2021/2022 ANNUAL REPORT

CONNECTING SHARED KNOWLEDGE TO BETTER YOUTH OUTCOMES

YOUTHREX
Research &
Evaluation eXchange

YouthREX's vision is an Ontario where shared knowledge is transformed into positive impact for all youth.

Our mission is to make research evidence and evaluation practices accessible and relevant to Ontario's youth sector through knowledge exchange, capacity building, and evaluation leadership.

TABLE OF CONTENTS
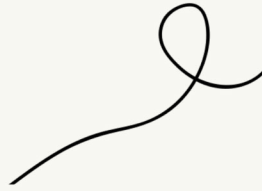
A MESSAGE FROM YOUTHREX'S ACADEMIC DIRECTOR

Welcome to our Annual Report for the 2021/2022 fiscal year!

This report provides details of YouthREX's service outputs to meet the contractual deliverables in our Transfer Payment Agreement with the Ministry of Children, Community & Social Services for the 2021/2022 fiscal year. The report includes detailed dashboards of our accomplishments for our four mandated program objectives, as well as findings from our internal evaluation data on the reach and effectiveness of YouthREX's offerings and services. The 2021/2022 fiscal year is the first year of a renewed two-year contract with the Ministry that is focused on deepening and sustaining the impacts of YouthREX's work since our launch in November 2014 as part of Ontario's Youth Action Plan.

YouthREX's vision and mission have remained the same since we launched – a vision of an Ontario where shared knowledge is transformed into positive impact for all youth, and a mission to make research evidence and evaluation practices accessible and relevant to Ontario's youth sector through knowledge exchange, capacity building, and evaluation leadership.

While the same vision and mission guided our work in 2021/2022, we responsively modified and evolved our activities to adjust to the challenges and demands of the COVID-19 pandemic, including increased demand from our youth sector stakeholders for online learning opportunities. We upgraded and redesigned our online professional development platform – Learn by YouthREX – to respond to this increased demand and to ensure a seamless experience for our stakeholders.

We diversified the content types of our online certificates so that participants can watch, listen, and read, as well as contribute to conversations on our REX Virtual Café, and we redeveloped various online offerings to meet different learning needs. Over **5,000** youth sector stakeholders signed up for one or more of our learning offerings in 2021/2022! Check out the **Learn by YouthREX platform: learn.youthrex.com**

In 2021/2022, we made significant progress on improving our capacity to serve the French-speaking youth sector in Ontario by expanding French resources and **translating more of our offerings and resources into French.** A partnership with School Mental Health Ontario to deliver the *Centering Black Youth Wellbeing certificate* in English and French to school boards across Ontario enabled us to fully translate the certificate and related resources into French. We also translated the *Cannabis and Youth certificate* into French, as well as translated a new resource, *What's With Weed*, that we completed in 2021/2022. We made significant progress towards a French version of our main website and will launch this by the end of 2022.

As part of a new program objective on Community-Engaged Research that will allow YouthREX to contribute to the evidence base on youth work in Ontario, we completed our first Community-Engaged Research project – the **Ontario Youth Sector Compass (OYC)** – focused on understanding the distinct barriers, challenges, and opportunities that impact the wellbeing of Ontario youth and their vision of a 'good life'. We're looking forward to an ongoing and active sharing of the findings from this research in accessible formats in 2022/2023, to energize change and action in Ontario's youth sector.

Thank you for taking the time to learn about YouthREX's work in the 2021/2022 fiscal year.

We look forward to continuing to facilitate opportunities for learning and knowledge that support responsive programming for Ontario's youth.

Collegially,

Uzo Anucha, MSW, PhD
Provincial Academic Director, YouthREX
Associate Professor and York Research Chair in Youth and Contexts of Inequity
School of Social Work
York University

on behalf of the YouthREX team
July 31, 2022

A PEEK AT YOUTHREX'S 2021/2022 YEAR IN NUMBERS

5,482

registrations for Certificates, Skill-Up Samplers, and Workshops

499

registrations for Webinars and our Teach-In

55

consultations and evaluations with youth programs were offered as part of our Customized Evaluation Supports

499

youth workers across Ontario participated in the Ontario Youth Sector Compass (**423** youth workers completed a survey and **76** completed an in-depth interview)

3,752

youth across Ontario participated in the Ontario Youth Sector Compass, our Community-Engaged Research project (**3,670** youth completed a survey and **82** completed an in-depth interview)

237

new resources were curated or created and added to the Knowledge Hub (**76** were new or translated French-language resources)

300
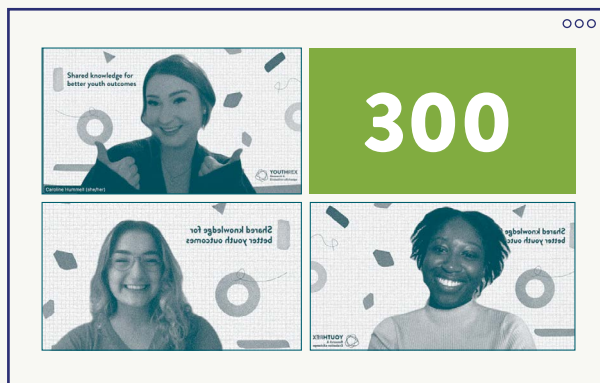
hours or more were spent on Zoom with youth programs and YouthREX team members!

...AND A PEEK AT YOUTHREX'S 2021/2022 YEAR IN QUOTES:

"I have learned a lot from the lectures and resources about practical ways that I can better support Black youth and address anti-Black racism, personally and within my organizations. I am better connected to Black scholars and researchers, as well as to the research and data that has been collected/developed here in our region of 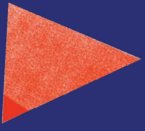Ontario. Through these modules, I feel better equipped, supported, and guided in this important work." - **Certificate Participant**

"The evidence briefs provided were on how to effectively engage youth, whether it be through platforms or in-person. These tools will be used when designing a career mentorship program for youth aged 16-25 to ensure youth engagement."
- Evidence Request Client (Customized Evaluation Supports)

"I love the flexibility and how all the modules were open to work at our own pace. Also, the content was varied, and I learned a lot from excellent experts. It was also really nice that the information came in a variety of formats that best suit the learner (i.e., audio, just slides, increase speed of audio, etc.)." **- Certificate Participant**

"We have used it [Evidence Brief] to secure funding, improve our evaluation, better tell our story of impact, and to make intentional improvements to programs."
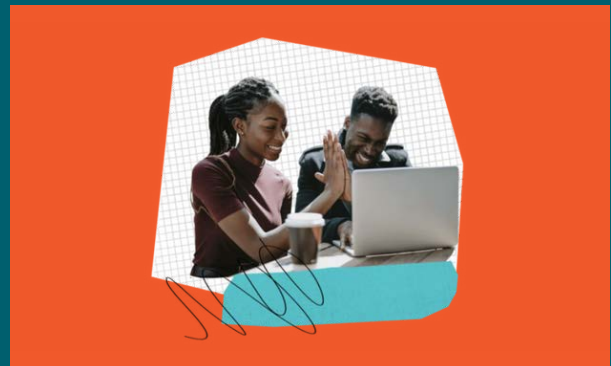**- Evidence Request Client (Customized Evaluation Supports)**

01.
YOUTHREX'S MANDATED PROGRAM OBJECTIVES

During the 2021-2022 fiscal year, YouthREX's work centred on our three signature objectives and a fourth new objective, as follows:

KNOWLEDGE EXCHANGE

LEARN BY YOUTHREX
(FORMERLY YOUTHREX ED)

CUSTOMIZED EVALUATION SUPPORTS
(FORMERLY YOUTH PROGRAM SUPPORTS)

COMMUNITY-ENGAGED
RESEARCH *(NEW)*

KNOWLEDGE EXCHANGE
FACILITATING SHARED KNOWLEDGE

"This (Knowledge Hub) is an invaluable resource; as the only youth-led organization in our city, YouthREX gives us inspiration and answers so many questions that we have through robust, relevant, and critical research on [relevant] topics & issues, allowing us to feel we are not alone!"

-YouthREX Stakeholder

Our Knowledge Exchange activities are focused on facilitating shared knowledge from research, youth work practice, and lived experience between diverse youth sector stakeholders (including youth, youth workers, policymakers, and academics), in formats that are accessible, timely, and relevant. Our website includes the following features:

Knowledge Hub: A 'one-stop shop' that connects youth workers to shared knowledge in accessible formats! The Knowledge Hub has over 1,800 curated and created resources, such as Research Summaries, Factsheets, Multimedia resources, and Research-to-Practice Reports. It also has Evidence Briefs that summarize evidence-informed best practices that youth organizations can integrate into program design, development, and evaluation. **Check out the Knowledge Hub**

Community Board: An online space that features events, professional development opportunities, sector-wide job opportunities, and more for the youth sector to stay engaged with current youth work news and issues relevant to improving youth wellbeing. **Check out the Community Board**

Virtual Café: An online space that hosts several Communities of Practice for youth workers to connect and expand their networks; find resources, tips, and tools to inform their work; reduce feelings of isolation; and find help with self-care. **Check out the Virtual Café**

REX Blog: A space for Ontario's youth sector to reflect, discuss, struggle, and engage with issues, news, and research to support better outcomes for Ontario youth. **Check out REX Blog**

LEARN BY YOUTHREX
FACILITATING SHARED LEARNING

"I appreciate the course design and delivery. It was very accessible and engaging and the material was hugely relevant to my job. I would love to be able to earn more certifications within my professional development rather than returning to school. I find your material is still academic and rigorous but has an applied element that doesn't exist in traditional university settings. If I can do more with YouthREX, I will be able to learn continuously without halting my career progress, and that's very important to me."

-Learn by YouthREX Participant

Learn by YouthREX provides professional development opportunities for youth workers to build their capacity to support the wellbeing of Ontario's youth. Our online learning platform, *Learn by YouthREX*, is an easy-to-navigate and fully integrated one-stop platform that houses all of our virtual learning opportunities – four certificates and nine workshops, currently. All of our certificates are connected to a Community of Practice on our Virtual Café for participants to connect with other learners. **Check out Learn by YouthREX**

COMMUNITY-ENGAGED RESEARCH
FACILITATING KNOWLEDGE ABOUT YOUTH AND YOUTH WORK IN ONTARIO

YouthREX added a fourth program objective in 2021-2022 to our mandated objectives. This new objective on Community-Engaged Research is in collaboration with the York Research Chair in Youth and Contexts of Inequity, held by Dr. Uzo Anucha, YouthREX's Academic Director. This objective extends YouthREX's work to include original community-engaged research on the experiences of Ontario youth and youth workers so we can contribute to the evidence base on youth work in Ontario.

We completed our first Community-Engaged Research project – the Ontario Youth Sector Compass (OYC) – focused on understanding the distinct barriers, challenges, and opportunities that impact the wellbeing of Ontario youth and their vision of a 'good life'. We're looking forward to an ongoing and active sharing of the findings from this research in accessible formats in 2022/2023 to energize change and action in Ontario's youth sector. **Learn more about the Ontario Youth Sector Compass**
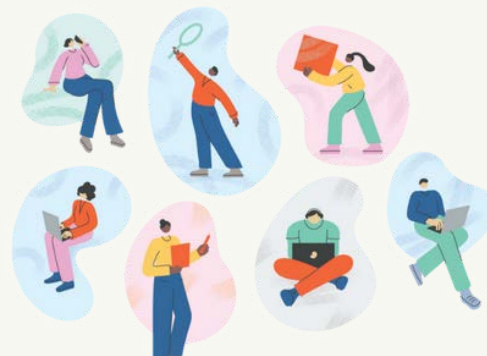
CUSTOMIZED EVALUATION SUPPORTS FACILITATING EVIDENCE-INFORMED YOUTH PROGRAMMING

"I really do value what you have done to improve our program. Having the resources and knowledge you have provided, we have taken huge leaps to create a more coherent and engaging program. I have received many compliments from staff and management regarding the progress this program has made over the past year. ... Other programs have also modelled their program creation around the resources we have developed. I am thankful for the support you have given our team!"

-Customized Evaluation Supports Client

Customized Evaluation Supports offers youth programs across Ontario a comprehensive suite of services to strengthen their use of evidence in the design and development of youth programs. We work one-on-one with youth programs on Knowledge Exchange, Program Development, and Program Evaluation.

Knowledge Exchange Consultations include the customized curation and creation of evidence and resources. These requests for evidence could include sharing resources already found on our Knowledge Hub, but could also include the development of new Evidence Briefs, Factsheets, and other resources tailored to a request from a youth program to support them in developing or delivering their programming.

Program Development Consultations include one-on-one support to programs and organizations in revising or developing program logic models or other visual representations of their programs that outline their activities and outcomes.

Evaluation Consultations include one-on-one support to programs and organizations with evaluation, including helping them choose appropriate evaluation methods, developing data collection tools, collecting data, and analyzing data.

Full Fee for Service Evaluations include multi-year evaluations that begin when the program is funded and continue through to the end of the funding cycle. The Fee for Service Evaluations typically involve: a review of the evidence to support program development; the creation of an extensive evaluation plan, including all data collection tools; data collection and analyses; annual and final project reports; and dissemination of the evaluation findings to share the program's legacy. To support these extensive and time-intensive evaluations, programs contribute a portion of their funding to these activities. Check out our Evaluation Framework

02.
SNAPSHOT OF 2021-2022

2.1 Contractual Deliverables for 2021/2022

The chart below summarizes the activities and deliverables from our contract with MCCSS for our four program objectives.

PROGRAM OBJECTIVES	DELIVERABLES	MINIMUM ANNUAL SERVICE VOLUMES
KNOWLEDGE EXCHANGE	**Knowledge Hub Community Board REX Virtual Café Curated Resources and Created Resources**	Maintain and continue user testing of the Knowledge Hub to strengthen the platform. Maintain online notice board that shares what is happening in Ontario's youth sector. Maintain online Community of Practice for youth workers. 100 NEW resources added to the Knowledge Hub. 12 Research Summaries | 10 Factsheets | 10 Blogposts | 10 Evidence Briefs / Good Youth Work Practice Guide | 5 Multimedia Resources
	Webinars	6 Webinars
	Teach-Ins	2 Teach-Ins for 300 total youth sector stakeholders (150/Teach-In).
	Partnership Events	3-4 community events in partnership with aligned organizations across Ontario.
LEARN BY YOUTHREX (formerly YouthREX ED)	**Online Program Evaluation for Youth Wellbeing Certificate**	2 offerings to 200 total learners (100/offering).
	Advanced Online Program Evaluation Certificate	2 offerings to 100 total learners (50/offering).
	Centering Black Youth Wellbeing Certificate	2 offerings to 200 total learners (100/offering).
	Online Cannabis & Youth Certificate	Open year-round to 200 learners.
	2 Certificates Developed by Allied Organizations	2 offerings to 200 total learners (100/certificate).
	Skill Up Mini Samplers	2 offerings to 100 total learners (50/offering).
	Live Online Workshops	4 workshops to 120 total learners (30/workshop).

Chart (continued)

PROGRAM OBJECTIVES	DELIVERABLES	MINIMUM ANNUAL SERVICE VOLUMES
CUSTOMIZED EVALUATION SUPPORTS (formerly Youth Program Supports)	**Consultations on: Knowledge Exchange Program Development Evaluation**	40 Customized Evaluation Support Consultations. Ontario programs can request: • evidence and data • program logic model and evaluation planning • technical assistance with evaluation (collecting, managing, and analyzing data, etc.)
	Fee for Service Evaluations	4-6 full and customized program evaluations.
ONTARIO YOUTH COMPASS (Community-Engaged Research)	**Conduct multi-method research to provide the Ontario youth sector with data on the state of Ontario youth wellbeing.** **Provide data from secondary data sets on Ontario youth.**	Bi-annual State of Youth Wellbeing Report; 2022 report is in progress. Peer-refereed articles and presentations. Data consultations to youth programs.
COMMUNITY NETWORKS	**Academic Network Youth Internships Youth Work Fellowships Youth Work Ambassadors Network**	Engage network members in activities across our four program objectives.

2.2 Highlights of 2021/2022 Accomplishments

A) PROGRAM OBJECTIVE ONE: KNOWLEDGE EXCHANGE	
DELIVERABLES	**2021/2022 FISCAL YEAR ACCOMPLISHMENTS**
Maintain/strengthen **YouthREX.com**	Added a search function for the entire YouthREX.com website and improved the search function on the Knowledge Hub. Continued work towards a French-language website. Maintained and promoted our online Community Board, with **122 posts** shared this fiscal year. Expanded REX Virtual Café, our online Community of Practice for youth workers: **835 members** were registered as of March 31, 2022. Continued development and testing of mobile app to host REX Virtual Café; to be launched before the end of 2022.
Curated Resources	**237** NEW resources curated and added to the Knowledge Hub; we also added 76 *new or translated* French-language resources.
CREATED RESOURCES	
12 Research Summaries	**14** developed and shared on the Knowledge Hub
10 Factsheets	**10** developed and shared on the Knowledge Hub.
10 Blogposts	**11** original posts written and shared on **REX Blog**, and 18 reposted blogposts shared.
10 Evidence Briefs	**13** developed and shared on the Knowledge Hub / Good Youth Work Practice Guide.
5 Multimedia Resources	**54** resources created and shared on REX TV, YouthREX's YouTube channel, and/or on social media channels and the Knowledge Hub.
6 **Webinars**	**6** hosted and archived on the Knowledge Hub.
2 **Teach-Ins** (Summer and Winter)	**A two-part** Teach-In hosted in January 2022 for **147** youth sector stakeholders.
3-4 **Partnership Events** with aligned organizations.	**7** virtual events held with a variety of partners for different audiences in Ontario.

B) Program Objective Two: Learn by YouthREX

DELIVERABLES	2021/2022 FISCAL YEAR ACCOMPLISHMENTS
Online Program Evaluation for Youth Wellbeing Certificate 2 offerings to 200 learners	**1** offering (Fall 2021) to **145** registered learners. *Only one offering because the upgrade of the learning platform shut it down for several months.*
Advanced Online Program Evaluation Certificate 2 offerings to 100 learners	**1** offering (Fall 2021) to **76** registered learners. *Only one offering because the upgrade of the learning platform shut it down for several months.*
Centering Black Youth Wellbeing Certificate 2 offerings to 200 learners	**2** public offerings (Summer 2021 and Winter 2022) to **1,941** registered learners.
Online Cannabis & Youth Certificate open year-round to 200 learners	**1,593** registrations: • **849** registered between Mar 2021–Oct 2021 (open model) • **744** registered between Oct 2021–Mar 2022 (cohort model) • **674** earned a certificate of completion
2 Certificates Developed by Allied Organizations; each open/offered to 100 learners	**Brain Story Certification** with Alberta Family Wellness Initiative / Palix Foundation. Launched on November 01, 2021. • **256** (EN) and **5** (FR) registered learners through our platform **Cannabis and Mental Health** with Exploring the Link / Schizophrenia Society of Canada. Launched on March 10, 2022. • **122** (EN) and **6** (FR) registered learners by March 31, 2022.
Skill-Up Samplers **2 offerings to 100 learners**	**7** samplers offered to **270** registered learners in Summer 2021; **6** online workshops offered to **843** registered learners in Winter 2021/2022.
Live Online Workshops 4 workshops to 120 learners	**3** live online workshops offered to **226** participants.

C) Program Objective Three: Customized Evaluation Supports

DELIVERABLES		2021/2022 FISCAL YEAR ACCOMPLISHMENTS
40 Customized Evaluation Support Consultations		
01	Knowledge Exchange	**30** Knowledge Exchange Consultations completed; **1** Knowledge Exchange Consultation in progress.
02	Program Development	**10** Program Development Consultations completed; **1** Program Development Consultation in progress.
03	Evaluation	**24** Evaluation Consultations completed; **7** Evaluation Consultations in progress.
Fee for Service Evaluations 4-6 fee for service program evaluations		**2** full fee for service evaluations completed; **4** full fee for service evaluations in progress.

D) Program Objective Four: Community-Engaged Research

DELIVERABLES	2021/2022 FISCAL YEAR ACCOMPLISHMENTS
Conduct **multi-method research** to provide the Ontario youth sector with data on the state of Ontario youth wellbeing.	**Ontario Youth Compass:** YouthREX developed the Ontario Youth Sector Compass research project that focuses on the experiences of youth and youth workers in Ontario. After receiving ethical approval from the Human Participants Review Sub-Committee at York University, the project was launched on November 15, 2021; 3,670 youth completed surveys (**3,343** after deletions due to missing data) and 423 youth workers completed surveys (**356** after deletions).
	Youth Interviews: 82 in-depth interviews were conducted.
	Youth Worker Interviews: 76 in-depth interviews were conducted.

03.
FINDINGS FROM INTERNAL EVALUATION DATA

Evaluation is a powerful strategy for improving practice, enhancing program delivery, addressing sustainability, and creating a culture of both equity and learning within organizations.

YouthREX understands that the most significant statement we can make about the importance of 'evidence-based practice' is our willingness to open up our own practices to examination and embrace an ongoing, reflexive, multidimensional, and multi-method approach in evaluating the outcomes of our deliverables.

Our willingness and openness to fully document, measure, and track if and how YouthREX is achieving our intended outcomes is a powerful way of communicating and reaffirming the value we place on understanding the impact of one's work.

YouthREX's evaluation strategy weaves in the following four principles:

1. **Ongoing:** An ongoing and continuous evaluation approach that creates a more intimate understanding of the change process and reinforces our message that evaluation is primarily for improving rather than just *proving* (accountability).

2. **Reflexive:** Reflexive practice that locates or situates one's practice and experience in relation to the context of wider social and political culture.

3. **Multidimensional and Multi-Method:** A multidimensional approach that focuses on multiple dimensions of our work and a multi-method approach that includes both qualitative methods and quantitative methods. The integration of multiple methods allows us to tell richer and more nuanced stories of our work that acknowledges the complexity and dynamism of the youth sector's research and evaluation context.

4. **Youth Voice and Youth Leadership:** A commitment to keep exploring more meaningful ways to fully engage youth in our work.

The following evaluation questions guided our internal evaluation in 2021/2022:

- **Reach:** *What is our 'reach' and who are we 'reaching'? What is our geographical reach? What communities/groups remain a challenge to reach?*

- **Participants' Satisfaction:** *How did participants experience our offerings and services? How satisfied were participants?*

- **Impact on Knowledge, Skills, and Attitudes:** *What did participants perceive as the benefits and learnings they gained from accessing YouthREX offerings and services? What impact did these have on their knowledge, skills, and attitudes? What impact did our offerings and services have on their work with youth?*

Our internal evaluation data sources come mainly from **registration forms and surveys,** which track the individuals that access YouthREX supports and services, and **feedback forms**, completed after individuals have accessed such supports and services.

YOUTHREX'S REACH

What is our 'reach' and who are we 'reaching'? What is our geographical reach? What communities/groups remain a challenge to reach?

In 2021/2022, more than **6,000** individuals and organizations accessed YouthREX's services – Certificates, Workshops, Skill-Ups, Webinars, Teach-In, and Customized Evaluation Supports.

Table 3:1: Number of Registrants / Organizations for Offerings and Supports

OFFERING / EVENT / SUPPORT	NUMBER OF REGISTRANTS OR ORGANIZATIONS RECEIVING SUPPORTS
Learn by YouthREX (*n* = 5,482)	
Certificates	3,798
Live and Online Workshops	1,414
Skill-Ups	270
Knowledge Exchange (*n* = 721)	
Webinars	491
Teach-In	230
Customized Evaluation Supports (*n* = 55)	
Customized Evaluation Supports Consultations	50
Fee for Service Evaluations	5
TOTAL	**6,258**

YouthREX reached and supported additional individuals and organizations through our online channels and platforms, including the Knowledge Hub, which received over **17,000** unique visitors in the 2021/2022 fiscal year. Our REX TV YouTube channel had over **1,800** views and allowed us to keep reaching our stakeholders even after a live event had ended.

Table 3:2: Reach of YouthREX's Online Platforms

YouthREX.com Unique Visitors	50,311
Knowledge Hub Unique Visitors	17,196
Active Newsletter Subscribers	8,372
Twitter Followers	3,301
Instagram Followers	1,994
LinkedIn Followers	817
Facebook Page Likes	749
YouTube Channel Subscribers	103
YouTube Video Views	1,867
TikTok Followers	9
TikTok Views	1,370

YouthREX's Geographical Reach

YouthREX's mandate is focused on Ontario's youth sector. We reviewed registration forms from our offerings for 2021/2022 to understand how successful we were in reaching this target population – youth sector stakeholders **across** Ontario. Table 3.3 summarizes the geographical locations of participants who registered for our offerings. The majority of registrants and organizations are from Ontario, and are from all regions in Ontario. As can be expected, most are from the Central Region (61%), a region with the largest proportion of youth programs, followed by nearly equal representation from the Eastern and Southwestern Regions.

Our reach is in keeping with the expectations of our registration requirements – none of the organizations supported through our Customized Evaluation Supports, a service that is only open to Ontario youth programs, are from outside Ontario, while about 20% of participants for our Knowledge Exchange services, which have no registration restrictions, are from outside Ontario (8%), with just over 10% from outside Canada (12.8%).
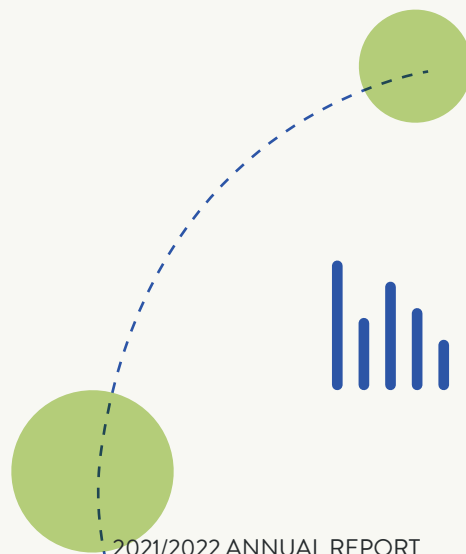
Table 3.3: Geographical Reach of YouthREX

	KNOWLEDGE EXCHANGE	LEARN	CUSTOMIZED EVALUATION SUPPORTS	TOTAL
Central	391 (54.6)	2,328 (61.9)	31 (75.6)	**2,750 (61.0)**
Eastern	68 (9.5)	415 (11.0)	4 (9.8)	**487 (10.8)**
Northeastern	19 (2.7)	120 (3.2)	1 (2.4)	**130 (2.9)**
Northwestern	11 (1.5)	68 (1.8)	-	**79 (1.8)**
Southern	78 (10.9)	532 (14.1)	5 (12.2)	**615 (13.6)**
Outside Ontario, Canada	57 (8.0)	246 (6.5)	-	**303 (6.7)**
Outside Canada	92 (12.8)	53 (1.4)	-	**145 (3.2)**
Total	**716**	**3,762**	**41**	**4,509**

Table 3.4: Registrants / Organizations Supported by Region in Ontario

	KNOWLEDGE EXCHANGE	LEARN	CUSTOMIZED EVALUATION SUPPORTS	TOTAL
Central	391 (69.0)	2,328 (67.2)	31 (75.6)	**2,750 (67.7)**
Eastern	68 (12.0)	415 (12.0)	4 (9.8)	**487 (12.0)**
Northeastern	19 (3.4)	120 (3.5)	1 (2.4)	**130 (3.2)**
Northwestern	11 (1.9)	68 (1.9)	-	**79 (1.9)**
Southern	78 (13.7)	532 (15.4)	5 (12.2)	**615 (15.1)**
Total	**567**	**3,463**	**41**	**4,061**

Figure 3.1: Geographical Reach of YouthREX in Ontario

Region	Value
Central	67.7
Eastern	12
Northeastern	3.2
Northwester	1.9
Southwester	15.1
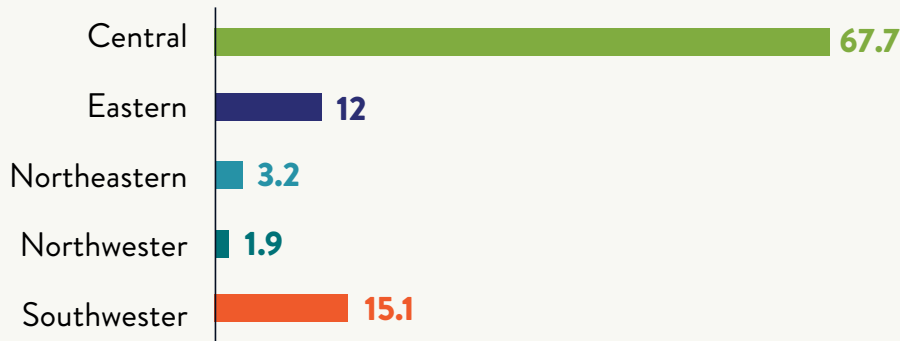
Socio-Demographic Characteristics of YouthREX's Stakeholders

Table 3.5 summarizes the socio-demographics of stakeholders who participated in YouthREX's offerings. The majority of participants (57.2%) identified as women and just under 10% identified as men, with remaining participants identifying as trans, Two-spirit, and gender non-binary, among others. With regards to race/ethnicity, almost half of the participants were white (43.7%), followed by Black (25.8%), and South Asian (7.1%). More than one-third (37%) of participants were between the ages of 25 and 34, while almost one-fifth (17.7%) of participants were youth – under 18 or between 18 and 24 years.

Table 3.5: Socio-Demographic Characteristics

		NUMBER	%
	UNDER 18	17	0.4
Age	18-24	736	17.3
	25-34	1575	46.5
	35-44	828	19.6
	45-54	469	12.8
	55-64	174	3
	65+	19	0.3
	Total	**3818**	**100**

Table 3.5 (continued)

Gender Identity			
	Cis	1245	26.5
	Non-Binary	115	2.4
	Man	469	9.9
	Questioning/Exploring	26	0.6
	Trans	32	0.68
	Two-Spirit	6	0.1
	Woman	2688	57.2
	Prefer Not to Answer	105	2.2
	Other	12	0.25
	Total	**3453**	**100**
Race/Ethnic Identity	Arab or Middle Eastern	97	2.5
	Black (African, Caribbean, etc.)	993	25.8
	Central Asian	26	0.6
	East Asian	113	2.9
	Hispanic or Latin American	76	1.9
	Indigenous (First Nations, Metis, Inuit)	86	2.2
	Pacific Islander	8	0.2
	South Asian	274	7.1
	Southeast Asian	79	2
	White	1678	43.7
	Multi-Racial/Ethnic	149	3.8
	Prefer not to Answer	138	3.5
	Other	117	3
	Total	**3834**	**100**

Professional Backgrounds and Experiences of Registrants

Table 3.6 summarizes the professional backgrounds of registrants and the nature and length of their experiences. The majority are frontline workers (44%), followed by trainees in social service programs (11%) and managerial staff (10%). About a third (37.1%) have less than five years of experience working in the youth sector.

Table 3.6: Professional Backgrounds

		N	%
Professional Role	Frontline Staff	1,649	44
	Volunteer / Board Member	125	3
	Placement/Practicum/Intern	371	10
	High School Student	16	0
	Undergraduate Student	219	6
	Graduate Student	129	.03
	Community Researcher	91	2
	Management-Level Staff	423	11
	Administrative Staff	146	4
	Senior Leadership	135	4
	Staff of Funding Organization	38	1
	Child and Youth Worker*	7	0
	Social Worker*	2	0
	Child and Youth Services Manager*	2	0
	Superintendent / Director of Education	2	0
	Other	433	11
	Total	**3,788**	**100**
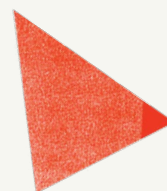
Table 3.6 (continued)

Length of Time in Youth Sector	Less than 1 year	417	11.4
	1-2 years	422	11.5
	3-4 years	522	14.2
	More than 5 years	1,949	53.2
	Do not work w/Youth	356	9.7
	Total	**3,666**	**100**
Highest Level of Education	No Formal Schooling	7	0.18
	Elementary School	21	0.5
	High School/GED	168	4.3
	Some College or University	443	11.5
	College Diploma	631	16.4
	University Degree	1,543	40
	Professional or Graduate Degree	1,022	26.6
	Total	**3,835**	**100**

Just 9% said they do not work with youth, which shows that YouthREX is reaching its target population – participants from the youth sector. The youth programs that participants are affiliated with span the wide breadth of Ontario's community and youth sectors. The issues they tackle include mental health, community education, and mentorship, among others. Table 3.7 shows that one-quarter of the participants work with agencies and/or organizations that are primarily focused on mental health (25%), while 17% work in agencies that have a primary focus on education, respectively.

Table 3.7 Organizational Characteristics

		Number	%
Primary Service Area	I don't work with youth	323	9
	Mental Health/wellness	925	25
	Legal	61	2
	Case management/systems navigation	228	6
	Community educational/ recreational programming	472	13
	Anti-domestic violence	20	1
	Family wellness	41	1
	Research	59	2
	Program grants	23	1
	Settlement for newcomers	63	2
	Career navigation (resume-building, job hunting, etc.)	127	3
	Shelter/temporary housing	74	2
	School-related (e.g. school social worker, teacher, etc.)	615	17
	Mentorship	72	2
	Drop-in	119	3
	Primary Care	38	1
	Child Welfare	65	2
	Advocacy	93	3
	Other	249	7
Total		**3,667**	**100**

PARTICIPANTS' SATISFACTION

How did participants experience our offerings and services and how satisfied were they with these offerings and services?

Participants' Satisfaction focuses on how well participants liked the YouthREX services they received or participated in. Assessing satisfaction is particularly important when participants engage in the learning process voluntarily, as they do in YouthREX's offerings (McRoberts & Leitch, 1998[1]). Figure 3.2 shows that participants' satisfaction across YouthREX's services and events is at an extremely high level. Ninety-five percent of participants who completed feedback forms reported being *satisfied* or *very satisfied* with the offerings or events they participated in or support they received, and only 1% said they were *dissatisfied* or *very dissatisfied*, while 4% were neutral.

Figure 3.2:
Level of Satisfaction Across YouthREX

Dissatisfied or
Very Dissatisfied 1%

Neutral 4%

Satisfied or
Very Satisfied

---
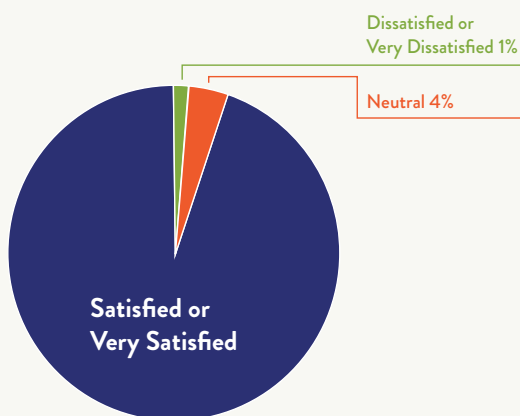
1 McRoberts, R., & Leitch, R. (1998). Best of the old alongside the new: Evaluating an integrated training programme for part-time youth workers. *Journal of Vocational Education and Training, 50*(1), 21-40.

Data collapsed across Certificate Modules, Online and Live Workshops, Webinar Feedback, and Evidence Request Survey. Survey items asked participants to rate their level of satisfaction with offerings.

Figure 3.3 shows that across YouthREX services, nearly all participants *agreed* or *strongly agreed* that they would recommend the service to others, another indicator of their positive reactions to YouthREX supports and services.

The qualitative data from feedback forms provide further evidence of participants' satisfaction:

"Again, excellent module. I love how the information is presented in a tangible straightforward way that we can begin to implement in our daily practice. Amazing job YouthREX Team."
Workshop Participant

Participants were satisfied with the accessibility features of our online offerings. For example, the ability to work through material at their own pace – a feature of our online certificates and workshops — was positively described by participants:

"I love the flexibility and how all the modules were open to work at our own pace. Also, the content was varied and I learned a lot from excellent experts. It was also really nice that the information came in a variety of formats that best suit the learner (i.e., audio, just slides, increase speed of audio, etc.)."
Certificate Participant

Figure 3.3: Would Recommend YouthREX Offerings, Events or Supports and Services to Colleagues

Disagree or Strongly Disagree, **2%**

Neither Agree nor Disagree, **4%**

Agree or Strongly Agree, **94%**
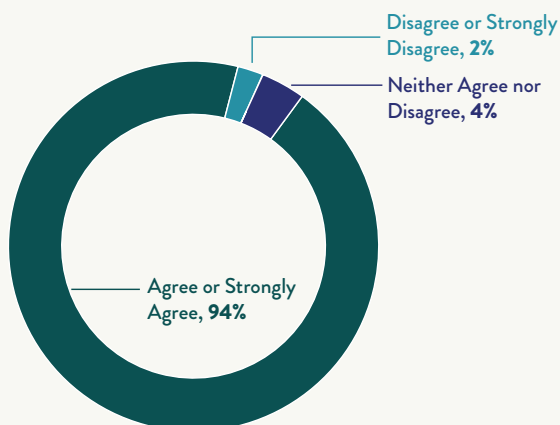
Data collapsed across feedback forms for Certificates, Skill-Ups, Webinars, Teach-In, and Evidence Request survey, which asked participants whether they would recommend the event, support or service to a colleague or friend.

Some participants wanted additional interactive components, such as closed captioning for lectures, to keep them better engaged with the material:

"The only recommendation I have is to add closed captioning to your videos for improved accessibility (in other words, so that one doesn't need to choose between reading the transcript or watching the provided video)."

Certificate Participant

Participants suggested that more direction would be helpful when receiving the Evidence Briefs from their Evidence Request (Customized Evaluation Supports), and that the referencing of evidence should indicate what sources are from Canada:

> *"Highlight/distinguish where sources and evidence were taken from outside of Canadian contexts. And within Canadian contexts the specific research that was done to acquire the data – essentially provide caution to the reader."*
>
> **Evidence Request Survey Respondent**

In summary, participants who received services from YouthREX had high levels of satisfaction and would highly recommend YouthREX to others.

IMPACT ON PARTICIPANTS' KNOWLEDGE, SKILLS, AND ATTITUDES

What did participants perceive as the benefits and learnings they gained from accessing YouthREX offerings and services? What impact did these have on their knowledge, skills, and attitudes? What impact did our offerings and services have on their work with youth?

Participants who completed the modules of our four certificates were asked to retrospectively rate their knowledge before and after taking the modules. Responses were from 1=Strongly disagree to 5=Strongly Agree. To assess whether there was a statistically significant increase in knowledge after completing the modules, we conducted paired samples t-tests.

Table 3.8: Pre-Post Knowledge Gains Across Certificate Modules with Significance-Level

Program Evaluation for Youth Wellbeing Certificate				
Knowledge Questions		*Before*	*After*	
I am knowledgeable about...	N	*Mean (SD)*	*Mean (SD)*	*p*-value
... Fundamentals of program evaluation.	24	3.0 (1.0)	4.08 (.77)	.001
... Program theory and logic models.	13	3.07 (1.03)	4.38 (.65)	.002
... Data analysis (a).	15	2.91 (.93)	4.20 (.67)	.008
... Data analysis (b).	9	3.22 (1.20)	4.44 (.53)	.027
... How to advance my program's legacy.	12	3.36 (.67)	4.08 (.67)	.011
Using Spreadsheets in Program Evaluation Certificate				
... Using quantitative data in program evaluation.	20	3.55 (1.05)	4.35 (.49)	.003
... Data inventories and how to organize them.	16	3.18 (.91)	4.06 (.57)	.002
... Using and calculating descriptive statistics.	12	2.83 (1.19)	3.91 (.79)	.006
... Data visualization and storytelling.	11	2.41 (1.68)	4.56 (.56)	.001
Cannabis and Youth Certificate				
... Cannabis use and its impacts.	199	3.54 (.97)	4.32 (.79)	.001
... Cannabis legalization and criminalization.	147	3.19 (1.08)	4.27 (.68)	.001
... Talking with youth about and lowering their risk in using cannabis.	108	3.15 (1.00)	4.27 (.67)	.001
... Social determinants of health, anti-oppressive practices, anti-Black racism, and Indigenous practices.	106	3.67 (.82)	4.27 (.67)	.001
... Theory-based practices.	120	3.50 (1.06)	4.11 (.80)	.001
Centering Black Youth Wellbeing Certificate				
... Connections between historical and current anti-Black racism (ABR) in Canada.	504	3.14 (1.01)	4.40 (.62)	.001
... Impact of ABR on wellbeing of Black youth.	546	3.52 (.92)	4.46 (.58)	.001
... Practices and strategies for supporting Black youth wellbeing.	511	3.16 (.91)	4.29 (.58)	.001
... Ongoing commitment required to address ABR.	529	3.39 (.98)	4.39 (.67)	.001

Table 3.8 show the findings of the analyses. There were statistically significant mean differences between perceived knowledge after completing a module in all cases. The majority of these were highly significant, at or beyond the .01 alpha level ($p < .01$). The findings show that self-reported knowledge was *significantly higher* after the completion of the modules than before. Participants overwhelmingly reported gains in their level of knowledge after completing the modules.

Qualitative data also supported these significant findings from retrospective assessments of knowledge before and after completing a certificate module. Participants described being exposed to new perspectives that build their capacity to better support youth and promote social change, and they acknowledged the value associated with enhancing their knowledge around topics covered through the offerings and events:

"Very informative. Even though I thought I had knowledge about cannabis beforehand it introduced me to more concepts and knowledge that I think will be helpful when working youth."

Workshop Participant

"This module was very informative, interesting and easy to follow. While I feel that I had knowledge coming into this training, I have gained a lot more information and understanding from these lectures."

Certificate Participant

"I love the fact that the skill up helped me see a new perspective to things and open my mind to new evidence-based practice."

Skill-Up Participant

*"It's important to learn about anti-black racism. This training is accessible and free!
The certification is a bonus and the learning is invaluable on its own."*

Certificate Participant

Participants in workshop and certificate offerings with an explicit focus on anti-racist and anti-oppressive practice frequently said that the course content made them reflect and (re)consider ways in which their identities and histories contributed to systems of oppression and white supremacy. Many participants who identified as white described how the content made them reflect upon and openly acknowledge the privileges of their whiteness and how they want to use this knowledge and self-reflection to better support Black and racialized youth they work with.

Relevance and Applicability of Knowledge to Supporting Youth

In addition to the knowledge participants gained, the quantitative and qualitative evaluation data revealed that participants felt that this knowledge was relevant and could be applied to their work with youth. As can be seen in Table 3.9, participants were in strong agreement that the YouthREX offering, event or service was relevant and valuable to their work with youth. Across objectives, of the 3,177 participants who were asked this question, **93%** *agreed or strongly agreed* that the supports received and the knowledge gained were relevant to the needs of their work.

Data collected from the Teach-In, Workshops, Certificates, and the Evidence Request Survey suggested that participants also intended to apply the knowledge gained to their work within the youth sector. Of the 3,185 individuals across the three YouthREX objectives who responded to questions related to the intention to apply the knowledge, **90%** *agreed or strongly agreed* that they intended to apply their new knowledge to practice.

Table 3.9: Relevance of Offerings and Services to Supporting Youth

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Learn						
Certificates	31 (1.0%)	10 (.34%)	160 (5.4%)	1,138 (39.1%)	1,575 (54%)	2,914
Workshops	1 (.53%)	1 (.53%)	13 (7%)	57 (30.4%)	115 (61.4%)	187
Knowledge Exchange						
Webinars	1 (2.5%)	-	1 (2.5%)	17 (42.5%)	21 (52.5%)	40
Teach-In	-	-	-	13 (52%)	12 (48%)	25
Customized Evaluation Supports						
Evidence Request	-	-	-	8 (72.7%)	3 (27.3%)	11
Total	**33 (1%)**	**11 (.3%)**	**531 (16.7%)**	**876 (27.6%)**	**1,726 (54.3%)**	**3,177**

Learn data has been collapsed across Certificates and Workshop feedback form items that asked whether the content was relevant and valuable to youth work. Knowledge Exchange data has been collapsed across Webinar and Teach-In feedback forms; items asked whether the event was relevant/valuable to their work with youth. Customized Evaluation Supports data is based on the Evidence Request Survey item that asked participants whether evidence and resources met their needs.

"It had valuable information that I found useful to keep in mind when designing an online program for youth."

Evidence Request Survey Respondent

Intention to Apply Knowledge to Supporting Youth

The pre-post quantitative data showing that participants highly ranked their intention to apply new knowledge from modules to their work is supported by qualitative comments from the open-ended questions in which participants describe their intentions to apply the knowledge to their work settings:

Table 3.10: Intention to Apply Knowledge from Offerings and Services to Supporting Youth

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Learn						
Certificates	24 (.8%)	14 (.4%)	246 (8.4%)	1,532 (52.5%)	1,098 (37.3%)	**2,914**
Workshops	1 (.5%)	-	12 (6%)	83 (44%)	92 (49%)	**188**
Skill-Ups	-	-	5 (10.4%)	17 (35.4%)	265 (4.1%)	**48**
Knowledge Exchange						
Webinars	*data not available*					
Teach-In	-	-	-	13 (52%)	12 (48%)	**25**
Customized Evaluation Supports						
Evidence Request	-	-	2 (20%)	2 (20%)	6 (60%)	**10**
Total	**25 (.8%)**	**14 (.4%)**	**265 (8.3%)**	**1,647 (51.7%)**	**1,234 (38.7%)**	**3,185**

The qualitative data provides further indication of participants' intent. Evidence Request Survey respondents, for example, noted the different ways they have used or intend to use the evidence and resources received. These include program-specific usages and organizational and operational-specific usages. For program-specific usages, participants mentioned how the evidence and resources would help inform the design and implementation of specific programming, serve as a reference point when consulting with other stakeholders on their programs, and support changes in how certain programs will be implemented:

"The evidence briefs provided were on how to effectively engage youth, whether it be through platforms or in-person. These tools will be used when designing a career mentorship program for youth aged 16-25 to ensure youth engagement."

Evidence Request Survey Respondent

Furthermore, for organizational and operational-specific usages, participants mentioned how the evidence and resources would help develop strategic opportunities for their organization, secure funding, and inform discussions and developments on initiatives at the board level:

"We have used it to secure funding, improve our evaluation, better tell our story of impact and to make intentional improvements to programs."

Evidence Request Survey Respondent

Overall, participants reported increases in knowledge because of their YouthREX interactions. In some instances, these knowledge gains were significantly higher **after** participation in the YouthREX offering. Most participants agreed that this knowledge was relevant and intend to apply this knowledge to better support the youth they work with in their respective programs and organizations.

Participants across a diverse range of program services and supports overwhelmingly agreed that YouthREX provided them with the requisite tools and information needed to better support young people. Participants often spoke about the extent to which offerings provided critical knowledge and new perspectives, or helped "deepen [their] understandings" of strategies or practices to support their youth work. They described being impressed by the depth of knowledge and evidence-based research across a variety of topics and in the courses they took.

The evaluation findings are particularly important when considering research in the professional development literature, which suggests that adults pursuing continuing education are more motivated to learn when the curriculum is relevant. This becomes further pronounced when learners appreciate that they can take the insights and knowledge gained from their training back to their workplaces as valuable tools to enhance their work[2]. Our evaluative data described above makes it quite clear that, overall, our stakeholders positively valued the knowledge gained from their specific YouthREX experience.

---

2   Broad, K., & Evans, M. (2006). *A review of literature on professional development content and delivery modes for experienced teachers.* University of Toronto, Ontario Institute for Studies in Education.

Considering what we know from research that there is a positive relationship between intention and action[3], the findings imply that participants will apply knowledge from YouthREX supports and program services in supporting youth.

SUMMARY OF KEY EVALUATION FINDINGS AND IMPLICATIONS FOR 2022/2023

Overall, our internal evaluation data show that YouthREX's offerings and services **reached our target stakeholders** – Ontario's youth sector – and that these stakeholders are **very satisfied with our services and offerings** and are experiencing **increases in their knowledge**; these **knowledge gains were significantly higher** after participation in YouthREX's offerings and services. Participants also reported that the **knowledge gained was relevant to their practice** and that they will **apply this knowledge** to better support youth.

Key findings from our internal evaluation data and actionable implications for 2022/2023 include:

1) YouthREX's Reach

YouthREX offerings and objectives reached more than **6,000** youth-serving professionals from organizations across a variety of service areas within the province. Much more, our reach is extended by way of online communications and social media platforms, including more than 100,000 unique visitors across the YouthREX website.

Although we reached youth sector stakeholders in every region in Ontario – including 209 (5.1%) in Northern Ontario – the reach of our Customized Evaluation Supports (the goal of which is to strengthen the use of evidence in the design and development of youth programs) is very weak outside of the Central Region, especially in Northern Ontario, where we are currently not supporting any organization with fee for service evaluations.

While the COVID-19 pandemic contributed to this, we can (and will) do a better job of improving our outreach outside of Central Region in 2022/2023. As the province opens up again to in-person events, we will revisit plans from 2020 to expand our presence in more communities across Ontario by partnering with community organizations to offer in-person learning opportunities.

Examples are past workshops and Community of Practice events we offered in Serpent Lake River, First Nations; Sheguiandah, Manitoulin Island; Hamilton (Hamilton Community Foundation); and Thunder Bay (Northwest Tobacco Control Area Network). We will keep embracing partnerships to create synergy as well as efficiencies.

---
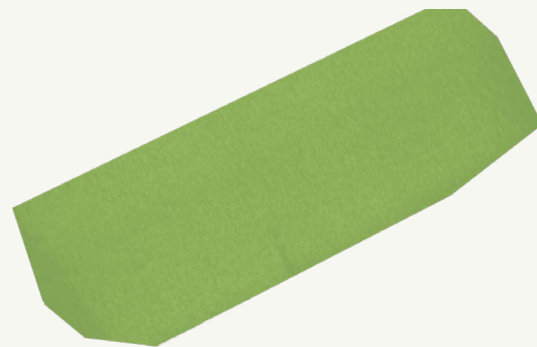
3 Webb, T. L., & Sheeran, P. (2006). Does changing behavioural intentions engender behavior change? A meta-analysis of the experimental evidence. *Psychological Bulletin*, 132(2), 249-268.

Action for 2022/2023: In Fall 2022, YouthREX has signed on to co-sponsor the Ontario Native Education Counselling Association's conference on empowering Indigenous youth, which is being held November 18-20th at the Water Tower Inn in Sault Ste. Marie. This will be an excellent opportunity for outreach to Northern communities.

We are also planning to hold a series of events in regions across Ontario. These events will provide an opportunity for youth programs to join us and learn about the possibilities — and challenges — of evaluation, and how YouthREX can make the work so much easier for their programs. Below is a draft description of this proposed event for the Northern Region.
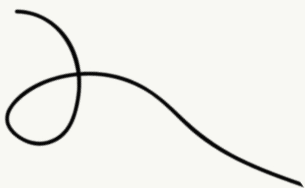
Invitation to YouthREX's Regional Virtual Evaluation Show and Do!

Calling all youth workers in Northeastern and Northwestern Ontario: Timiskaming, Nipissing, Parry Sound, Muskoka, Greater Sudbury/Grand Sudbury, Algoma, Manitoulin, Cochrane, Rainy River, Kenora, Thunder Bay.

YouthREX is always excited to work with youth programs on program evaluation so they can better understand how their programs can improve, change, grow, and ensure that their youth participants are experiencing the outcomes that they are working towards.

Program evaluation can support your youth program to do what they do better!

We're excited to invite you and your colleagues to join us at one of our Regional Virtual Evaluation Show and Do series events to learn about YouthREX's customized one-on-one evaluation supports for youth programs in Ontario.

Join us for an afternoon of discussion, learning, and Q&A to push your evaluation needs forward.

2) Knowledge and Skills

YouthREX offerings provide participants with the requisite tools and information needed to better support young people in a diverse range of roles and settings. Participants often spoke about the extent to which offerings provided critical knowledge and new perspectives, or helped "deepen [their] understandings" of strategies or practices to support their youth work. Many participants described being impressed by the depth of knowledge and evidence-based research across a variety of topics that were presented throughout the courses they took.

Action for 2022/2023: Over 25% of our stakeholders are focused on supporting the mental health of Ontario's youth. Emerging findings from our Ontario Youth Sector Compass research project indicate that mental health is an important issue both for youth and youth workers, and the pandemic has exacerbated mental health issues. Nearly 70% of youth reported that their mental health has become worse since the pandemic, and four in five youth workers reported that mental health was the top issue facing youth today.

We believe that community-based youth workers have an important role to play in supporting the mental health of Ontario's youth. As resource navigators, connectors to services and programs, youth workers are uniquely positioned to support and promote mental health for youth.

Mental health literacy should therefore be an integral part of their training, especially as research shows that mental health education increases knowledge, reduces stigma, and increases mental health literacy. We are scanning what free professional development opportunities on mental health are available to them in the sector and whether we should develop and launch an online certificate on *Supporting Youth Mental Health* that is similar to our other certificates.

04.

DETAILED DELIVERABLES & ACCOMPLISHMENTS DASHBOARDS

A. PROGRAM OBJECTIVE ONE: KNOWLEDGE EXCHANGE

A1	Evidence Brief (n=10+3)
01	Three Strategies & Seven Practices for Delivering Effective Group Programming for Black Youth
02	Eight Strategies for Improving Access to Mental Health Services for Transitional Aged Youth in Ontario
03	Five Mentorship-Based Approaches to Retain Racialized Girls in Sports Programming
04	Economic Empowerment of Black Youth: Programming Interventions to Strengthen the Talent Pipeline
05	Economic Empowerment of Black Youth: Programming Interventions for Jobs and Retention
06	Economic Empowerment of Black Youth: Programming Interventions for Diversifying Economic Opportunities
07	Promising Practices for the Economic Empowerment of Black Youth: Institutional Actions Against Anti-Black Racism
08	Promising Practices for the Economic Empowerment of Black Youth: Supporting Black Youth in Education, Employment, and Entrepreneurship
09	The Digital Divide: Youth Access to Connectivity, Devices and Skills
10	Six Practice-Based Strategies for Centering Youth in Pandemic Recovery Efforts
11	Five Practices to Promote Mental Health Among Black Youth in Team Sports
12	Six Effective Strategies for Developing Gender-Based Violence Prevention Programming
13	Seven Promising Practices for Developing Supports for Black Parents/Caregivers

A2 | Teach-Ins (n=2)

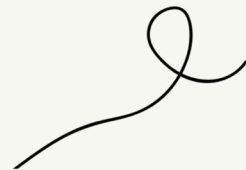| EVENT	DESCRIPTION
Critical Youth Mentorship: A Youth Work Teach-In (2-part extended event) **January 31, 2022** **230** registrants; **147** participants Part 1 Part 2	In celebration of **National Mentoring Month**, YouthREX partnered with **MENTOR Canada** and the **York Research Chair in Youth and Contexts of Inequity** to host this **two-part event** exploring inclusive, equitable, and meaningful approaches to youth mentorship. The event featured keynotes from **Dr. Jean Rhodes** and **Larissa Crawford**, as well as panels of **youth programs from across Ontario** sharing critical mentorship practices: **L.I.G.H.T.; Thunder Bay Multicultural Association; New Beginnings; S.W.A.G.; Pinecrest-Queensway Community Health Centre; Connex Youth Mentorship**; and **Finding Our Power Together.** Spoken word artists **Jayda Marley** and **Eddie Lartey** performed, as did **Hamilton YOU Poets**, who also shared their reflections on critical youth mentorship. **Renelyn Quinicot** facilitated a dynamic health and wellness session following part one of the event and prior to the break.

A3	Webinars (n=6)		
	**TITLE + DATE	# REGISTERED**		**FEATURED GUESTS/PRESENTERS**
01	"I Don't Know What a Teenage Life is Like": What Young Caregivers Want to Know June 24, 2021	Watch Webinar	55	**Kathleen Slemon,** Program Lead, Peer Support & Young Caregiver Initiatives, Ontario Caregiver Organization; Young Caregivers **Liam Genik** and **Jillian Lynch.**
02	**Building Black Futures Through Literacy** September 8, 2021 Watch Webinar	150	Placemaker and author **Jay Pitter; Camesha Cox,** Founding Director, The Reading Partnership; **Annette Bazira-Okafor,** Editor/Founder, *Black Girl's Magazine & Founder*, Black Youth Write; **Pauletta Wandja Dika**, Past Participant, Reading Partnership for Parents Program; **Joanne Marcano**, Past Participant, Reading Partnership for Parents Program; **Tana Turner,** Owner & Principal Consultant, Turner Consulting Group; performance from spoken word artist, writer, and facilitator **Amoya Reé.**
03	**User Experience (UX) Evaluation** December 1, 2021 Watch Webinar	36	**Chris Lysy**
04	**Creative Reporting in Evaluation** December 8, 2021 Watch Webinar	93	**Chris Lysy**
05-06	**Centering Equity in Family Engagement** (2-part expanded webinar) March 24, 2022 Watch Webinar	157	YouthREX Academic Network Member **Dr. Carol Wade; Lorraine Gale,** Coordinator, Out & Proud Program, Children's Aid Society of Toronto; **Clovis Grant,** Co-Founder, Sawubona Africentric Circle of Support; **David Grant**, Social Worker, Substance Abuse Program for African Caribbean and Canadian Youth (SAPACCY), Centre for Addiction and Mental Health; **Cora MacDonald,** Lead Researcher, Making the Shift Youth Homelessness Demonstration Lab (MtS DEMS); **Debbie Miles-Senior,** Executive Director, Durham Family & Cultural Centre; **Jordan Zaitzow,** Families in TRANSition Program Coordinator, Central Toronto Youth Services; performance from spoken word artist, writer, and facilitator **Amoya Reé.**

A4 | Reports and Refereed Publications

01	Outcomes Framework: The Economic Empowerment of Black Youth in Ontario Cadre des résultats : L'autonomisation économique des jeunes Noirs en Ontario
02	An Overview of the Outcomes Framework: The Economic Empowerment of Black Youth in Ontario Un aperçu du cadre des résultats : Le cadre des résultats pour l'autonomisation économique des jeunes Noirs
03	Glossary of Key Terms and Concepts: Outcomes Framework for the Economic Empowerment Stream of the Black Youth Action Plan Glossaire des termes du Cadre des résultats pour l'autonomisation économique des jeunes Noirs
04	Asking About Gender: A Toolkit for Youth Workers
05	Lowik, A. J., Dlamini, S. N., & Anucha, U. (2022). Engaging youth creativity through PhotoVoice in the multicultural city. In Dlamini, S. N., & Stienen, A. (Eds.), *Spatialized injustice in the contemporary city: Protesting as public pedagogy*. Routledge.
06	Reading Partnership for Parents Program: Evaluation Summary Report (2018 to 2021)
07	An Evaluation of Connex Youth Mentorship: Final Evaluation Report

A5 | Research Summaries (n=12+2)

	CITATION (APA)
01	Robinson, B. R., Robinson, I. M., Currie, V., & Hall, N. (2019). The Syrian Canadian Sports Club: A community-based participatory action research project with/for Syrian youth refugees. *Social Sciences, 8*(163), 1-15.
02	Hardy, K. (2013). Healing the hidden wounds of racial trauma. *Reclaiming Children and Youth, 22*(1), 24-28.
03	Curtin, K., Schweitzer, A., Tuxbury, K., & D'Aoust, J. (2016). Investigating the factors of resiliency among exceptional youth living in rural underserved communities. *Rural Special Education Quarterly*, 35(2), 3-9.
04	Henderson, D. X., Walker, L., Barnes, R. R., Lunsford, A., Edwards, C., & Clark, C. (2019). A framework for race-related trauma in the public education system and implications on health for Black youth. *Journal of School Health, 89*(11), 926-933.
05	Soleimanpour, S., Geierstanger, S., & Brindis, C. D. (2017). Adverse childhood experiences and resilience: Addressing the unique needs of adolescents. *Academic Pediatrics, 17*(7S), S108-S114.
06	Di Lemma, L. C. G., Davies, A. R., Ford, K., Hughes, K., Homolova, L., Gray, B., & Richardson, G. (2019). *Responding to adverse childhood experiences: An evidence review of interventions to prevent and address adversity across the life course.* Public Health Wales NHS Trust & Bangor University.
07	Wang, K., D'Souza, T., Sarker, S., Jain, A., Ling, M., Sahota, R., Zhang, A., Sandhu, S., & Dhailwal, K. (2021). *Hopeful resilience: The impacts of COVID-19 on young Ontarians*. Young Ontarians United.
08	Shonkoff, J. P., Slopen, N., & Williams, D. R. (2021). Early childhood adversity, toxic stress, and the impacts of racism on the foundations of health. *Annual Review of Public Health*, 42, 115-134.
09	Bazira-Okafor, A. (2016). Indigeneity and resistance in hip hop and lived experiences of youth of African descent in Canada. In G. J. Sefa Dei & M. Lordan (Eds.), *Anti- Colonial Theory and Decolonial Praxis* (p. 119-142). Peter Lang.
10	Austin, L. J., Parnes, M. F, Jarjoura, G. R, Keller, T. E., Herrera, C., Tanyu, M., & Schwartz, S. E. (2020). Connecting youth: The role of mentoring approach. *Journal of Youth and Adolescence, 49*, 2409-2428.
11	Butler, A. (2021). Low-income Black parents supporting their children's success through mentoring circles. *Canadian Journal of Education, 44*(1), 93-117.
12	Kaufman, M. R., Wright, K., Simon, J., Edwards, G., Thrul, J., & DuBois, D. L. (2021). Mentoring in the time of COVID-19: An analysis of online focus groups with mentors to youth. *American Journal of Community Psychology.*
13	Heck, C., Eaker, M., Cobos, S., Campbell, S., & Carnevale, F. A. (2021). Pandemic impacts for Indigenous children and youth within Canada: An ethical analysis. *YOUNG, 29*(4), 381-398.
14	Gray, P., Jones, A., & Smithson, H. (2020). 'They really should start listening to you': The benefits and challenges of co-producing a participatory framework of youth justice practice. *Youth Justice, 3*, 321-327.

A6	Factsheets (n=10)	
	TITLE	**SOURCE(S)**
01	Why Literacy Matters for Youth in Ontario: Five Benefits of Strong Literacy Skills	Canadian Children's Literacy Foundation, among others, as cited in References list.
02	Barriers to Economic Empowerment of Black Youth	Developed as part of resources to support the Black Economic Empowerment Project.
03	Data Snapshot: Economic Inequity and Black Youth in Ontario (Infographic)	Developed as part of resources to support the Black Economic Empowerment Project.
04	The SIDE Theory of Change for the Economic Empowerment of Black Youth (Infographic)	Developed as part of resources to support the Black Economic Empowerment Project.
05	Program Evaluation: Glossary of Key Terms	YouthREX's Framework for Evaluating Youth Wellbeing.
06	Critical Youth Mentorship: Reflections and New Paths in Youth Mentoring (Infographic)	Developed during Dr. Jean Rhodes's keynote during the first part of the Teach-In event on January 31, 2022.
07	Critical Youth Mentorship: Decolonizing our Relationships to Mentorship and the Value of Lived Experience (Infographic)	Developed during Larissa Crawford's keynote during the second part of the Teach-In event on January 31, 2022.
08	The 4Es Framework for Culturally Relevant Family Support & Engagement	*Being Black is Not a Risk Factor: A Strengths-Based Look at the State of the Black Child* (2018), in consultation with Carol Wade, MSW, PhD.
09	Asking About Gender: An Inclusive Gender Menu	Developed as part of *Asking About Gender: A Toolkit for Youth Workers,* released in March 2022.
10	Seven Reasons Why Black Youth Are Overrepresented in Ontario's Child Welfare System	Developed in partnership with the Vulnerability, Trauma, Resilience & Culture Lab in the School of Psychology, University of Ottawa, from The seven reasons why Black children are overrepresented in the child welfare system in Ontario (Canada): A qualitative study from the perspectives of caseworkers and community facilitators (*Adolescent Social Work Journal*, 2021).

A7 | Blogposts (n=10+1)

*We published **11** original blogposts and reposted **18** blogposts for a total of **29**.

	TITLE	AUTHOR	DATE
01	6 Key Takeaways from Ask the Expert: Racial (in)Justice and Cannabis 6 points clés à retenir de Demandez à l'expert : (in)justice raciale et cannabis	Amina Hagar, YouthREX Research Assistant	April 20, 2021
02	For a Fairer Education System, Get the Police Out of Schools	Reposted from *The Conversation.*	May 4, 2021
03	Indigenous Researchers Plant Seeds of Hope for Health and Climate	Reposted from *The Conversation.*	May 11, 2021
04	Most Trans and Non-Binary Youth Are Supported and Healthy Despite Stigma and Discrimination	Reposted from *The Conversation.*	May 18, 2021
05	Stop Telling Girls to Smile — It Pressures Them to Accept the Unjust Status Quo	Reposted from *The Conversation.*	May 25, 2021
06	The What's, Why's, & How's of Developing a Logic Model: A Guide for Students	Ashley Romano, Brock University Student	June 1, 2021
07	Using Art to Answer Questions	Bailey Gallinger, Brock University Student	June 8, 2021
08	Ending 'Streaming' is Only the First Step to Dismantling Systemic Racism in Ontario Schools	Reposted from *The Conversation.*	June 15, 2021
09	LGBTQ Teenagers Are Creating New Online Subcultures to Combat Oppression	Reposted from *The Conversation.*	June 22, 2021
10	After Coronavirus: Global Youth Reveal That the Social Value of Art Has Never Mattered More	Reposted from *The Conversation.*	June 29, 2021

	TITLE	AUTHOR	DATE
11	Short-Term Anti-Racist Training Is Not Enough to Counter Systemic Racism in Canadian Education	Reposted from *The Conversation*	July 6, 2021
12	5 Factors That Contribute to Students Finishing High School	Reposted from *The Conversation*	July 13, 2021
13	COVID-19 Amplifies the Complexity of Disability and Race	Reposted from *The Conversation*	July 20, 2021
14	How to Use Therapeutic Writing for Empowerment Without Revisiting Trauma	Reposted from *The Conversation*	July 27, 2021
15	Teachers in South Central LA Who Had Personal Ties to the Neighborhood Made Better Connections with Students	Reposted from *The Conversation*	August 4, 2021
16	Islamophobia in Schools: How Teachers and Communities Can Recognize and Challenge Its Harms	Reposted from *The Conversation*	August 10, 2021
17	5 Takeaways from the First-Ever State of Youth Report	Kamau Davis-Locke, YouthREX Research Assistant & Lidia Abraha, YouthREX Communications & Digital Engagement Associate	August 27, 2021
18	Intensive Tutoring, Longer School Days and Summer Sessions May Be Needed to Catch Students Up After the Pandemic	Reposted from *The Conversation*	September 14, 2021
19	Four Considerations to Support Young Caregivers	Kathe Rogers, YouthREX Knowledge Exchange Director	October 12, 2021
20	Responding to the 'New Normal' in a COVID-19 Era: Youth Mental Health in Canada	Donna Richards, PhD Candidate, Faculty of Social Work, York University	November 30, 2021

Table A7 (continued)

	TITLE	AUTHOR	DATE
21	Why Children Must Be Involved in Research in the Aftermath of COVID-19	Reposted from *The Conversation*	December 8, 2021
22	Youth Who Grew Up in Care Have the Right to Post-Secondary Education — and Tuition Waivers Open Doors	Reposted from *The Conversation*	January 4, 2022
23	Teaching Truth and Reconciliation in Canada: The Perfect Place to Begin is Right Where a Teacher Stands	Reposted from *The Conversation*	January 18, 2022
24	Sudbury Shared Harvest Transforms Mentorship Through Gardening	Lidia Abraha, YouthREX Communications & Digital Engagement Associate	February 2, 2022
25	Four Teen Writers Weigh in on Their Experiences with *Black Girl's Magazine*	Annette Bazira-Okafor, Editor/Co-Founder of *Black Girls Magazine* & YouthREX Academic Network	February 8, 2022
26	Youth Voices: Civic Engagement, Socio-Political Responsibility & Social Media	Tannaz Zargarian, Nombuso Dlamini, Associate Professor, Faculty of Education, York University & YouthREX Academic Network; & Katarina Gligorijevic, YouthREX Research Associate	February 11, 2022
27	Black Youth Yearn for Black Teachers to Disrupt the Daily Silencing of Their Experiences	Reposted from *The Conversation*	March 17, 2022
28	Reimagining Critical Mentorship for Equity-Deserving Youth	Princess Asiedu & Emily Lim, YouthREX Research Asisstants & Ossob Nur, YouthREX MSW Placement Student	March 28, 2022
29	Asking About Gender: Six Considerations for Youth Work	Khadijah Kanji, YouthREX YPS Associate; Katarina Gligorijevic, YouthREX Research Associate; & Kathe Rogers, YouthREX Knowledge Exchange Director	March 29, 2022

A8	Multimedia (n=5+49)	REX TV (YouTube) and Knowledge Hub		
	TITLE	**CONTENT TYPE**
01	Knowledge Hub Highlight // Rania El Mugammar // Working Together Against ABR in Ontario's Youth Sector (Part 1)	Video
02	Knowledge Hub Highlight // Rania El Mugammar // Working Together Against ABR in Ontario's Youth Sector (Part 2)	Video
03	Highlight // Oyedeji Ayonrinde // Collaborative Youth Work	Video
04	Highlight // Oyedeji Ayonrinde // Collaborative Youth Work (2)	Video
05	Towards Mental Wellness // In Conversation with Dr. Oyedeji Ayonrinde	Webinar
06	Working Together Against Anti Black Racism in Ontario's Youth Sector // Part 1	Webinar
07	Working Together Against Anti Black Racism in Ontario's Youth Sector // Part 2	Webinar
08	Highlight // Joshua Watkis // Doing Authentic Youth Work Within Communities	Video
09	Highlight // Rania El Mugammar // Practicing Intersectionality in Youth Work	Video
10	Highlight // Travonne Edwards // Advocating on Behalf of Youth	Video
11	Looking Through the Kaleidoscope of Cannabis with Dr. Oyedeji Ayonrinde	Video
12	Highlight // Dr. Deji Ayonrinde // Youth Workers' Impact	Video
13	Highlight // Dr. Deji Ayonrinde // Cannabis and Youth Mental Health	Video
14	In Conversation with Regent Park School of Music // Reimagining Youth Work in a COVID-19 Era	Webinar
15	Highlight // In Conversation with Regent Park School of Music // Supporting Youth Where They Are	Video
16	Highlight // Kofi Hope // Collective Approaches to Social Justice	Video
17	What Young Caregivers Want You to Know	Webinar
18	Highlight // Young Caregivers // Kathleen Slemon	Video

Table A8 (continued)

	TITLE	CONTENT TYPE
19	Opening Up: Creating Healing Spaces for Young Black Men	Webinar
20	Highlight // Opening Up // Asante Haughton (2)	Video
21	Highlight // Opening Up // Paul Bailey	Video
22	Highlight // Opening Up // Asante Haughton	Video
23	In Conversation with Youth Opportunities Unlimited // Reimagining Youth Work in a COVID-19 Era	Webinar
24	Highlight // In Conversation with Youth Opportunities Unlimited // Nurturing Youth Creativity	Video
25	In Conversation with Lay-Up // Reimagining Youth Work in a COVID-19 Era	Webinar
26	Highlight // In Conversation with Lay-Up // Taking Your Programming Online	Video
27	Highlight // In Conversation with Lay-Up // Making Progress Every Day	Video
28	In Conversation with I-Think // Reimagining Youth Work in a COVID-19 Era	Webinar
29	Highlight // In Conversation with I-Think // Centering Empathy in Youth Work	Video
30	Building Black Futures Through Literacy	Webinar
31	Highlight // Building Black Futures Through Literacy // Supporting Parents	Video
32	Highlight // Building Black Futures Through Literacy // Jay Pitter	Video
33	Data Wrangling for Youth Program Evaluation // Lesson 1 // Using Spreadsheets to Manage Your Data	Virtual Lesson
34	Data Wrangling for Youth Program Evaluation // Lesson 2 // Working With Survey Data (Part 1)	Virtual Lesson
35	Data Wrangling for Youth Program Evaluation // Lesson 3 // Working With Survey Data (Part 2)	Virtual Lesson

|	TITLE	CONTENT TYPE
36	Data Wrangling for Youth Program Evaluation // Lesson 4 // IF Statements and Nested IF Statements	Virtual Lesson
37	Amoya Reé // Spoken Word // "Library"	Video
38	Amoya Reé // Spoken Word // "Dear Fear"	Video
39	Data Wrangling for Youth Program Evaluation // Lesson 5 // Using Excel to Manage and Analyze Data	Virtual Lesson
40	Data Wrangling for Youth Program Evaluation // Lesson 6 // Using Excel for Attendance Surveys/Graphs	Virtual Lesson
41	Hidden: The Voices of Young Carers	Audiogram
42	Learn by YouthREX	Video
43	User Experience (UX) Evaluation with Chris Lysy	Webinar
44	Creative Reporting in Evaluation with Chris Lysy	Webinar
45	From Trauma-Informed Care to Healing-Centered Engagement: A Youth Work Teach-In with Dr. Shawn Ginwright	Video
46	PIVOT	Video
47	Critical Youth Mentorship // A Youth Work Teach-In // Part 1	Video
48	Critical Youth Mentorship // A Youth Work Teach-In // Part 2	Video
49	Black Boys & Men: Changing the Narrative: Engaging Black Boys in Schools	Audiogram
50	Top Ten Issues for Black Youth and Their Families	Video
51	Highlight // Critical Youth Mentorship Teach-In // Visual Notes	Video
52	Highlight // Critical Youth Mentorship Teach-In // Larissa Crawford	Video
53	Striking a Chord // The Power of Music Programs for Young People	Video
54	Centering Equity in Family Engagement	Webinar

A9	Partnership Events (n=4+3, all virtual)	
	TITLE	**PARTNER(S)**
01	**Put Your Learnings into Practice** June 2, 2021	Sport Information Resource Centre (SIRC)
02	**5 Keys to Successful Program Development & Design** June 21, 2021	Girls Night In
03	**Design Thinking** July 8, 2021	Markham African Caribbean Canadian Association (MACCA)
04	**Advancing Equity by Reimagining Program Evaluation as a Storytelling Tool** July 21, 2021	Faculty of Health, York University
05	**Youth Job Connection Community of Practice Meeting** August 10, 2021	First Work
06	**Enhancing Your Data Collection & Programming through Creative Evaluation Methods** January 15, 2022	Coaches Association of Ontario
07	**'Vulnerability', Marginalization: Perspectives from Programming, Research & Evaluation** January 28, 2022	Vulnerability, Marginalization & Education Conference, University of Windsor
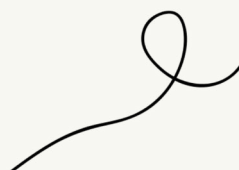
A10	Communications & Knowledge Mobilization	(as of March 31, 2022)	
01	**YouthREX.com** Unique Visitors / Pageviews	50,311
02	**Knowledge Hub** Unique Visitors / Pageviews	17,196
03	**Active Newsletter Subscribers**	8,372
04	**Twitter Followers**	3,301
05	**Instagram Followers**	1,994
06	**LinkedIn Followers**	817
07	**Facebook Page Likes**	749
08	**YouTube Channel Subscribers**	103
	YouTube Video Views	1,867
09	**TikTok Followers**	9
	TikTok Views	1,370

A11	5 Most Visited Resources* on the Knowledge Hub * by unique pageviews (in parentheses)	
April 1, 2021, to March 31, 2022	01. Video: **From Trauma-Informed Care to Healing-Centered Engagement: A Youth Work Teach-In with Dr. Shawn Ginwright** (2,581)
	02. Infographic: **COVID-19 & Social Determinants of Health** (1,607)
	03. Report: **Towards Race Equity in Education: The Schooling of Black Students in the Greater Toronto Area** (795)
	04. Report: **Doing Right Together for Black Youth: What We Learned from the Community Engagement Sessions for the Ontario Black Youth Action Plan** (567)
	05. Report: **A Roadmap to the Truth and Reconciliation Commission Call to Action #66** (560)

B. PROGRAM OBJECTIVE TWO: LEARN BY YOUTHREX

B1 | Online Program Evaluation for Youth Wellbeing Certificate (2 offerings to 200 learners)

DATE OF OFFERING	# OF REGISTERED LEARNERS
October 4 to December 31	145

B2 | Advanced Online Program Evaluation Certificate (2 offerings to 100 learners)

DATE OF OFFERING	# OF REGISTERED LEARNERS
November 1 to December 5 (extended to December 20)	76

B3 | Centering Black Youth Wellbeing Certificate (2 offerings to 200 learners)

DATE	# REGISTERED	# ACTIVE LEARNERS	# COMPLETED
August 16 to September 26	1,012	344	214
February 7 to March 20 (in English and French)	929	460	274

B4 | Online Cannabis and Youth Certificate (open to 200 learners)

DATE	#REGISTERED	# EARNED A CERTIFICATE
April 01 to March 31	1,593	674

B5 | 2 Certificates Developed by Allied Organizations (each offered to 100 learners)

CERTIFICATE	ORGANIZATION	LAUNCHED TO STAKEHOLDERS
Brain Story Certification + YouthREX-Created & Curated Learn More Resources	Alberta Family Wellness Initiative, Palix Foundation	November 01 **256** (EN) and **5** (FR) registered learners through our platform.
Cannabis and Mental Health + Mentor Guide	Exploring the Link: Cannabis & Psychosis, Schizophrenia Society of Canada	March 10 **122** (EN) and **6** (FR) registered learners by March 31.

B6 | Skill-Up Mini Samplers (2 offerings to 100 learners)		
	TITLE	**# OF REGISTERED LEARNERS**
SKILL-UP SAMPLERS – SUMMER 2021 – **July 5 to August 31**		
01	Trauma-Informed Youth Work	84
02	Anti-Oppressive Practice	70
03	The Stages of Change Framework	43
04	Logic Modelling for Intentional Program Design	27
05	How to Tell a Story with Data Visualization	25
06	Cannabis in Context	14
07	Cannabis Legalization & Youth	7
ONLINE WORKSHOPS – WINTER 2021/22 – **November 1 to January 10** (extended to January 30)		
01	Trauma-Informed Youth Work	284
02	Anti-Oppressive Practice	155
03	The Stages of Change Framework	141
04	The Personal & Professional Contexts of Youth Work	62
05	Youth Violence	96
06	Engaging Black Youth and Their Families	105

B7 | Live Online Workshops (4 workshops to 120 learners)				
	TITLE	**DATE**	**# OF REGISTRANTS**	**#OF PARTICIPANTS**
01	**Supporting Youth: Nurturing Relationships While Navigating Boundaries**	October 13, 2021	95	58
02	**Getting to Know Evaluation 101: Understanding & Evaluating Your Program**	March 3, 2022	213	101
03	**Getting to Know Evaluation 102: Data Collection & Sharing Your Legacy**	March 17, 2022	195	67

B8 │ Customized Trainings / Presentations		
	ORGANIZATION	**DATE**
01	LOFT/Youth Wellness Hubs Ontario: Peer Support Workers Training	May 18, 2021
02	Hong Fook Mental Health Foundation	October 14, 2021
03	*Evaluation 101: An Introduction to Evaluation* for Jean Augustine Centre for Young Women's Empowerment Youth Council	November 2, 2021
04	*Centering Black Youth Wellbeing* for Equity & Identity in the Lives of Children and Youth, Child & Youth Studies, Trent University	November 24, 2021
05	*Evaluation 101: An Introduction to Evaluation* for Lumenus	November 25, 2021
06	*Youth Participatory Action Research* for Afrocentric School	January 07, 2022

C. PROGRAM OBJECTIVE THREE: CUSTOMIZED EVALUATION SUPPORTS

C1 | Customized Evaluation Supports Consultations

50 programs and organizations were supported through **64** Customized Evaluation Supports, including Knowledge Exchange (i.e., the creation and curation of resources), Program Development, and Evaluation Consultations.

Central

- **Black Girls' Magazine**
- **Community Music Schools of Toronto** (expanding from Regent Park School of Music)
- **Covenant House Toronto**
- **Dance Immersion**
- **Dreams 2 Reality**
- **Durham Family Court Clinic**
- **Healthy Youth Network**
- **Jane-Finch Tennis Association**
- **Jessie's: The June Callwood Centre for Young Women**
- **JVS Toronto**
- **The Neighbourhood Group Community Services**
- **New Leaf Foundation**
- **Nia Centre for the Arts**
- Child, Youth & Family Programs/**North York Community House**
- Patches 360
- West Credit Secondary School/**Peel District School Board**
- **Peel Institute on Violence Prevention**
- **Pieces to Pathways**
- **Project Canoe**
- **RB Community Support and Outreach**
- **The Reading Partnership**
- **Roots of a Black Girl/Power to Girls Foundation**
- Career Mentorship Program/**South Asian and Tamil Women's Collective**
- **StepStones For Youth**
- **Strides Toronto**
- **YES Reading Club and Youth Leadership Program**

Eastern

- **Dalhousie Youth Support Services**
- **Open Doors**
- **Ottawa Coalition of Community Houses**
- **WEED-ED**

Southwestern

- **The City of Brantford**
- Youth Justice Strategy/**Chippewas of the Thames First Nation Justice Department**
- Level Up/**John Howard Society of Waterloo-Wellington**
- Positive Strides Programs/**Restorative Justice Chatham-Kent**
- **The Well Community Collective**

Northern

- **Future North**

Ontario-Wide

- **LGBT YouthLine**
- **YEY!**

Canada-Wide

- RISE/**Apathy is Boring**
- **Big Brothers Big Sisters Canada**
- **Black Boys Code**
- **Camp Quality Canada**
- **Canadian Girls Baseball**
- **Canadian Roots Exchange**
- **Community Food Centres Canada**
- **Kids Now Canada**
- **Kids with Incarcerated Parents**
- **Pathways to Education**
- Communities Building Youth Futures/**Tamarack Institute**
- **Youth Project**

C2 | Fee for Service Evaluations

PROGRAM/ORGANIZATION	STATUS (as of March 31, 2022)
Pempamsie, funded by Public Safety Canada, is a comprehensive five-year program (2019–2024) offered through Delta Family Resource Centre for predominantly Black youth in contact or at risk of coming in contact with the criminal justice system.	• Conducted one-on-one in-depth interviews with six program staff and one participant; participant recruitment is ongoing. • Analyzed preliminary data and developed an interim evaluation report for the program funder. • Revised Pempamsie's referral form and created 3 additional forms to assist with program monitoring and reporting • Developed a staff training and held a training session. • Data collection and analyses are ongoing.
YSSI: Youth Success in Schools Initiative, funded by Scotiabank, is a partnership between United Way of Greater Toronto and Toronto and York Region School Boards to support academic achievement and wellbeing of Black youth between 12 and 14 years of age.	• Developed a logic model and evaluation and data collection tools for the entire initiative. • Developed recruitment strategy for participants of the program, parents and caregivers of the participants, and program partners in the early phase of the evaluation. • A complete program evaluation plan is nearing completion.
BRAVE: Breaking the Cycle of Violence with Empathy is a hospital-based violence prevention program offered by the Tory Trauma Program at Sunnybrook Health Sciences Centre and funded by the City of Toronto.	• Conducted 19 interviews with BRAVE participants, family members of participants, and hospital staff connected to the program. • Completed the interview analysis and developed a report highlighting the interview findings; the findings were shared with stakeholders at Sunnybrook Health Sciences Centre and the BRAVE program. • The findings were used to help secure additional funding and continue the program.
The Aspire for Higher **Youth Mental Wellness Program**, funded by the Public Health Agency of Canada, focuses on the mental health of Black boys between the ages of 12 to 14 years through a combined basketball and mental wellness curriculum.	• Collected data for the first program cohort, including surveys and one focus group; data analyses are underway, and an interim report will be shared with the program to inform decisions about upcoming programming.
Through the York Region District School Board, the **Connex Youth Program** has received funding for an extension of their previous program, the Connex Youth Mentorship program. This three-year project supports newcomer youth in York Region and will explore the effectiveness of different program modalities: in-person, virtual, and a hybrid approach.	• Supports to the Connex Youth Program have just begun; YouthREX is updating the program logic model and developing an evaluation plan.

D. PROGRAM OBJECTIVE FOUR: COMMUNITY-ENGAGED RESEARCH

Ontario Youth Sector Compass (OYC)

The first half of the 2021-2022 year was spent conceptualizing and developing the OYC study, which seeks to understand the experiences of youth and youth workers in Ontario. The project aims to capture the youth voices of Ontario and to illuminate the state of youth work in the province.

Through surveys and in-depth one-on-one interviews, the OYC project will provide rich insights of youth and youth workers across Ontario. The findings from the study will inform practices, programs, services, and policies that are responsive to the unique and distinct experiences of Ontario's youth and youth workers.

The Ontario Youth Sector Compass aims to answer the following research questions:

- What issues are youth in Ontario experiencing?
- How have these issues been compounded by the COVID-19 pandemic?
- How are Ontario youth involved in education, employment, activities, and communities?
- What are the issues, gaps, and barriers encountered by youth workers?
- How are youth workers responding to the challenges they are experiencing?
- How might we engage and leverage 'systems' to better support youth and youth workers?

The project was launched on November 15, 2021; **3,670** youth and **423** youth workers completed surveys. After removing participants who were ineligible or who had large amounts of missing data, the final sample used for analyses will consist of **3,342** youth and **356** youth workers. For the in-depth interviews, **81** youth and **73** youth workers participated.

Emerging findings from preliminary analyses of the surveys and interviews include:

1) Youth participation in youth programs significantly declined during the pandemic. Even with a shift to virtual programming, inequitable access to the internet and technology, as well as concerns about privacy and confidentiality, limited youth involvement. Since the pandemic, only 22% of youth reported participating in youth programming.

2) The pandemic has exacerbated mental health issues among youth. Nearly 70% of youth reported that their mental health has become worse since the pandemic, and four in five youth workers reported that mental health was the top issue facing youth today.

3) The increase in mental health issues for youth has impacted youth workers' caseloads. Four in five youth workers reported their jobs were more difficult after the pandemic.

4) In interviews, many youth workers did not describe their work as being 'decent work', given its precarious nature, including short-term funding and contract positions. The survey supports this finding, with only XXX in five reporting that there was 'decent work' in Ontario's youth sector.

5) Youth and youth workers living in Northern Ontario faced additional challenges in accessing social services due to having less access to resources, internet, and technology, as well as systemic discrimination and intergenerational trauma.

Demographics of Survey Participants (Youth and Youth Workers)

Age of Youth Survey Respondents

Age	N (%)
16 years	130 (4.4)
17 years	163 (5.6)
18 years	191 (6.5)
19 years	186 (6.3)
20 years	193 (6.6)
21 years	206 (7.0)
22 years	219 (7.5)
23 years	215 (7.3)
24 years	226 (7.7)
25 years	239 (8.2)
26 years	221 (7.5)
27 years	249 (8.5)
28 years	228 (7.8)
29 years	266 (9.1)
Mean Age (SD) = 23.1 (3.9) years	
Median Age = 23 years	

Age and Role of Youth Worker

Age	N (%)
Under 18 years	11 (3.6)
18 – 24 years	47 (15.3)
25 – 34 years	142 (46.3)
35 – 44 years	60 (19.5)
45 – 54 years	22 (7.2)
55 – 64 years	23 (7.5)
65+ years	2 (0.7)
Current Role	
Frontline staff	283 (81.6)
Administrative staff	7 (2.0)
Management-level staff	33 (9.5)
Senior leadership	11 (3.2)
Community researcher	4 (1.2)
Other	9 (2.6)

Additional Demographics for Youth and Youth Workers Survey Respondents

Region	Youth N (%)	Youth Worker N (%)
Central	1,897 (56.7)	161 (51.9)
Eastern	505 (15.1)	50 (16.1)
Northeastern	94 (2.8)	9 (2.9)
Northwestern	47 (1.4)	19 (6.1)
Southwestern	481 (14.4)	71 (22.9)
Gender*		
Cis	993 (34.0)	94 (30.5)
Non-Conforming	146 (5.0)	16 (5.2)
Boy/Man	563 (19.3)	39 (12.7)
Questioning/exploring	70 (2.4)	2 (0.6)
Transgender	65 (2.2)	4 (1.3)
2-Spirit	8 (0.3)	-
Girl/Woman	1,733 (59.4)	216 (70.1)
Preferred not to answer	55 (1.9)	5 (1.6)
Identifies as another gender	21 (0.7)	2 (0.6)

Table (continued)

Race/Ethnicity		
Arab/Middle Eastern	79 (2.7)	7 (2.3)
Black	245 (8.4)	42 (13.6)
Central Asian	33 (1.1)	-
East Asian	326 (11.2)	8 (2.6)
Indigenous	74 (2.5)	12 (3.9)
Hispanic/Latin American	68 (2.3)	6 (1.9)
Pacific Islander	4 (0.1)	2 (0.6)
South Asian	335 (11.5)	14 (4.5)
Southeast Asian	125 (4.3)	6 (1.9)
White	1,301 (44.7)	188 (60.8)
Multi-racial/ethnic	150 (5.2)	11 (3.6)
Preferred not to answer	97 (3.3)	12 (3.9)
Identifies with another group	71 (2.4)	1 (0.3)
Sexual Orientation		
Asexual/Ace	99 (3.4)	3 (1.0)
Bisexual	372 (12.8)	31 (10.0)
Gay	50 (1.7)	3 (1.0)
Lesbian	61 (2.1)	8 (2.6)
Pansexual	95 (3.3)	7 (2.3)
Queer	93 (3.2)	21 (6.8)
Questioning/exploring	81 (2.8)	5 (1.6)
Straight	1,889 (65.0)	217 (70.2)
Two-Spirit	5 (0.2)	-
Preferred not to answer	135 (4.6)	14 (4.5)
Identifies with another sexuality	24 (0.8)	-

Table (continued)

Highest Level of Education		
No formal schooling	2 (0.1)	-
Elementary school	96 (3.3)	4 (1.3)
Some high school	246 (8.5)	-
High School/G.E.D.	480 (16.5)	14 (4.5)
Some college or university	595 (20.4)	21 (6.8)
College diploma	344 (11.8)	98 (31.7)
University degree	868 (29.8)	128 (41.4)
Professional or graduate degree	245 (8.4)	44 (14.2)
Other	34 (1.2)	-
Newcomer		
Arrived in Canada less than 5 years ago	177 (6.0)	3 (0.9)

Note. Gender identity was a "select all that apply" question. For this reason, frequencies exceed 100%.

E. COMMUNITY NETWORKS

Learn more about our Interns, Research Assistants, Fellows, and Academic Network Members:
youthrex.com/our-team

NETWORK	STATUS
ACADEMIC Partnerships with professors at Ontario colleges and universities with research interests in youth issues.	Our Academic Network includes **18** members from Ontario universities and colleges, including **six new members** who were added in 2021/2022: • **Oyedeji Ayonrinde** (Associate Professor, Department of Psychiatry and Psychology, Queen's University) • **Annette Bazira-Okafor** (PhD in Social Justice Education, Ontario Institute of Studies in Education, University of Toronto) • **Daniel Kikulwe** (Assistant Professor, School of Social Work, York University) • **Bryn King** (Assistant Professor, Factor-Inwentash Faculty of Social Work, University of Toronto & Co-Founder and Co-Director, Youth Wellness Lab) • **Naomi Nichols** (Canada Research Chair, Tier II, Community-Partnered Social Justice & Associate Professor, Sociology, Trent University) • **Carol Wade** (Sessional Instructor, School of Social Work, York University & School of Social Work, University of Windsor) **YouthREX collaborated with members on a variety of projects, including:** • **Joey-Lynn Wabie** (School of Indigenous Relations, Laurentian University) led the development of Transform Nations, a YouthREX-funded project to educate and engage the public on issues of Indigenous representation, using social media platforms; stereotypical representations as characterized through LEGO figurines were transformed into modern-day representations that more accurately reflect the diversity of Indigenous people. • **Oyedeji Ayonrinde** (Department of Psychiatry and Psychology, Queen's University) launched Community Conversations, an online series featuring local, national, and international voices and experiences on diverse issues, with guest Adam 'Padge' Pagett, a UK-based Social Worker. • **Carol Wade** (Schools of Social Work, York University & University of Windsor) collaborated in developing, hosting, and facilitating a YouthREX webinar, Centering Equity in Family Engagement, and co-created a Factsheet, The 4Es Framework for Culturally Relevant Family Support & Engagement. • **Uzo Anucha** (School of Social Work, York University), Carol Wade, Oyedeji Ayonrinde, and Olufunke Oba (Toronto Metropolitan University) submitted a proposal to the Public Health Agency of Canada.

Community Networks Table (continued)

|	
YOUTH INTERNSHIPS Paid Internships for youth across Ontario to work with members of YouthREX staff and Academic Network members across Ontario.	YouthREX provided learning opportunities for 24 young people: • Undergraduate Student Research Assistantships x **9** • Graduate Student Research Assistantships x **4** • Research Assistantships x **5** • Youth Research Assistantships x **1** • Graduate Student Research Placements x **2** (1 Master's Level, 1 PhD Level) • College Post-Graduate Student Research Placements x **2** • Undergraduate Placement Students x **1** (BSW)
YOUTH WORK FELLOWSHIPS Short-term fellowships to youth leaders and youth workers to collaborate on initiatives that extend and enhance YouthREX's core objectives.	YouthREX hosted **Annette Bazira-Okafor** and **Carol Wade** as Fellows for short-term contracts.
YOUTH WORK AMBASSADORS	This network is paused due to COVID-19, but we have continued to include youth workers in our webinars, workshops, and online events, and facilitated opportunities to engage them in the REX Virtual Café.

F. BEYOND DELIVERABLES: STRATEGIC PARTNERSHIPS AND ACTIVITIES

PARTNER	PROJECT	STATUS
Strides Toronto	Centering Black Youth Wellbeing Certificate	YouthREX has continued its collaboration with **Strides** to increase the awareness, knowledge, and capacity of child and youth core service provider staff and managers. We customized an offering of our *Centering Black Youth Wellbeing* certificate and offered this to two cohorts of their stakeholders in 2021. This enhanced delivery featured live online seminars with guest facilitators and was offered twice: June 1 to July 16 and November 1 to December 12. The first cohort included **170** registered learners, and the second included **202** registered learners.
School Mental Health Ontario	Centering Black Youth Wellbeing Certificate: English and French	We partnered with School Mental Health Ontario to fully translate this certificate into French and offered both the English and French certificates to their board mental health leadership teams, frontline school mental health professionals, and managers of social work, psychology, child and youth work across the 72 school boards in Ontario from November 29 to January 30; **263** English learners registered, and **54** French learners registered.
Exploring the Link, Schizophrenia Society of Canada	Cannabis and Mental Health	YouthREX partnered with Exploring the Link to develop an online certificate for youth, by youth, on cannabis and mental health, with funding from the Mental Health Commission of Canada. These online resources include a Mentor Guide for youth workers, program leaders, educators, mentors, parents, and youth allies.
Provincial Youth Outreach Workers (YOW) Program, Strides Toronto	What's With Weed	In partnership with the YOW program, YouthREX redeveloped the What's With Weed website and associated tools/resources, through a grant from Canopy Growth. In partnership with Strides, YouthREX was leading the redevelopment of the **What's With Weed** website and associated tools/resources, through a grant from Canopy Growth. We co-hosted a Design Day with 15 youth on February 20 to inform the redesign. The reimagined webpages, available in both English and French, were **launched on April 20 (420 Day)** and can be found on YouthREX.com, each linking to an associated Featured Collection with youth-friendly tools and resources and a timeline of the social and political history of cannabis in Canada.

Strategic Partnerships and Activities Table (continued)

Community Music Schools of Toronto and Helen Carswell Chair in Community Engaged Research in the Arts, York University	**Re-imagining Music Education After a Pandemic: Leveraging Community Engaged Research to Inform Music Education Programs for Youth**	YouthREX, in partnership with Community Music Schools of Toronto (expanding from Regent Park School of Music), received funding from the Helen Carswell Chair in Community Engaged Research in the Arts at York University for a project on community engagement through music education. The first phase of the project completed an extensive evidence review to explore practices to support inclusive, equitable, authentic, and respectful community-engaged youth music education with youth, parents, caregivers, and families, and with the community. The second phase will gather feedback from the community. A Project Advisory Committee made up of Jane-Finch members is guiding this phase of the project.
Public Health Agency of Canada	**Centering Black Youth Wellbeing: Beyond Anti-Black Racism Training to Transformational Action**	YouthREX received an invitation to submit a funding request from the Public Health Agency of Canada. We submitted a proposal on October 13 for a project that will extend the *Centering Black Youth Wellbeing* certificate by developing a Toolkit for organizations to track, measure, understand, and share their anti-Black racism transformational change efforts to ensure an ongoing commitment to transformational change at the institutional, organizational, agency, and program levels. We were informed on August 4 that our proposal has successfully made it to the last review stage.
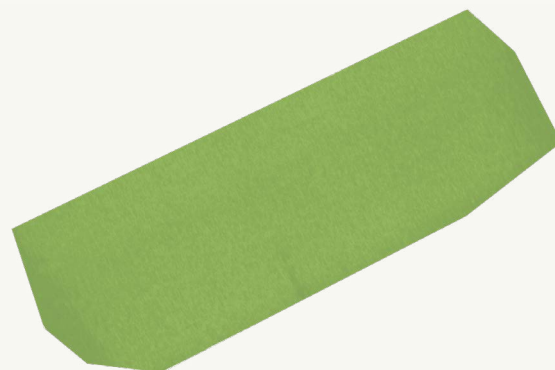
05.

ABOUT OUR INTERNAL EVALUATION METHODOLOGY

Our evaluation strategy was guided by Kirkpatrick's (1979[4]) Comprehensive Evaluation Model, as refined by Antheil & Casper (1986[5]). The model provides a "panoramic view" by evaluating four levels of program effects:

Level I – Participant Reactions

Evaluation of Level I focuses on participants' reactions and how well they liked a program. It is sometimes called a measure of 'customer satisfaction' and is based on the idea that individuals who are satisfied with a program are more likely to pay attention and learn. McRoberts and Leitch (1998[6]) note that assessing reactions (satisfaction) is particularly important in programs where participants engage in the learning process voluntarily.

Level II – Participant Learning: Knowledge, Attitudes, Skills

Evaluation of Level II goes beyond participant reactions (satisfaction) to measure changes in an individual's knowledge, attitudes, and skills. A before-and-after approach is used in order to measure the amount of learning that has taken place over the course of the program or services. Since this stage most resembles traditional testing, it only measures whether an individual has new knowledge, attitudes or skills, not whether they will or have applied and used the new knowledge, attitudes or skills (Antheil & Casper, 1986).

Level III – Transfer of Learning

Evaluation of Level III focuses on the transfer of learning to real-life situations, such as the application of new knowledge, attitudes or skills to work with youth. It measures changes in participants' on-the-job behaviour following the program or service. Antheil & Casper (1986) argue that "the ultimate measure of educational success is the incorporation of new learning as it is reflected in actual behavior" (p. 58).

Level IV – Organizational Impact of the Program

Evaluation of Level IV assesses the organizational impact, or the extent to which a participant's workplace benefits from the individual's involvement in the certificate. Ideally, evaluation of Level IV is conducted several months after a training course was completed or a service provided.

For the internal evaluation of YouthREX, the focus was on the participants' level of satisfaction with YouthREX services and supports (i.e., Level I) and on participants' learning (i.e., Level II). However, the data provide some indirect indication about the participants' *intention* to transfer their learning (i.e., Level III). Furthermore, the reach of YouthREX services and supports was another important element of the internal evaluation. While we do not have a great deal of data currently about the impact those who receive YouthREX services and supports make within their own organizations (i.e., Level IV), reach can be considered an early indication of the organizational impact of YouthREX.

---

4 Kirkpatrick, D. L. (1979). Techniques for evaluating training programs. *Training and Development Journal, 33*(6), 178-192.

5 Antheil, J. H., & Casper, I.G. (1986). Comprehensive evaluation model: A tool for the evaluation of nontraditional educational programs. *Innovative Higher Education, 11*(1), 55-63.

6 McRoberts, R., & Leitch, R. (1998). Best of the old alongside the new: Evaluating an integrated training programme for part-time youth workers. *Journal of Vocational Education and Training, 50*(1), 21-40.

With a focus on reach, participant reaction, and participant learning, the following evaluation questions guided the internal evaluation strategy of YouthREX:

- What was the reach of YouthREX? What was the geographical reach?

- How did participants experience the offering or service? How satisfied were participants with the offering or service?

- What did participants perceive as the benefits and learnings they gained from accessing YouthREX offerings and services? What impact did these supports and resources have on their knowledge, skills and attitudes?

Given the focus on Levels I and II, participant reactions and learnings, our internal evaluation data sources come mainly from forms and surveys to gather information (i.e., about the individuals utilizing YouthREX supports and services) and feedback (i.e., after individuals have accessed such supports and services). For this report, data from the following sources were analyzed (see Table 5.1).

Our mixed methods approach includes the following quantitative and qualitative methods.[7]

Registration Forms

Participants complete these forms as part of their registration before gaining access to a learning platform or an event. For Certificates and online Workshops, the forms typically request information about participant socio-demographics, professional roles and experience, and organizational affiliation. These forms also asked registrants an open-ended question about their learning goals. Registration forms for Webinars and Teach-Ins provided information about the city participants were joining from, which has been recoded into region for analyses. Live Workshops and Skill-Ups only collected participant names.

Feedback Forms & Surveys

Various feedback forms and surveys provided data for this report. These all include a combination of close- and open-ended questions. Typically, participants were asked to assess their level of satisfaction, whether they would recommend the event, offering or service to others, the degree of relevancy to their work with youth, their perceptions of their own improved ability, and their intentions to apply the knowledge to their work with youth. Depending upon the question, 5- or 10-point Likert type scales were used, with higher scores representing the most positive response. Open-ended questions asked participants how they would change or improve the event, offering or service.

---

7   Copies of all our internal evaluation surveys are available on request.

Specifically for Certificates, Module Feedback Forms and Post-Surveys were utilized to gather evaluative data. Module Feedback Forms were sent to participants upon completion of each module, while the Post-Survey was emailed to all participants who registered upon the Certificate closing. For Workshops, Skill-Ups, Webinars, and Teach-Ins, participants were emailed the feedback forms after the offering or event had concluded. When these occurred live, links to the feedback forms were also posted in the Chat box on Zoom at the end of the event.

During the previous year, an Evidence Request Survey was developed and distributed to recipients who requested resources and evidence through Customized Evaluation Supports. As with the other feedback forms, participants were asked to indicate whether their needs were met, the overall quality of evidence and resources received, their level of satisfaction with the service provided, whether they would recommend YouthREX's evidence and resource services to others, and how such supports could be improved.

While much of the data collected as part of YouthREX's internal evaluation is similar, there are differences across forms based on the type of offering, event or service. This means that not all data is available for all offerings, events, and services.

However, last year YouthREX began transitioning the feedback forms to allow for greater consistency in evaluation data and performance measures collected across YouthREX. These changes are most notable within evaluation data for the Learn objective, where consistency in forms allowed us to collapse data for key indicators assessing *Reach*, *Participant Reactions*, and *Impact* across the majority of Learn offerings.

In several cases, however, the change to newer forms has not been able to keep up with the pace and widening demand for YouthREX services. As such, at the time of this report, the implementation of new forms has not been universally implemented.

Table 5.1: Data Sources Used in the Present Report

YouthREX Support Area	Data Sources
Knowledge Exchange	Webinar Registration Forms (5) Teach-In Registration Form (1) Webinar Feedback Forms (5) Teach-In Feedback Form (1)
Learn	Certificate Registration Forms (4) Workshop Registration Forms (6) Skill-Up Registration Forms Certificate Module Feedback Forms (22) Workshop Feedback Forms (9) Certificate Post-Surveys (4) Skill-Up Post-Surveys (1)
Customized Evaluation Supports	Evidence Request Survey (1)

Youth Research and Evaluation eXchange (YouthREX) is a province-wide initiative based at the School of Social Work at York University.

OUR MISSION is to make research evidence and evaluation practices accessible and relevant to Ontario's grassroots youth sector through capacity building, knowledge exchange, and evaluation leadership.

OUR VISION is an Ontario where shared knowledge is transformed into positive impact for all youth.

YouthREX is primarily funded by the Ontario Ministry of Children, Community & Social Services with contributions from the York Research Chair in Youth and Contexts of Inequity held by Dr. Uzo Anucha at the School of Social Work, York University.

YouthREX
School of Social Work
York University
4700 Keele Street
Toronto, Ontario M3J 1P3
youthrex.com
info@youthrex.com

YOUTHREX
Research &
Evaluation eXchange