support youth learning needs and development, there are several considerations for organizations as they offer ongoing online programming and develop new forms of virtual engagement. These considerations encompass both ways in which online programming may be an effective supplement for in-person programming, as well as ways in which online programming may require additional thinking around program development and implementation.

EXPANDING BEYOND CURRENT PARTICIPANTS

The review identified examples where online programming allowed programs to expand their reach to additional participants (i.e., those they may not have been able to engage through in-person programming; programs they may have had to discontinue given restrictions on in-person gatherings; and extending reach during changes in participants' circumstances, such as relocating). Online programming can extend reach to youth in rural or remote locations, youth who are unable to access the program's physical location due to transportation limitations, and youth who may find it challenging to attend in-person programming due to a disability or chronic health condition.

BRINGING TOGETHER DIVERSE YOUTH AND EXPERTS

As discussed, online programming also allows programs to access a wider variety of experts to engage in their program. This can include staff, volunteers, or guests with particular skills, careers, or educational backgrounds that are of interest to participating youth. Expanding beyond a program's geographic boundaries to recruit experts can allow programs to more easily meet youth's specialized needs, such as those who are interested in a post-secondary field of study not taught locally, a career centred in specific geographic areas, or advanced tutoring in specific courses. Online programming can also allow for a larger pool of volunteer experts, who may be willing to participate virtually, but time or geographic constraints prevent them from participating in-person.

ALLOWING FOR INCREASED, INTEGRATED DATA COLLECTION

There is potential for further research and evaluation with respect to online youth programming, particularly given the capabilities of online platforms to collect large amounts of user data (e.g., through LMS, social media platforms, and websites). While this can present privacy concerns as detailed below, it also presents opportunities for increased data analysis of youth programming,

such as frequency and length of interactions and response times for different types of programming and youth, which can lead to program improvements designed to enhance learning, engagement, and participation.

SUPPORTING DIFFERENT TYPES OF ONLINE INTERACTIONS

Offering variety in online programming, both in terms of the immediacy of formats and in terms of different modes of engagement (synchronous, asynchronous, interactive, reflective) can help encourage ongoing youth engagement. The examples presented in this report and other research have also shown that having variety in *who* is interacting is also an important element of youth programming and can help improve program outcomes (Learn Quebec, 2019). This includes the ability for youth to interact directly with content, for youth to interact with each other, and for youth to interact with program staff, both in groups, and one-on-one. As with in-person programming, effective online programming includes both effective content and activities, as well as effective social support structures.

DEVELOPING DIGITAL SKILLS

Generally, programs have noted that youth have a degree of expertise in technology and digital spaces that often surpasses the adults in their lives. This allows online programs to give youth the opportunity to take a leadership role in programming decisions and sessions. This can include co-developing online engagement group norms and expectations (e.g., video participation, frequency of communication), encouraging youth to create and participate in online spaces for peer-to-peer interactions, involving youth in online programming decision-making (e.g., platforms, activities) and in ongoing program improvements, and allowing youth to facilitate or co-facilitate virtual sessions based on their interests and knowledge.

However, it is worth noting that while there is often an assumption of technological savviness among youth, that may not always play out. Youth involved in virtual programming will likely have a diversity of skill levels and may need support in learning how to use new technologies or platforms or developing digital literacy skills more generally. Likewise, staff and volunteers will likely have a range of digital competencies and could also benefit from digital skills training and technical support. This is particularly the case if the program uses a custom platform, which may require training/onboarding for staff to manage programming, as well as ongoing technical support in the form of Information Technology (IT) and Communications staff, to help with program planning and troubleshooting.

In addition to training on the relevant hardware and software, training and onboarding for digital youth programming should also consider including skills related to online facilitation,

such as expectations around communication frequency and response times, online communication skills, and online safety. For example, MENTOR Canada highlights that misunderstandings can occur since there is an absence of visual cues in online communications and when delays in responses can be misinterpreted. Both mentors and mentees need to have the necessary digital skills and emotional maturity to express themselves effectively to maintain positive relationships online (Canadian Mentoring Partnership, 2020).

IDENTIFYING TECHNICAL BARRIERS

Programs looking to expand their online youth programming should consider a more in depth needs assessment relating to any potential technical barriers to participation, to prepare how to best address them.

As discussed, access to Internet at home is not universal in Canada, nor is availability of devices. When developing online activities and resources, programs should consider their participants, and whether or not they will need financial or material support for Internet connections, and Internet-enabled hardware.

In addition, many young people use smart phones or tablets as their primary Internet enabled device. Online platforms are often optimized for either mobile devices, or computers, but not necessarily both. Organizations should ensure that online programming is tested on all devices through which youth are likely to use to connect. Testing helps to ensure the materials translate across devices, and that staff are able to correctly identify how materials or platforms might differ across devices.

If participating youth are likely to be using unstable or slow Internet connections, or are limited by cell phone data plans, programs may also want to consider focusing on the low bandwidth activities identified in the Bandwidth and Immediacy Matrix, and including offline versions of activities, such as saveable and printable versions.

Online programming decisions should also consider technical barriers that may arise as the result of any disabilities experienced by their participants, and what accommodations may be available to help address those barriers, such as ensuring content is accessible for a screen reader and providing captions for videos. Resources like the Web Content Accessibility Guidelines (WCAG) 2.0 can be a helpful resource for identifying minimum accessibility standards for online programs (Caldwell, et al., 2008).

ENSURING PROGRAM SAFETY IN ONLINE SPACES

The review did identify concerns among program staff, youth, and families regarding ensuring youth safety and privacy in online settings. Online platforms are often passively collecting data on participant and staff/volunteer usage. While this can, as mentioned above, be useful for research, evaluation, and program improvement purposes, it may also present a privacy concern for users who do not wish their data to be shared. Programs that use a customized website or LMS may have a greater degree of control over what information is collected and shared to ensure user privacy, while programs that use other platforms (e.g., Instagram, Facebook), may have less control over how user data collected behind the scenes of their programming is used.

While user privacy is an important consideration, organizations can also take into account how online systems may assist in increasing youth safety, such as automated tools that can help programs flag potentially problematic content (e.g., swear words, sexual content) for review. These types of systems are often automated, or AI facilitated, with certain words or phrases identified by staff to be flagged, or previously identified problematic posts informing future AI identification, at which point posts and/or communications can either be temporarily held back from publication until reviewed, or simply flagged for potential moderation while still moving forward. These types of systems must consider cultural and community-specific contexts and the implications on word and phrase selection, including what languages to include in flagged words/phrases, whether flagged words/phrases have different meanings in other languages, and flagging words and phrases that can lead to delays in posting content specific to certain groups. For example, in the past, YouTube's algorithm for automatically identifying videos which are ineligible to include advertisements, and the subsequent advertising revenue, allegedly demonetized videos that featured LGBTQ-related vocabulary in their video titles, such as "gay" and "lesbian" (Romano, 2019). While the algorithm may have been designed to help flag content that may use slurs, in that case, it may also have blocked legitimate content on the topic of sexual orientation.

Other online safety measures include systems that allow program staff to monitor interactions between volunteers and participants, such as systems that allow moderator access to all break-out rooms in video conferencing software such as Zoom. While video conferencing software often allows for sessions to be recorded, which can be an alternative to live monitoring for safety purposes, it also introduces additional privacy considerations, such as where and how recordings are stored (e.g., on Canadian servers, with password protections), how they are reviewed and by whom, and for how long they are stored.

Often, privacy and safety are situated on a continuum, where increasing one aspect decreases the other, and programs must find a balance that ensures their participants and staff/volunteers are adequately protected, while respecting their participants' right to and desire for privacy.

More generally, online programs, by virtue of being online, may want to address online safety as a program topic. For example, online safety content can include:

- Maintaining ongoing conversations about online activities youth are engaging in to identify any potential challenges early (e.g., addressing inappropriate behaviour, respecting confidentiality, etc.);
- Reviewing Internet security best practices, such as safe password generation and storage, and sharing personal information online, including ways to safeguard digital identity; and
- Reinforcing ethical digital citizenship, including dimensions of the digital competency framework discussed above.

CONCLUSION

The COVID-19 pandemic and subsequent public health response demonstrated that it is possible for youth programming to rapidly pivot to virtual engagement. As public health restrictions are lifted, and in-person and online programming return to being able to exist in tandem with each other, the above examples, frameworks, and considerations can hopefully help guide decision-making in regard to what is offered online, and how it is offered.

As those decisions are made and implemented, particularly once outside of an emergency response situation, a more structured and systematic approach to documenting, tracking and reflecting on online programming decisions can help build the evidence base for online programming, especially as new technological innovations emerge. Particularly, there are three main areas of inquiry to consider in regard to ongoing program evaluation and research:

1. **Process:** The ways in which programs and activities were developed, including who was involved in the development, any theoretical or research-based grounding, and adaptations to program materials over time.

2. **Implementation:** The ways in which programs and activities were delivered, including the resources required (e.g., financial, physical, technology, personnel), adherence to a curriculum/program plan (if applicable), and facilitation (e.g., number and roles of staff/volunteers, techniques used to encourage participation).

3. **Outcomes:** Primarily, youth programs consider outcomes related to youth. These will vary according to program goals, but can include outcomes such as academic engagement, academic achievement, skills development, health, and wellbeing, among many others.

There is limited evidence to date about the efficacy of the examples reviewed in this report: i.e., what worked well, what failed, and why? In addition, there are likely to be long-term impacts on youth and programs as a result of the COVID-19 pandemic, including on youth health, academic achievement, and skills development, as well as on the capacity and appetite for online engagement tools. Engaging with service providers and youth to reflect on their experiences through interviews, focus groups, and surveys can help programs better understand what worked, what didn't work, and the ongoing influence of the past year on individuals, organizations, and communities moving forward.

WORKS CITED

Actua Canada. (n.d.). *Digital Skills Program*. Retrieved from Actua Canada: https://www.actua.ca/en/programs/codemakers/

Actua. (n.d.). *Online Safety*. Retrieved from Actua: https://www.actua.ca/en/onlinesafety/onlinesafety/

AI4YouthCanada. (n.d.). *Empower Program*. Retrieved from AI4YouthCanada: https://www.ai4youthcanada.com/our-programs

Amin, F. (2021, February 9). *Navigating after-school programs when there's no physical school*. Retrieved from CityNews: https://toronto.citynews.ca/2021/02/08/navigating-after-school-programs-when-theres-no-physical-school/

Barbour, M. K., LaBonte, R., Kelly, K., Hodges, C., Moore, S., Lockee, B., . . . Hill, P. (2020). *Understanding Pandemic Pedagogy: Differences Between Emergency Remote, Remote, and Online Teaching*. Halfmoon Bay: Canadian eLearning Network. Retrieved from https://k12sotn.ca/wp-content/uploads/2020/12/understanding-pandemic-pedagogy.pdf

BGC Canada. (2020, November 25). *Boosting Financial Literacy for Kids and Teens at Core of New Partnership between BGC Canada and The Co-operators*. Retrieved from BGC Canada: https://www.bgccan.com/en/boosting-financial-literacy-for-kids-and-teens-at-core-of-new-partnership-between-boys-and-girls-clubs-of-canada-and-the-co-operators/

BGC Canada. (2020, November 30). *Fourth annual Kid Food Nation contest celebrates young chefs from across Canada*. Retrieved from BGC Canada: https://www.bgccan.com/en/fourth-annual-kid-food-nation-contest-celebrates-young-chefs-from-across-canada/

BGC Canada. (2020, August 28). *Home Run for 10,000 Kids During Jays Care Virtual Camps This Summer*. Retrieved from BGC Canada: https://www.bgccan.com/en/home-run-for-10000-kids-during-jays-care-virtual-camps/

BGC Canada. (2021, February 10). *National Youth Council x Black History Month*. Retrieved from BGC Canada: https://www.bgccan.com/en/national-youth-council-x-black-history-month/

BGC Canada. (n.d.). *BGC Natioanl Youth Forum*. Retrieved from BGC Canada: https://strongerconnection2021.bgccan.com/

BGC Canada. (n.d.). *Learning & Career Development*. Retrieved from BGC Canada: https://www.bgccan.com/en/what-we-do/learning-career-development/

BGC Greater Halifax. (2021, April 14). *Tonight's session on white privilege and unconscious bias with @DericoSymonds & @MeganNeaves_ was outstanding.* Retrieved from Twitter: https://twitter.com/BGCGreaterHfx/status/1382478962044116996

BGC Ottawa. (2021, June 4). *At BGC Ottawa, we have maintained positive connections with kids and families during this trying time with the Virtual Clubhouse.* Retrieved from Twitter: https://twitter.com/bgcottawa/status/1400875009674035203

BGCBIGS. (2021, May 11). *Thanks to @BGCCAN, we were able to run our 'Kid Food Nation: Family Edition' virtual style last week! Over 20 participants, including family members of our youth, came together to make healthy taco salad bowls! Many said this was the "BEST SESSION EVER!"* . Retrieved from Twitter: https://twitter.com/BGCBigs/status/1392209892237135873

Big Brothers Big Sisters of Canada. (2021, May 3). *Children's mental health can be protected*. Retrieved from Big Brothers Big Sisters of Canada: https://bigbrothersbigsisters.ca/childrens-mental-health-can-be-protected/

Big Brothers Big Sisters of Canada. (n.d.). *Keep Kids Connected*. Retrieved from Big Brothers Big Sisters of Canada: https://bigbrothersbigsisters.ca/event/keep-kids-connected/

Boat, A., Sethi, J., Eisenberg, C., & Chamberlain, R. (2020). *"It Was a Support Network System that Made Me Believe in Myself": Understanding Youth and Young Adults' Experiences of Social Capital in Six Innovative Programs.* Minneapolis: Search Institute. Retrieved from https://www.search-institute.org/wp-content/uploads/2020/12/SOCAP_Deliverable_121720.pdf

Caldwell, B., Cooper, M., Guarino Reid, L., Vanderheiden, G., Chisholm, W., Slatin, J., & White, J. (2008). *Web Content Accessibility Guidelines (WCAG) 2.0*. Retrieved from W3C: https://www.w3.org/TR/WCAG20/

Canadian Centre for Child Protection. (2017). *Parenting Tweens and Teens in the Digital World.* Winnipeg: Canadian Centre for Child Protection. Retrieved from https://protectchildren.ca/pdfs/C3P_ParentingintheDigitalWorld_en.pdf

Canadian Centre For Child Protection. (2020, March 19). *Staying Safe Together: Tips for keeping kids safe online while out of school*. Retrieved from PortectKidsOnline.ca: https://protectkidsonline.ca/app/en/blog_202003_staying_safe_together

Canadian Mentoring Partnership. (2020). *E-mentoring: Key Topic Overview*. May. Retrieved from https://www.mentoringcanada.ca/sites/default/files/2021-03/E-mentoring_kto_ENG.pdf

Chrichton, S., & Kinsel, E. (2021). *Design Pricniples for Online Learning: British Columbia Study*. Halfmoon Bay: Canadian eLearning Network. Retrieved from https://secureservercdn.net/198.71.233.153/sgf.292.myftpupload.com/wp-content/uploads/2021/03/CANeLearn-BC-Study-Design-Principles-for-Online-Learning-March-23-2021.pdf

Church-Duplessis, V., Hackett, C., Rae, J., & Basharat, S. (2021). *Capturing the Mentoring Landscape Report: The State of Mentoring in Canada.* Retrieved from https://mentoringcanada.ca/sites/default/files/2021-05/Capturing%20the%20Landscape_Report_FINAL_May%2018%20%281%29.pdf

Church-Duplessis, V., Hackett, C., Rae, J., & Basharat, S. (2021). *Mapping the Mentoring Gap Report: The State of Mentoring in Canada.* Retrieved from https://www.mentoringcanada.ca/sites/default/files/2021-05/Mapping%20the%20Gap_Report_FINAL_May%2018.pdf

Connected North. (n.d.). *What is Connected North?* Retrieved from Connected North: https://www.connectednorth.org/en/

Duhin. (2021, May 5). *The full livestream of the 2021 Youth of the Year Awards is now online!* Retrieved from Twitter: https://twitter.com/duhin_/status/1390047020941971464

Esham, T. (2021, June 3). *Club Digital Platform Sparks Joy During the Pandemic*. Retrieved from Boys & Girls Clubs of America: https://www.bgca.org/news-stories/2021/June/club-digital-platform-sparks-joy-during-the-pandemic

Girl Guides of Canada. (2021, May 23). *Ready, aim, click!* Retrieved from Facebook: https://www.facebook.com/GirlGuidesofCanada.GuidesduCanada/photos/a.112813115427462/5588844064490979/

Girl Guides of Canada. (2021, May 28). *Virtual cooking lessons are the perfect mix of fun and learning*. Retrieved from Facebook: https://www.facebook.com/GirlGuidesofCanada.GuidesduCanada/photos/a.112813115427462/5614173131958072/

Girl Guides of Canada. (2021, May 19). *Want to get moving and have some fun?* Retrieved from Facebook: https://www.facebook.com/GirlGuidesofCanada.GuidesduCanada/photos/a.112813115427462/5568307109878008/

Girl Guides of Canada. (n.d.). *Our Pandemic Time Capsule*. Retrieved from Girl Guides of Canada: https://www.girlguides.ca/PandemicExperience/TimeCapsule/#/

Global Youth Mobilization. (2021). *Young people championing post-pandemic futures: Policy recommendations from The Big 6 youth organizations.* Global Youth Mobilization. Retrieved from https://globalyouthmobilization.org/wp-content/uploads/2021/03/Final-Young-People-Championing-Post-Pandemic-Futures.pdf

Holt-Quick, C., Warren, J., Stasiak, K., Williams, R., Christie, G., Hetrick, S., . . . Merry, S. (2020). *A chatbot architecture for promoting youth resilience.* Ithaca: Cornell University. Retrieved from https://arxiv.org/abs/2005.07355

IBM Cloud Education. (2020, June 3). *Artificial Intelligence (AI)*. Retrieved from IBM: https://www.ibm.com/cloud/learn/what-is-artificial-intelligence

Iyer, P. (2020, May 7). *'Our young people are struggling': Supporting youth in need during COVID-19*. Retrieved from TVO: https://www.tvo.org/article/our-young-people-are-struggling-supporting-youth-in-need-during-covid-19

Jays Care Foundation. (2020). *Trauma-Informed Virtual Programs.* Toronto: Jays Care Foundation. Retrieved from https://mktg.mlbstatic.com/bluejays/downloads/pdfs/2020/trauma-informed-virtual-programs.pdf

Jays Care Foundation. (n.d.). *Virtual Classrooms: A Collection of Best Practices for Educators.* Toronto. Retrieved from https://mktg.mlbstatic.com/bluejays/downloads/pdfs/2020/virtual-classrooms-best-practices-guide.pdf

Learn Quebec. (2019). *Digital Competency Framework.* Quebec City: Learn Quebec. Retrieved from https://www.learnquebec.ca/documents/20181/552361/Digital+Competency+Framework+-+Cadre-reference-competence-num-AN.pdf

Liu, S. (2021, April 14). *'They are all changed': What more than a year of pandemic isolation means for youth mental health*. Retrieved from CTV News: https://www.ctvnews.ca/health/coronavirus/they-are-all-changed-what-more-than-a-year-of-pandemic-isolation-means-for-youth-mental-health-1.5387300

Medow, J., & Sheldrick, O. (2020, April 9). *Only Connect*. Retrieved from First Policy Response: https://policyresponse.ca/only-connect/

MENTOR Canada. (2021, March). *Building a Mentoring Movement in Canada.* MENTOR Canada. Retrieved from MENTOR Canada:

https://www.mentoringcanada.ca/sites/default/files/2021-03/MEN210202-2_Progress_report_Rev3.pdf

Mentor Canada. (2021, May 6). *Discover some of the key insights from our Global Youth Town Hall with young leaders in over 15 countries.* Retrieved from Facebook: https://www.facebook.com/mentoringcanada/posts/486885002739405

Mentor Canada. (2021, June 7). *The E-Mentoring platform, MentorCity, offers endless built-in features to provide the best possible online mentoring experience there is to mentoring organizations, mentors & youth.* Retrieved from Facebook: https://www.facebook.com/mentoringcanada/posts/506806734080565

MENTOR Canada. (2021, May 11). *Young Canadians to benefit from full-featured, safe, free e-mentoring solution*. Retrieved from MENTOR Canada: https://mentoringcanada.ca/en/news/young-canadians-benefit-full-featured-safe-free-e-mentoring-solution?fbclid=IwAR3gdU853fJAz-L415A7wFy2smY10OSELbRqn2OfKEa1QvK7kFZS6nqlL1Q

MENTOR Canada. (n.d.). *Amplifying Mentoring Across Canada.* Retrieved from MENTOR Canada: https://www.mentoringcanada.ca/sites/default/files/2021-03/MENTOR%20Canada%20Day%20on%20the%20Hill%202021_Rev4%20Final.pdf

NAFC Aboriginal Youth Council. (2021, June 24). *We are looking for youth from each region of Canada to attend Cando's Economic Development Youth Summit, August 9-13, 2021.* Retrieved from Facebook: https://www.facebook.com/NAFC.AYC/posts/4360191904047615

NeedHelpNow.ca. (n.d.). *How can we help you today?* Retrieved from NeedHelpNow.ca: https://needhelpnow.ca/app/en/

NetNewsLedger. (2020, April 21). *Scouts Canada - Keeping Youth Connected During COVID-19 Pandemic.* Retrieved from NetNewsLedger: http://www.netnewsledger.com/2020/04/21/scouts-canada-keeping-youth-connected-during-covid-19-pandemic/

Noam, G., Hall, G., & Robinson, K. (2020, August 13). Supporting Quality Learning Experiences in Virtual OST. Partners HealthCare.

NPower Canada. (2021, June 24). *Youth Regional Resource Fair*. Retrieved from Facebook: https://www.facebook.com/NPowerCanada/photos/a.342549252595832/1709554239228653/

OCISO. (n.d.). *Programs and Services Offered Durign the COVID-19 Pandemic*. Retrieved from OCISO: https://ociso.org/programs-and-services-offered-during-the-covid-19-pandemic/

OCISO. (n.d.). *Youth Program*. Retrieved from OCISO: https://ociso.org/youth-program-yociso/

Ontario, G. o. (n.d.). *Learn at home*. Retrieved from Ontario.ca: https://www.ontario.ca/page/learn-at-home

Open School BC. (n.d.). *Keep Learning*. Retrieved from Open School BC: https://www.openschool.bc.ca/keeplearning/

OPL Teens. (2021, June 22). *Teen Staycation*. Retrieved from Instagram: https://www.instagram.com/p/CQb7RtslK-E/

Opportunity For All Youth. (2020). *Youth Employment in Canada: The Youth Insights Report 2020*. Toronto: Opportunity For All Youth. Retrieved from https://www.opportunityforallyouth.ca/wp-content/uploads/2021/04/01-04-2021-Youth-Insights-Report-FINAL.pdf

Ottawa Child & Youth Initiative. (n.d.). *Critical Hours COVID Wise Event*. Retrieved from Growing Up Great: https://www.growingupgreat.ca/english/covid-19-resources/critical-hours-covid-wise-event/

Ottawa Public Library. (n.d.). *No Excuses, No Limites!* Retrieved from Ottawa Public Library: https://biblioottawalibrary.ca/en/event/no-excuses-no-limits-pas-dexcuses-pas-de-limites

Ottawa Public Library. (n.d.). *Teen Writing Workshop with Author Sarabeth Holden*. Retrieved from Ottawa Public Library: https://biblioottawalibrary.ca/en/event/no-excuses-no-limits-pas-dexcuses-pas-de-limites

Pathways to Education. (2020, September 17). *How we're helping students cope with this unpredictable school year*. Retrieved from Pathways to Education: https://www.pathwaystoeducation.ca/research/how-we-are-helping-students-cope-with-this-unpredictable-school-year/

Pathways to Education. (2020, June 13). *Impacts of the COVID-19 pandemic on low-income communities*. Retrieved from Pathways to Education: https://www.pathwaystoeducation.ca/research/impacts-of-the-covid-19-pandemic-on-low-income-communities/

Pathways to Education. (2021, January 28). *How we're stepping up to support Pathways youth in 2021*. Retrieved from Pathways to Education:

https://www.pathwaystoeducation.ca/news/how-were-stepping-up-to-support-pathways-youth-in-2021/

Roehlkepartain, E. C., & Chamberlain, R. (2020, April 2). *Nurturing Relationships Online: Advice from Experts (Youth)*. Retrieved from Search Institute: https://blog.search-institute.org/nurturing-relationships-online-advice-from-experts-youth

Romano, A. (2019, October 10). *A group of YouTubers is trying to prove the site systematically demonetizes queer content*. Retrieved from Vox: https://www.vox.com/culture/2019/10/10/20893258/youtube-lgbtq-censorship-demonetization-nerd-city-algorithm-report

Ruiz, R. (2021, March 24). *Meet the chatbot that simulates a teen experiencing a mental health crisis*. Retrieved from Mashable: https://mashable.com/article/trevor-project-ai-simulation-tool

Scouts Canada. (2020, November 19). *Senate Speaker Series - Virtual Experience*. Retrieved from Scouts Canada: https://www.scouts.ca/news-and-events/news/2020/11/senate-speaker-series

Scouts Canada. (2021, February 10). *Senate Speaker Series - Part 2: Youth Leadership - Virtual Experience*. Retrieved from Scouts Canada: https://www.scouts.ca/news-and-events/news/2021/02/senate-speaker-series-part-2

Scouts Canada. (2021, March 23). *Senate Speaker Series Part 3: Gender Equality*. Retrieved from Scouts Canada: https://www.scouts.ca/news-and-events/news/2021/03/senate-speaker-series-part-3-gender-equality

Scouts Canada. (n.d.). *Activity Finder*. Retrieved from Scouts Canada: https://www.scouts.ca/resources/activity-finder.html

Scouts Canada. (n.d.). *The Great Canadian Scouting Adventure*. Retrieved from Scouts Canada: https://www.scouts.ca/programs/great-canadian-scouting-adventure/explore.html

Search Institute. (2020). *Building Development Relationships During the COVID-19 Crisis: Checklist*. Minneapolis: Search Institute. Retrieved from https://www.search-institute.org/wp-content/uploads/2020/03/Coronavirus-checklist-Search-Institute.pdf

Search Institute. (n.d.). *Building Developmental Relationships From a Distance: Checklist*. Minneapolis: Search Institute. Retrieved from https://www.search-institute.org/wp-content/uploads/2020/08/Coronavirus-checklist2.pdf

Shaw Community Link. (2020, May 26). *Scouting from home: Scouts Canada aims to continue education through online programming*. Retrieved from Scouts Canada: https://www.scouts.ca/news-and-events/news/2020/05/scouts-canada-aims-to-continue-education-through-online-programming

Singh, S., Datta, N., & Strusani, D. (2020, October 15). *Three ways artificial intelligence can help boost youth employment*. Retrieved from World Bank Blogs: https://blogs.worldbank.org/jobs/three-ways-artificial-intelligence-can-help-boost-youth-employment

Somali Centre for Family Services. (n.d.). *Our Online Services*. Retrieved from Somali Centre for Family Services: https://scfsottawa.org/covid-19-online-services/?et_fb=1&PageSpeed=off

Somali Centre for Family Services. (n.d.). *Somali Centre for Family Services*. Retrieved from Facebook: https://www.facebook.com/somali.centre

Tamarack Institute. (2021). *Building the Bridge to Youth Success: Overcoming the Digital Divide.* Tamarack Institute. Retrieved from https://www.tamarackcommunity.ca/hubfs/Building%20Youth%20Futures/2021%20Annual%20Gathering/2021%20CBYF%20Post%20Event%20Resources/Digital%20Divide%20Discussion/Building%20the%20Bridge%20to%20Youth%20Success_Overcoming%20Digital%20Divide%20ENG.pdf

The Cochrane Times-Post. (2020, May 8). *Scouting at Home*. Retrieved from The Cochrane Times-Post: https://www.cochranetimespost.ca/news/local-news/scouting-at-home

Wabano. (n.d.). *After School Program*. Retrieved from Wabano: https://wabano.com/event/after-school-program-2/2021-06-22/

YMCA-YWCA of the National Capital Region. (n.d.). *Newcomer Youth Leadership Development Program*. Retrieved from YMCA-YWCA of the National Capital Region: https://www.ymcaywca.ca/employment-immigrant-services/immigrant-services/newcomer-youth-leadership-development-program/

YOCISO. (2021, April 19). *Join us for a virtual race in support of youth programming.* Retrieved from Facebook: https://www.facebook.com/yociso/posts/2877281552491030

OTTAWA

VANCOUVER

CALGARY

EDMONTON

MONTREAL

WINNIPEG

www.srdc.org • 1 866 896 7732 • info@srdc.org

SRDC SRSA SINCE 1991 DEPUIS

INNOVATION • EXPERIMENTATION • EVALUATION