



# The Middle Years Out-of-School Time Natural Supports Project

Evaluation of  
Cycle 2 Prototypes

November 20, 2020

## Acknowledgements

The report was prepared by Mark Cabaj (Here to There Consulting) based on an evaluation process that involved a larger prototype facilitation team (in alphabetical order):

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- Sandra Prefontaine, Community Initiatives Lead, BCBigs Edmonton
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The report findings and reflections are based on the input of 44 community residents and local organizations that serve them.

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# 1.0 Purpose

This document summarizes the assessment of three ideas to provide out of school (OST) activities to children aged 6 to 13 in the neighbourhoods of Britannia-Youngstown, Mayfield, and High Park, in the northeast of Edmonton. The ideas are unique in their emphasis on integrating “natural supports” into OST activities.

The report has three audiences:

- The Community Project Team and the Britannia-Youngstown, Mayfield and High Park Working Group for the Middle Years Out of School Time Natural Support (MYOSTNS) initiative, which sponsored and guided the project.
- The participants of Human Centered Design processes who developed the ideas in design workshops in November 2019 and summer of 2020 and are interested in the feedback of community residents and service providers on their proposals.
- The staff of the Ministry of Children’s Services, who provided the funding for the broader MYOSTNS initiative and would like a deeper understanding of the results of their investment.

The report might also be useful to local residents, service agencies, community planners, and policy makers involved in OST activities across the City of Edmonton and Province of Alberta.

## Key Terms

Middle Years: youth between the ages of 6 and 13.

- OST: Out of School Time – the hours that children are not in school.
- Out-of-School Time Activities: planned activities, ranging from structured programs to less structured events, that occur while youth are not in school.
- Natural Supports: informal, reciprocal connections of close relationships, such as family and friends, and broader associations, such as neighbours and mentors.
- Community: individuals that are bound together by geography or perceived social, functional, cultural and/or circumstantial connections.



## 2.0 Background

The Middle Years Out-of-School-Time, Natural Supports initiative emerged in the spring of 2019 to provide children of the middle years with a broader range of OST activities, enhanced by natural supports.

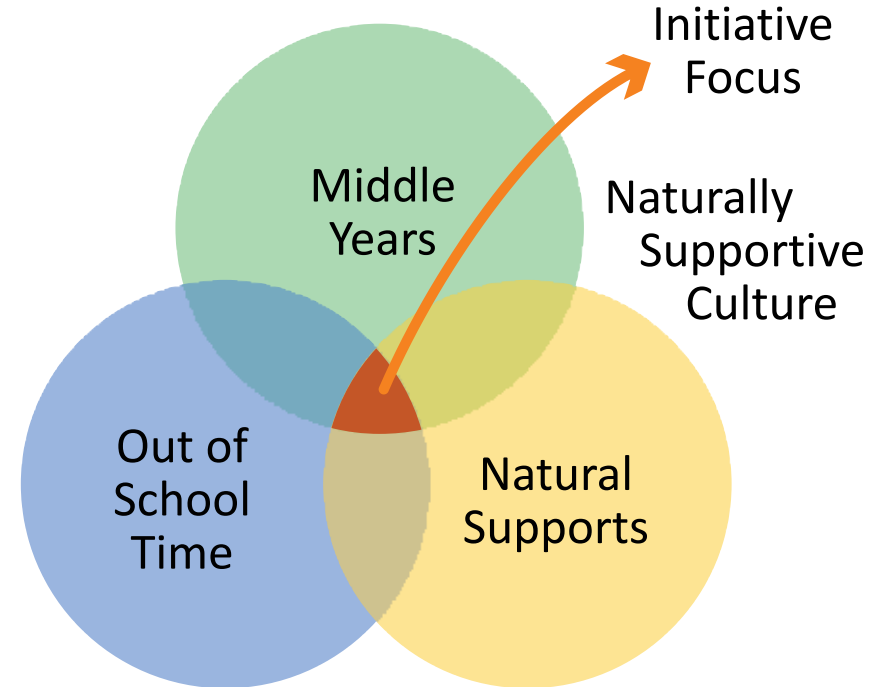
The geographic focus of the project is Edmonton's Britannia-Youngstown, Mayfield, and High Park. However, the project outcomes and learnings were relevant for communities across Alberta.

The initiative is funded by Ministry of Children's Services and coordinated by BGCBigs Edmonton. It has been guided by a 20-person Working Group and a 20-person Community Project Team, comprising local service providers, educators, and volunteers.

The project has evolved through three phases:

- Phase 1 (May to December, 2019) focused initially on developing, testing, and (possibly) scaling a MYOSTN pilot project in the targeted neighbourhoods. Its focus altered once local residents and initiative stakeholders concluded that a traditional pilot project was not the "highest impact" way to improve OST supports in the community.
- Phase 2 (January to April, 2020) focused on developing, testing, and refining a broad policy-practice framework of MYOSTNS that OST stakeholders could use to develop policies, coordinate activities, and develop programs across the city and province, including the targeted neighbourhoods.
- Phase 3 (May to December, 2020) continued to focus on developing a policy-practice framework, though the process of testing it with policy makers, planners, and OST providers was adapted to respond to difficulties imposed by the COVID-19 pandemic.

This report covers the results of using the MYOSTNS framework to inform the development and testing of OST activities, enhanced by natural supports, in the initiative's targeted neighbourhoods.

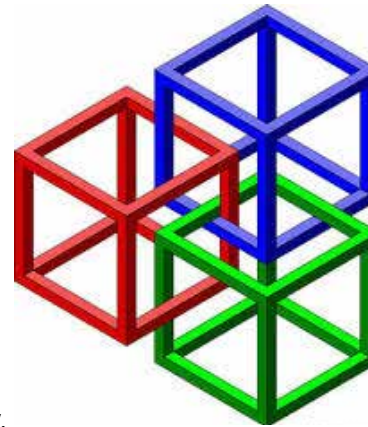


## 2.1 The MYOSTNS Framework

The primary outcome of the MYOSTNS initiative is the development of a Policy and Practice Framework Supporting Middle Years Out-of-School Time Activities Through Approaches Enhanced by Natural Supports.

The document explores the opportunities to promote positive outcomes for middle-years children and youth by supporting OST activities that facilitate the development of natural supports at the individual level, as well as through informal, grassroots connections to the larger community.

The core of the framework is a set of principles that interested OST stakeholders can use in three ways, in given niches, in their unique context.



### EIGHT KEY PRINCIPLES

1. Leverage existing community facilities
2. Ensure accessibility and affordability for all families
3. Effectively plan, coordinate, collaborate and communicate OST supports
4. Offer a broad spectrum of OST options
5. Be inclusive by providing universal and targeted OST supports
6. Enhance children's emotional, physical and social development, and overall resiliency
7. Systematically integrate natural supports into OST activities
8. Be evidence-informed, yet innovation oriented

### THREE KEY USES

1. **Policy Development and Funding:** Providing influence over OST activities through policies, regulations and funding
2. **Planning, Collaboration, Coordination and Communication:** Planning and managing OST activities at the community-level by establishing networks and coordinating groups
3. **Design and Delivery:** Designing and delivering OST activities at the community level

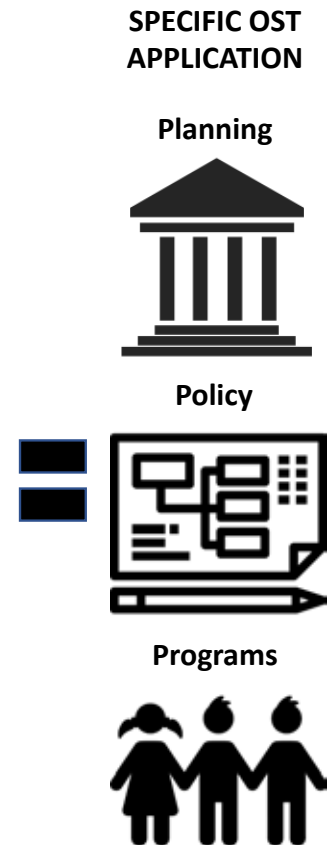
### FIVE NICHES

1. Before & After School
2. Short-Term School Breaks
3. Summer Breaks
4. Weekends
5. Times of wide-spread disruption (e.g. pandemic, flood, fire)



### UNIQUE CONTEXT

1. Geographic
2. Organizational
3. Client Base
4. Etc.

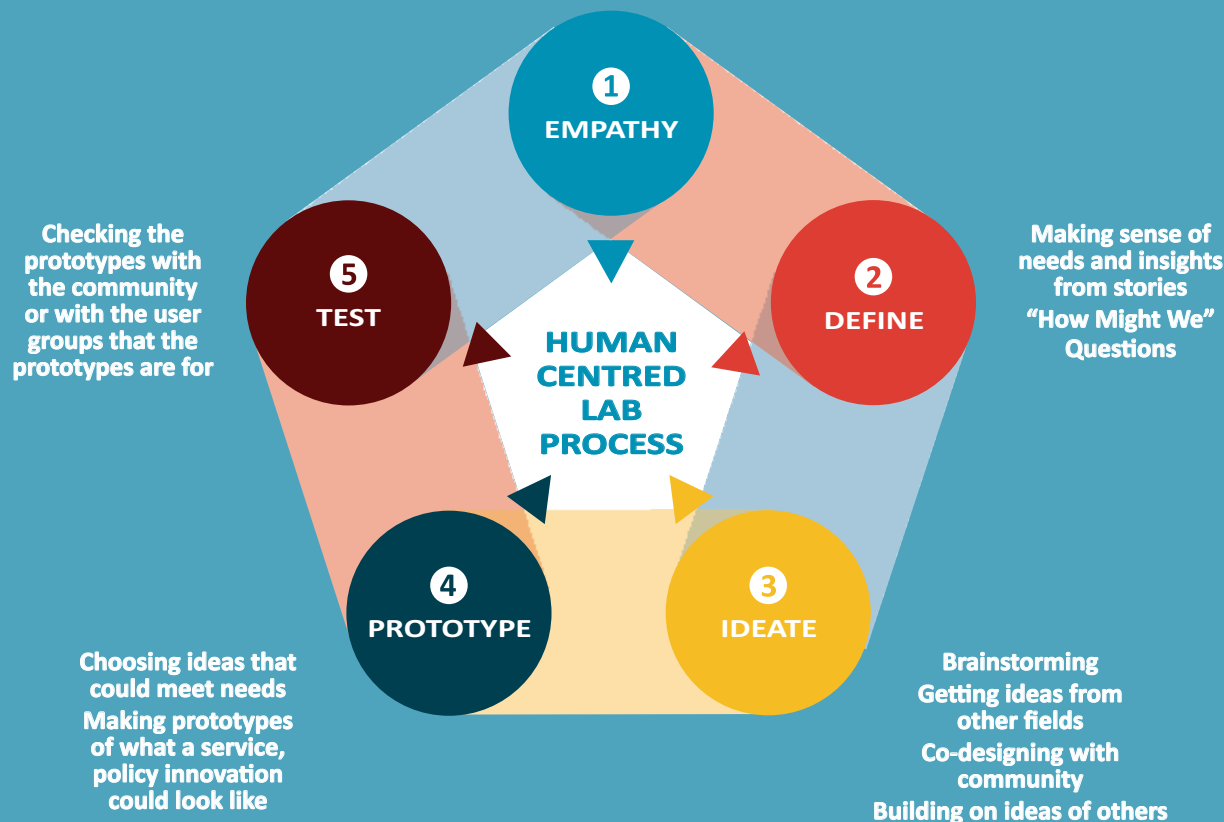




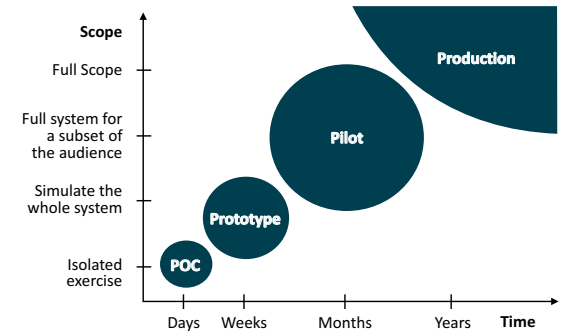
## 2.2. The Human Centered Design Approach

### The Think Jar Collective Approach to Human Centered Design

Stories  
Ethnographic Research  
Sense Making  
System Mapping



Prototyping provides a way for people to develop and test possible solutions in a learning rich, low cost, and rapid manner. Prototypes often precede more traditional pilot projects.



The MYOSTNS initiative stakeholders adopted a Human-Centered Design (HCD) approach to developing and testing OST activities.

HCD is a creative approach to designing programs, services, and supports for people. It puts the people whom programs are meant to support at the center of program design.

The core approach is the process of developing empathy and insight into the realities of people programs are meant to serve as a first step in defining, ideating, prototyping, and testing ideas that might be effective.

MYOSTNS stakeholders partnered with Ben Weinlick of the Think Jar Collective and employed a unique, 5-step HCD process.

A full account of how Human Centered Design was employed in the MYOSTNS initiative will be made available to the public in January 2021.

## 2.3. Human Centered Design – Cycle 1

On November 12-13, 2019, a group of nearly two dozen residents and service providers participated in an ideation and prototyping session facilitated by a prototype team led by Ben Weinlick, at the West End Club run by BGCBiggs Edmonton.

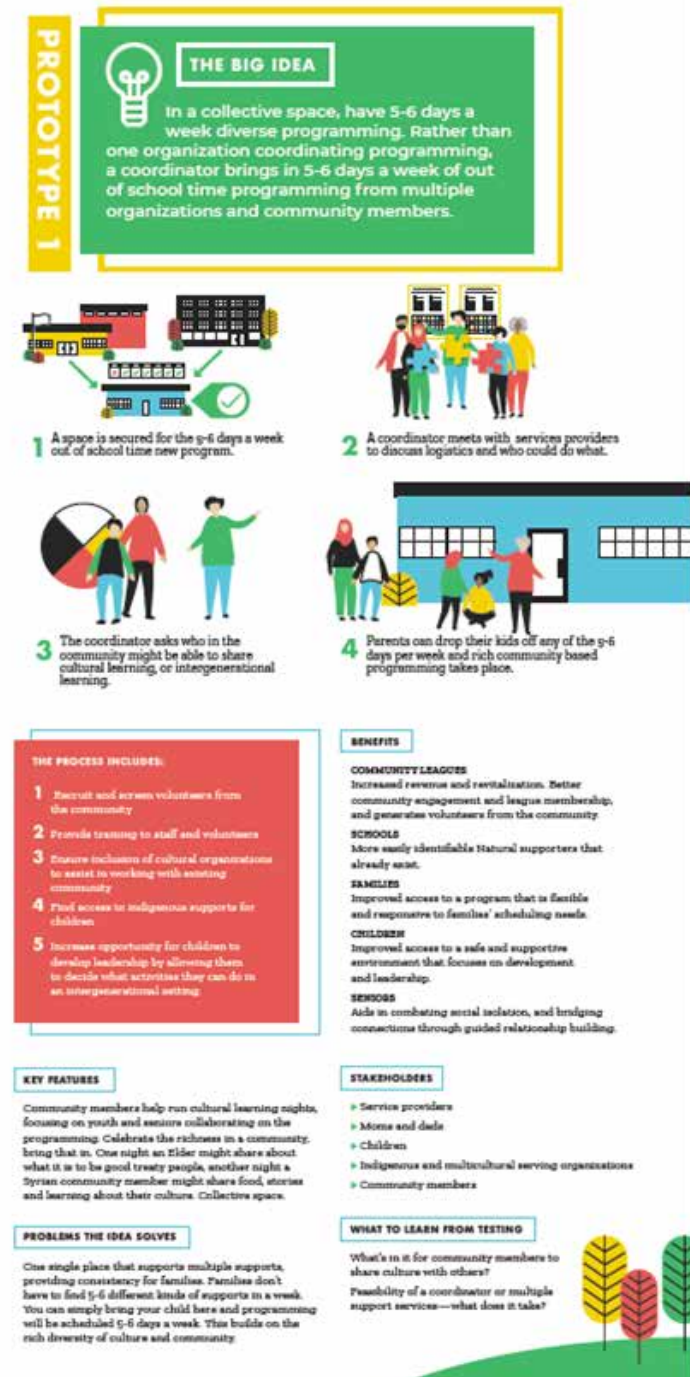


The group generated four distinct prototypes, each focused on tapping into a different natural support in the neighborhood (e.g., seniors, community league, ethno-cultural communities) for out of school time activities.



After the sessions, the prototype team combined all these ideas into a general prototype with the following features:

- OST activities offered in one neighbourhood location.
- Integrates cultural learning nights run by community members (e.g. Indigenous, immigrant).
- An emphasis on strengthening connections between seniors and youth.
- The strong coordination of diverse volunteers and organizations.



## HCD Cycle 1

From December 6 to 13, 2019, the prototype facilitation team engaged two types of stakeholders to get their feedback on the prototype. Nineteen representatives from local service organizations (i.e., schools, agencies, volunteers) were provided with an animated PowerPoint video presentation and an on-line survey of 12 questions. Dozens of children and families were approached in the local school, shown a poster highlighting the key ideas, and were interviewed directly for their responses to a set of 9 questions.

### The Key Learnings

1. Neighbourhood children, families, and stakeholders see a need for more out-of-school time care in Britannia-Youngstown and High Park.
2. There is interest in a natural support model with inter-generational, family, and cultural supports in the neighbourhood, as well as unanticipated feedback that there are important gaps in affordable after-school programming and/or lack of knowledge of existing programming.
3. The interest of families and stakeholders in the program, and their willingness to participate, depend on addressing the following:
  - Convenient location/accessible transportation
  - Adaptive and diverse programming
  - Strong coordination among service providers
  - Excellent volunteer recruitment and management
  - Effective support, safety, and risk management of youth with complex needs
  - Affordable
4. A concern about the short-term nature of a pilot, with its uncertain prospects for sustainability and the possibility that discontinuing the program may cause harm to vulnerable families and/or youth with complex needs.

The Community Project Team reviewed these findings and made two major decisions.

1. To not proceed with a traditional pilot project for three reasons:
  - There are multiple ways to address the key challenges/features in creating a neighborhood based, natural support driven, out-of-school time approach, rather than one model.
  - A six-month time period is not long enough to complete to start up, develop and complete an effective test of a new model.
  - Stakeholders expressed a clear reluctance to engage families and service providers for a short experiment, only to shut it down within six months with highly uncertain prospects for sustaining it in the future.
2. To pursue a more feasible, stakeholder supported, and higher impact approach:

- To begin a process of developing, testing, upgrading and adoption of a policy and regulatory framework that gets at some of the structural/systemic issues related to natural supports, out of school time care, and neighborhood located responses that cannot be addressed at a programmatic level.
- To embed a human-centered experimental process into an existing program(s) in the Britannia-Youngstown neighbourhood in order to (1) allow for the constant development and testing of multiple features of natural support based out of school time approach while (2) ensuring a continuity of care.



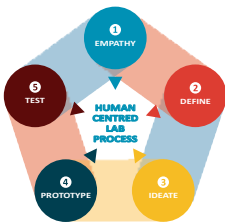


## 3.0 Human Centered Design Cycle 2

### MYOSTNS Framework



### HCD Process



### Three Neighbourhoods



The second HCD cycle was carried out from July to October, 2020. It applied the same HCD process used in November 2019, but was enhanced in a number of ways:

- informed by the feedback and insights from the first HCD cycle, which emphasized the coordination of multiple types of natural support enhanced OST activities offered in one geographic location.
- guided by the principles of the MYOSTNS framework, which were captured in the 'Design Brief' that was meant to guide prototype teams in developing and testing ideas for OST activities.
- applied across an expanded geographic focus to include High Park, which broadened the number of children, families, and service providers involved in the initiative.

The biggest change in Cycle 2, however, was the need to carry out a participatory process during the newly-arrived Covid-19 pandemic, which required the prototype facilitation team to make some adjustments to their standard approach:

- a focus on fewer and smaller scale design sessions (a total of nine people over two workshops).
- the careful use of safety protocols (e.g., use of the masks, distancing tables, rigorous cleaning procedures, people participating by Zoom).
- managing some confusion related to whether or not the group should be developing ideas that would work during a Pandemic and/or after.

Despite these constraints, the participants of the prototype teams managed to complete the ideation and prototype creation steps. They developed three distinct prototypes, which were captured in the form of posters by the prototype facilitation team.



# 3.1 The 3 Prototypes

## PROTOTYPE 1



### SEEDS TO TABLE

#### Engage Seniors to Provide Intergenerational Natural Supports

As part of the programming in the OST space, Seniors and Elders help youth learn in real world contexts about foods, plant medicines and nutrition. There is mentoring and story telling that brings in learning about Treaty 6 lands, histories, and other cultural components of healthy relationships with land and food.

#### THE PROCESS INCLUDES:

- 1 A coordinating agency plans and organizes the schedule and establishes partnerships (e.g., possible partnerships with Home Depot to help supply the materials).
- 2 Coordinating agency connects with a land-based Indigenous Elder, or a senior from a different culture that resonates with the community.
  - These are people senior within the community, living different ways and making sure the program is well thought through would be important.
- 3 Elder/Senior comes in for a day to teach about medicine walks done in the neighborhoods and about the medicines and trees in the community.
- 4 Children get seeds, learn about indigenous/cultural ways of gardening and plant the seeds.
- 5 Elder/Senior comes back a few months later and harvests the seeds, which are then used for cooking or for making medicine bags or other traditional items.



#### KEY FEATURES

A year-long program where seniors and children work together to learn about the land, plan and create community gardens in the spring, manage it in the summer, harvest the garden in the autumn, and learn about nutrition and practice their cooking skills with the harvest in the winter.

There are multiple opportunities of engagement all the way from building boxes for the garden beds, or preparing the garden for growth, to harvesting and utilizing the resources. Planning can include cultural components that meet the needs of culturally diverse families.

#### WHAT RESOURCES ARE NEEDED TO MAKE THIS HAPPEN?

- Need a coordinator role
- Some basic training/expectations for the Elders/seniors
- Coordinator needs to complete safety checks, etc.
- Need planning for sustainability (make sure it's not a one-off event)—i.e., need a curriculum
- Need access to facility/space, materials and supplies, and make sure that all participants are able to attend.
- Need to pay for the service from agencies (pay agency staff to participate) on a sustained basis

#### WHO BENEFITS?

- The community
- Seniors
- Children
- Families

#### HOW DO THEY BENEFIT?

- Children are provided opportunities to participate in a social, emotional, and learning environment.
- Seniors receive an enhanced feeling of giving back to the community by teaching children new skills.
- There is a reconciliation action piece to the idea in helping teach and learn how to be good treaty relatives and respect the land.

#### WHAT'S THE FASTEST TEST?

- Coordinate with an Elder (with proper protocols) or senior and invite them to share for an hour with children to educate about land-based medicines and healthy foods.
- Also ask Elder, or senior, for advice on how to turn this into a year long curriculum.

#### WHAT TO LEARN FROM TESTING

Understand the community, and where there is opportunity. Understand what already exist and what we can control if we have access to the space and transportation.



These graphics were created from community members or volunteer workshops in the winter of 2019 and 2020. They are provided as general information only. They are not intended to be used as a blueprint for other spaces.

## PROTOTYPE 2



### ADULTING 101

#### Engage Seniors to Provide Intergenerational Natural Supports

As part of the programming in the OST space, organizations managing OST programming boost educational learning in tandem with school curriculums. Once a week, seniors would mentor youth by demonstrating a skill or sharing a cultural learning. The learning experiences would be a mix of practical skills for daily life as well as cultural learnings to recognize and appreciate the different cultural perspectives of community members.

#### THE PROCESS INCLUDES:

- 1 A coordinating agency plans and organizes the schedule and establishes partnerships.
- 2 The coordinator reaches out to the school to understand what is being learned at the school for the week.
- 3 Coordinator reaches out to seniors' centres to find a senior(s) to come in and extend the learning. Also works with the seniors' centre to develop the approach (e.g., one-on-one with youth, etc.) and identify the types of activities seniors could teach the children to enhance their learning on a specific topic. Coordinator will search out the expertise of the senior and help them plan out an approach that matches the teacher's curriculum.
- 4 Coordinator trains the volunteers and completes safety checks.
- 5 Seniors share/demonstrate skills, learnings with children/youth.



#### KEY FEATURES

Some of the skills learned would be grounded in key curriculum happening in schools. Schools would help create modules aligned with formal curriculum that seniors mentor youth in.

The OST Organization (coordinating agency) acts as a bridge working closely with schools helps bring in culture experts to provide teachings that align with schoolwork from the classroom. School subjects or learning are not independent from life. If there is a way to tie the curriculum to children in an emotional way (their culture) it makes it that much more relevant.

#### WHAT RESOURCES ARE NEEDED TO MAKE THIS HAPPEN?

- Coordinator role
- Seniors who are willing to participate
- Compensation for time/effort
- Space
- People, materials, and funding

#### WHO BENEFITS?

- Youth
- Participating seniors
- Parents



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## PROTOTYPE 3



### AROUND THE WORLD

#### Expand Intercultural Appreciation and Awareness

In one space that is open 5-6 days a week, multiple organizations are coordinated to be hosts for a day a week. The host organization brings in their specific skills and diverse perspectives and only have to plan for one day of quality OST programming rather than 5-6 days. Youth and families are assured diverse programming that expands intercultural appreciation 5-6 days a week.

#### THE PROCESS INCLUDES:

- 1 A coordinating agency plans, organizes the schedule, coordinates and establishes partnerships.
  - Coordinator sets up one space for different agencies to host an event on specified days. Coordinator will ensure a central point of information for the service providers and families who want to participate.
- 2 Coordinator researches and maps the resources, strengths and organizations within the community and figures out ways to equitably compensate for engagement.
- 3 Different organizations with diverse cultural perspectives host learning activity nights.
- 4 Children get inspired and decide to share and host sharing and learning events in tandem with mentors.



#### KEY FEATURES

There is a backbone organization that coordinates the various established agencies in the community to come in and host.

One space with multiple organizations sharing in the creation of rich programming. Children and mentors could both be teachers and learners and we often see an increase in children sharing their own experiences after taking part in cultural teachings/learning. Children being supported to share and teach also builds leadership skills and pride.

#### WHAT RESOURCES ARE NEEDED TO MAKE THIS HAPPEN?

- Coordinator who is willing and able to forge connections and build relationships with cultural organizations within the community
- Funding, supplies, and consistent organization representation
- Memoranda for cultural teachers, materials needed for individual teachings, food, games materials, and coordinator time.
- Not everyone is a natural teacher, how to support cultural teachers. Will need to provide support to cultural teachers and manage content to ensure inclusivity.

#### WHO BENEFITS?

- Children
- Families
- Natural supports
- Community
- OST organizations
- Cultural teachers

#### HOW DO THEY BENEFIT?

- Taking part, safe place, connection to community.
- OST organizations benefit a cultural curriculum that is built around the world and becomes a bridge for OST organizations to connect. Children have increased exposure to cultures through hands-on experiences. Cultural teachers have opportunities to share cultural experiences in a concrete and positive manner.

#### WHAT'S THE FASTEST TEST?

- Offer one activity in school and engage community in discussion.

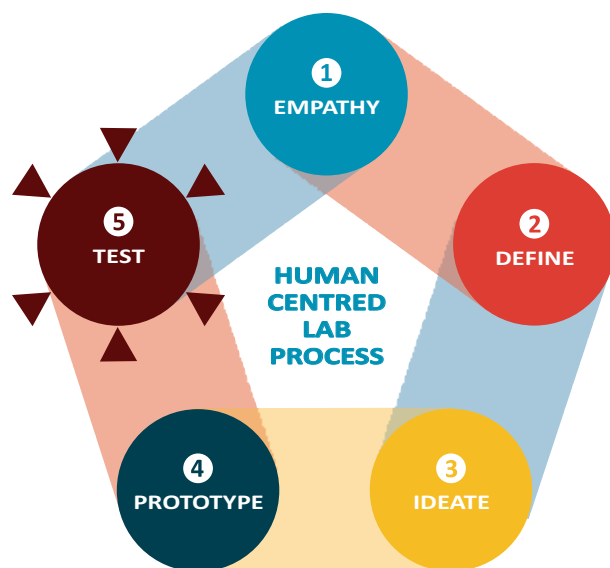
#### WHAT TO LEARN FROM TESTING

Invite one agency to provide workshop and invite children to attend.



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## 3.2 The Testing Process



From mid-September to early October, 2020, the initiative team contacted 44 people with a 'stake' in the three prototypes – youth, parents, educators and service providers with links to natural supports – to provide feedback on three major questions:

1. To what extent is the prototype idea clear to you?
2. How would you rate the idea (using different criteria, such as likelihood of participating)?
3. What advice would you offer to improve the prototype?

The information was gathered in three different ways:

10 On-Line Survey  
Participants



7 Telephone  
Interviews



30 Face to Face  
Interviews



The feedback to these questions is summarized in the following three pages.



13 youth



8 educators



14 parents



9 agencies/  
volunteers

\* Some people completed a survey and were interviewed as well.

\*\* Appendix A & B provide a more detailed account of the participants engaged and the questions they were asked.



## PROTOTYPE 1



### SEEDS TO TABLE

Engage Seniors to Provide Intergenerational Natural Supports

As part of the programming in the OST space, Seniors and Elders help youth learn in real world contexts about foods, plant medicines and nutrition. There is mentoring and story-telling that brings in learning about Treaty 6 lands, histories, and other cultural components of healthy relationships with land and food.

#### THE PROCESS INCLUDES:

- 1 A coordinating agency plans and organizes the schedule and establishes partnerships (e.g. possible partnerships with Mums Depot to help supply the materials).
- 2 Coordinating agency connects with a land-based Indigenous Elder, or a senior from a different culture that resonates with the community. - They are your senior within the community. Having different people involved and making sure the program is well thought through would be important.
- 3 Elder/Senior comes in for a day to teach about medicine walks done in the neighborhoods and about the medicines and trees in the community.
- 4 Children get seeds, learn about Indigenous/cultural ways of gardening and plant the seeds.
- 5 Elder/Senior comes back a few months later and harvests the seeds, which are then used for cooking or for making medicine bags or other traditional items.



#### KEY FEATURES

A year-long program where seniors and children work together to learn about the land, plan and create community gardens in the spring, manage it in the summer, harvest the garden in the autumn, and learn about nutrition and practice their cooking skills with the harvest in the winter.

There are multiple opportunities of engagement all the way from building boxes for the garden beds, or preparing the gardens for growth, to harvesting and utilizing the resources. Planning can include cultural components that meets the needs of culturally diverse families.

#### WHAT RESOURCES ARE NEEDED TO MAKE THIS HAPPEN?

- Need a coordinator role
- Some basic training/expectations for the elders/seniors
- Coordinator needs to complete safety checks, etc.
- Need planning for sustainability (make sure it's not a one-off event)—i.e., need a curriculum
- Need access to facility/space, materials and supplies, and make sure that all participants are able to attend.
- Need to pay for the service from agencies (pay agency staff to participate) on a sustained basis

#### WHO BENEFITS?

- The community
- Seniors
- Children
- Families

#### HOW DO THEY BENEFIT?

- Children are provided opportunities to participate in a social, emotional, and learning environment.
- Seniors receive an enhanced feeling of giving back to the community by teaching children new skills.
- There is a reconciliation action piece to the idea in helping teach and learn how to be good treaty relatives and respect the land.

#### WHAT'S THE FASTEST TEST?

- Coordinate with an Elder (with proper protocol) or senior and invite them to share for an hour with children to educate about land-based medicines and healthy foods.
- Also ask Elder, or senior, for advice on how to turn this into a year long curriculum.

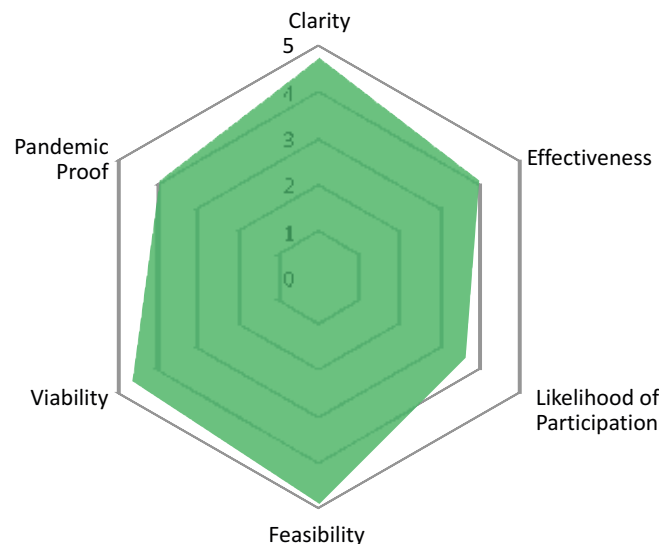
#### WHAT TO LEARN FROM TESTING

Understand the community, and where there is opportunity. Understand what already exist and what we can control if we have access to the space and transportation.

Being out of doors, the gardening portion of the program may be easier to deliver during Covid-19.

There appear to be very few policy and regularly barriers to community gardens. There also are several kitchens available in most neighbourhoods.

The basic idea is very clear and familiar, particularly to people who have lived in rural areas and/or have recently arrived from countries with warmer climates.



The land for gardening exists, but it's harder to keep community gardening going than you think: groups drop off over time, leaving a few people to shoulder the load.

A general sentiment was that since "food is universal," and producing and using it is a basic skill, and that this program offers compelling opportunities for mentoring.

Youth and kids were slightly more eager to participate than service providers, who pointed out that it takes a lot of effort and coordination to develop and sustain gardens and kitchens.

## Recommended Upgrades

- Consider integrating community gardens and community kitchens to make the program more comprehensive and available in all four seasons.
- Include "Cultural Food Nights" to experience different foods from a variety of ethnocultural communities.





## ADULTING 101

### Engage Seniors to Provide Intergenerational Natural Supports

As part of the programming in the OST space, organizations managing OST programming boost educational learning in tandem with school curriculums. Once a week, seniors would mentor youth by demonstrating a skill or sharing a cultural learning. The learning experiences would be a mix of practical skills for daily life as well as cultural learnings to recognize and appreciate the different cultural perspectives of community members.

#### THE PROCESS INCLUDES:

- 1 A coordinating agency plans and organizes the schedules and establishes partnerships.
- 2 The coordinator reaches out to the school to understand what is being learned at the school for the week.
- 3 Coordinator reaches out to seniors' centre to find a senior(s) to come in and extend the learning. Also works with the seniors' centre in developing the approach (e.g., one-on-one with youth, etc.) and identify the types of activities seniors could teach the children to enhance their learning on a specific topic. Coordinator will search out the expertise of the senior and help them plan out an approach that matches the teacher's curriculum.
- 4 Coordinator trains the volunteers and completes safety checks.
- 5 Senior(s) share/demonstrate skills, learnings with children/youth.



#### KEY FEATURES

Some of the skills learned would be grounded in key curriculum happening in schools. Schools would help create modules aligned with formal curriculum that seniors mentor youth in.

The OST Organization (coordinating agency) acts as a bridge working closely with schools helps bring in culture experts to provide teachings that align with schoolwork from the classroom.

School subjects or learning are not independent from life. If there is a way to tie the curriculum to children in an emotional way (their culture) it makes it that much more relevant.

#### WHAT RESOURCES ARE NEEDED TO MAKE THIS HAPPEN?

- Coordinator role
- Seniors who are willing to participate
- Compensation for time/effort
- Space
- People, materials, and funding

#### WHO BENEFITS?

- Youth
- Participating seniors
- Parents



#### HOW DO THEY BENEFIT?

- Youth participate in safe OST activities, receive mentoring and learn new skills.
- Seniors feel valued as they are able to pass on their knowledge and stay active in their community by giving back.
- Parents benefit by knowing their children are participating in safe OST activities that provide inter-generational and cultural learnings. Parents also have the opportunity to make school learning more relevant to their own life.
- Teachers are able to extend learning beyond the classroom, which promotes better retention of concepts.
- Community has better understanding of its identity and a better sense of pride in the individual members who come in and provide teachings. Recognition that seniors are skilled volunteers and a great daytime natural supports for the community.

#### WHAT'S THE FASTEST TEST?

- Create a senior's time event.
- Talk/find interested seniors centres.

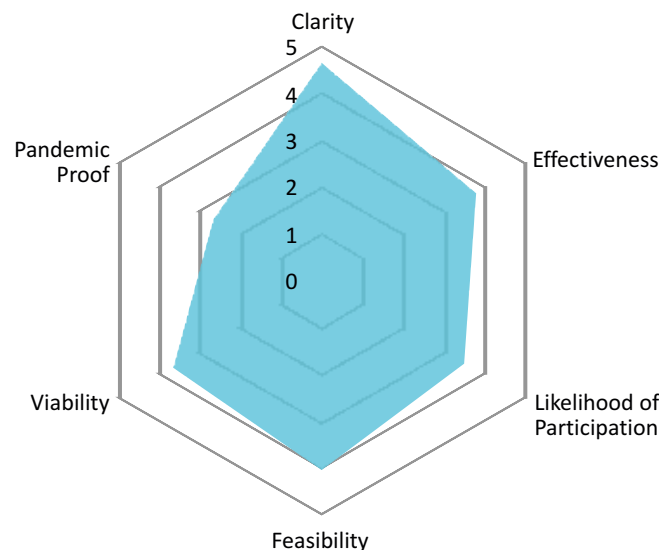
#### WHAT TO LEARN FROM TESTING

Recruit 3-4 seniors or natural supports for the event, secure a location, and advertise to the community.

There was a lot of concern about the health implications of face-to-face mentoring. Many people referred to the possibility of on-line mentoring, though this was a "2nd best" way of connecting.

The development of any linkage between mentoring and specific school objectives requires a great deal of effort and involves high transaction costs for teachers.

The idea was clear: many people are familiar with the idea and some with strong experience in it.



A great deal of research demonstrates the effectiveness of the approach for enhancing academic achievement, and for the emotional-health benefits it offers to mentee and mentor.

The likelihood of participation is higher for youth and parents. Educators are concerned about the effort and usefulness of tying activities to school curriculum.

The logistics of developing educational mentoring opportunities are relatively straightforward and known.

## Recommended Upgrades

- Focus on the general emotional well-being and basic numeracy and literacy of youth and children. It's too complex to align mentors with specific curriculum learning objectives.
- Expand pool of mentors to include older students and young adults.

## PROTOTYPE 3



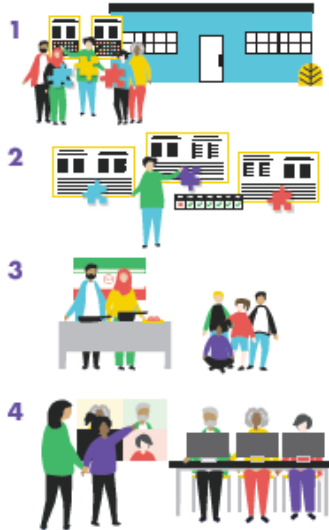
### AROUND THE WORLD

#### Expand Intercultural Appreciation and Awareness

In one space that is open 5-6 days a week, multiple organizations are coordinated to be hosts for a day a week. The host organization brings in their specific skills and diverse perspectives and only have to plan for one day of quality OST programming rather than 5-6 days. Youth and families are assured diverse programming that expands intercultural appreciation 5-6 days a week.

#### THE PROCESS INCLUDES:

1. A coordinating agency plans, organizes the schedules, coordinates and establishes partnerships.
  - Coordinator sets up one space for different agencies to host an event on specific days. Coordinator will ensure a central point of administration for the service providers and families who want to participate.
2. Coordinator researches and maps the resources, strengths and organizations within the community and figures out ways to equitably compensate for engagement.
3. Different organizations with diverse cultural perspectives host learning activity nights.
4. Children get inspired and decide to share and host sharing and learning events in tandem with mentors.



#### KEY FEATURES

There is a backbone organization that coordinates the various established agencies in the community to come in and host. One space with multiple organizations sharing in the creation of rich programming. Children and mentors could both be teachers and learners and we often see an increase in children sharing their own experiences after taking part in cultural teachings/learning. Children being supported to share and teach also builds leadership skills and pride.

#### WHAT RESOURCES ARE NEEDED TO MAKE THIS HAPPEN?

- Coordinator who is willing and able to forge connections and build relationships with cultural organizations within the community
- Funding, supplies, and consistent organization representation
- Honorariums for cultural teachers, materials needed for individual teachings, food, games materials, and coordinator time.
- Not everyone is a natural teacher, how to support cultural teachers. Will need to provide support to cultural teachers and manage content to ensure inclusivity.

#### WHO BENEFITS?

- Children
- Families
- Mutual supports
- Community
- OST organizations
- Cultural teachers

#### HOW DO THEY BENEFIT?

- Taking part, safe place, connection to community.
- OST organizations benefit a cultural curriculum that is built around the world and becomes a bridge for OST organizations to connect. Children have increased exposure to cultures through hands-on experiences. Cultural teachers have opportunities to share cultural experiences in a concrete and positive manner.

#### WHAT'S THE FASTEST TEST?

- Offer one activity in school and engage community in discussion.

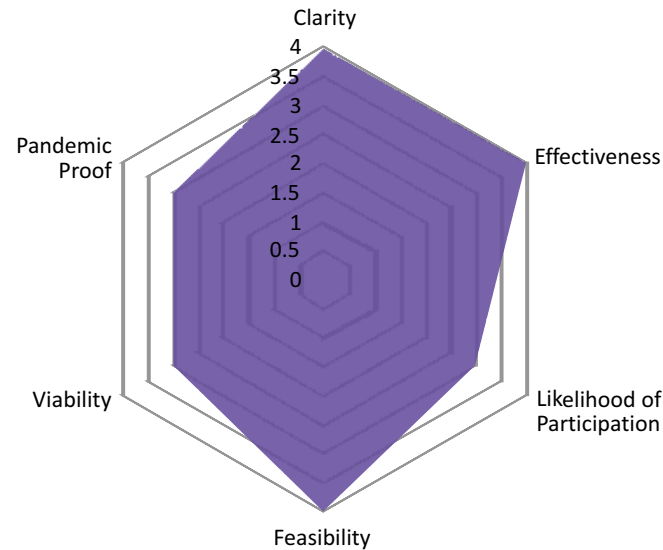
#### WHAT TO LEARN FROM TESTING

Invite one agency to provide workshop and invite children to attend.

The delivery of such a program ("Around the World") during Covid-19 raised more more concerns than did the other two prototypes that were tested.

Developing and coordinating this would be easier for well-established ethnocultural groups, but more difficult for those that are primarily volunteer run and/or smaller.

The ideas was clear to most people, though there were many questions about 'how' the program would look.



The service providers reported that they had a general sense of what might be involved in mobilizing volunteers for these types of activities.

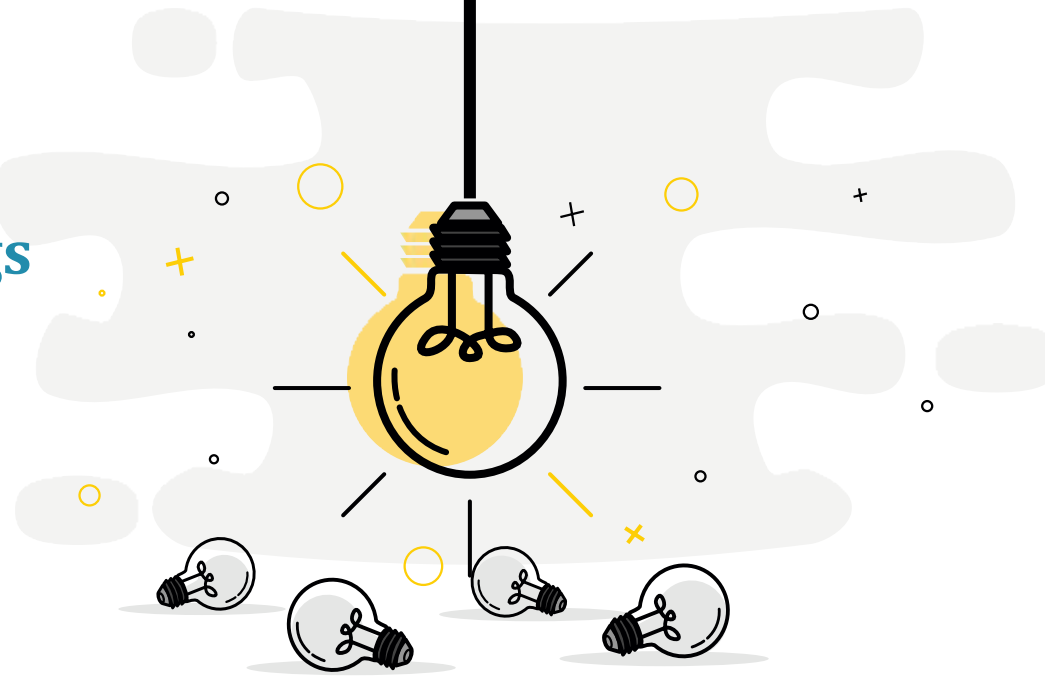
There was a general sense that such a program would be an excellent way to connect people to their own culture, grow their awareness of others, and offer opportunities for multiple new relationships.

The youth and parents were more likely to participate pending answers to logistical questions such as "when" activities were offered. Service providers felt participation was dependent on resolving issues related to feasibility and viability.

## Recommended Upgrades

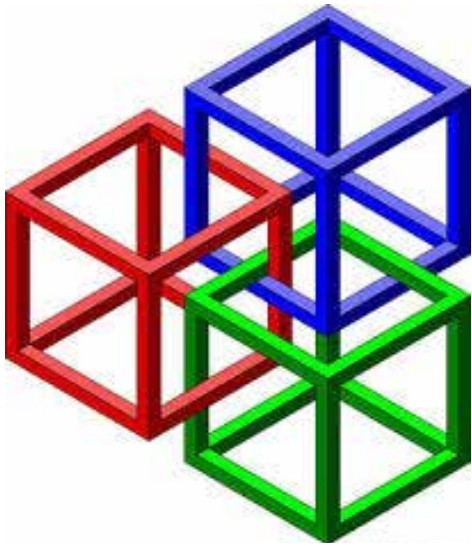
- Design Around the World activities for multiple OST sites: it is too much work to identify, recruit, prepare, and coordinate work of volunteer groups for just one club or neighbourhood.
- Be ready for the need to provide some volunteers and groups – particularly those with modest organizational capacity – with an honorarium and program related costs.

## 4.0 Summary of Key Learnings



1. Youth and parents are likely to participate in all three prototypes. Any uncertainty or reluctance tends to be related to logistical issues (e.g., When will it be offered?).
2. Service providers are also likely to participate in all three prototypes, yet are more cautious because of their questions and concerns related to the “effort and cost” involved of mobilizing natural supports, coordinating activities, and navigating systems (e.g., safety concerns, connecting with the formal education curriculum).
3. There were several service providers who reported that the pool of “seniors” available to provide mentoring is smaller than initiative participants might think: many of the large number of seniors in supported housing or activity centers may not be interested in participating in OST activities. By contrast, the pool of non-seniors is much bigger than explored in the prototypes, some examples being high school students, parents and families, persons from 55 to 65, and spontaneous service clubs (e.g., Man Shed movement).
4. Youth, parents, and service providers offered a few major upgrades to each of the prototypes:
  - Prototype 1, Seeds to Table – add community kitchens (don’t stop at harvest) and include Around the World food sessions. Beware of the difficulties involved in running a community garden.
  - Prototype 2, Adulting 101 – a lot of support and models, but de-link mentoring from meeting specific curriculum goals, which is too complex.
  - Prototype 3, Around the World – the Heritage Festival and Intercultural Society offer a lot to build on, but some volunteers and groups will require financial support and it will be a lot of work to program for a single neighbourhood. Instead, scale it to multiple neighbourhoods over the year.
5. Opinions differed significantly over how “pandemic proof” each program would be. Some participants felt that a program launch should be delayed wait until after the pandemic, others felt that it could happen now, if safely designed.

## 5.0 Reflections on the MYOSTNS Framework



The process of developing and testing ideas for natural support enhanced OST activities in three neighbourhoods surfaced two types of insights about the value and implications of the MYOSTNS framework.

1. The Framework encouraged residents, service providers, and facilitators to broaden their approach to OST programs, including:
  - An intentional focus on integrating natural supports – not just paid staff – into OST activities.
  - Encouragement to think beyond more traditional mentoring activities (e.g., Uncles & Aunties at Large) and small group formats (e.g., Homework Clubs), and consider opportunities offered by other, less formal yet important activities (e.g., volunteering with local service clubs, community development, and projects).
  - A focus on drawing on local facilities, organizations, and assets as the foundation for OST activities, rather than simply “importing” partnerships and resources from beyond the community.
2. The success of OST programming at the front line depends on the application of the MYOSTNS’s planning and policy guidelines by other OST stakeholders, specifically:
  - The emphasis on natural supports dramatically expands the variety, scale, and quality of possible OST activities, but also requires an investment in the capacity of service providers to mobilize and coordinate those activities.
  - The coordination at the community level requires robust planning structures for service providers and funders to work efficiently across organizations and neighbourhoods.
  - The broadened focus of OST activities requires a platform for funders and policy makers to continually develop and adapt their funding, policy, and regulatory frameworks to ensure relevant, affordable, and quality OST supports.

These insights are useful for the sponsors, Community Project Team and Britannia-Youngstown, Mayfield, and High Park Working Group of the MYOSTNS initiative in Edmonton, as well as other stakeholders of OST activities across Alberta.



## 6. Next Steps

A group of people, including children in pig costumes, are walking away from the camera on a snowy path. The children are wearing bright pink safety vests and colorful winter hats. One child in the foreground is wearing a pig costume with a red pom-pom on its head. The background shows a residential street with snow-covered lawns and trees.

The two cycles of Human Centered Design in three small communities in north-east Edmonton were an important part of the MYOSTNS project.

- They provided a concrete way to engage community residents and service providers to expand the range of OST activities that they can put in place in their community.
- They introduced the Human Centered Design methodology to enhance the way that agencies develop and test programs.
- They offered an opportunity to “stress-test” the MYOSTNS framework for the provision of OST activities in an actual community setting.

The project and evaluation findings will be used in three ways:

1. The Project Steering Committee and Core Team will review the evaluation report and determine if and how to follow up with programming opportunities for the Britannia-Youngstown, Mayfield, and High Park communities.
2. The Prototype Evaluation Team will summarize the process and findings of the 2nd cycle of HCD into the MYOSTNS framework as an illustration of how the framework was used to inform program design.
3. The Project Steering Committee will ensure that the HCD tools and evaluation are published on a project website so that other organizations interested in the approach can draw on these resources.



# Appendix A - Questions

## Interviews & Surveys for Service Providers

1. To what extent is the basic idea behind <insert name of prototype> **clear** to you?

1	2	3	4	5
Very Unclear	Unclear	Unsure	Clear	Very Clear

Why did you rate it this way?

2. Have you seen something similar to Adulting 101 in your work locally or in other jurisdictions? If so, where?
3. To what extent is <insert name of prototype> likely to be **effective** in boosting educational outcomes and creating supporting relationships?

1	2	3	4	5
Very Ineffective	Ineffective	Unsure	Effective	Very Effective

Why did you rate it this way?

4. To what extent is participating in <insert name of prototype> program likely to be **feasible** in terms of local schools time, skills and capacity?

1	2	3	4	5
Very Infeasible	Somewhat Infeasible	Unsure	Somewhat Feasible	Very Feasible

Why did you rate it this way?

5. To what extent is <insert name of prototype> likely to be **viable** in terms of the larger policies, structures, and practices?

1	2	3	4	5
Very Non-viable	Somewhat Non-viable	Unsure	Somewhat Viable	Very Viable

Why did you rate it this way?

6. To what extent is <insert name of prototype> likely to be **supported** amongst its key stakeholders?

1	2	3	4	5
Very Unsupported	Somewhat Unsupported	Unsure	Somewhat Supported	Very Supported

Why did you rate it this way?

7. How likely would <insert name of prototype> **work** during the pandemic/Covid-19 with when our communities are living with social distancing restrictions and concerns about health?

1	2	3	4	5
Very Un-workable	Somewhat Un-workable	Unsure	Somewhat Workable	Very Workable

Why did you rate it this way?

8. How might we make the <insert name of prototype> idea **better**?

## Questions for Youth & Parents

1. To what extent is the basic idea behind Seeds to Table **clear** to you?

1	2	3	4	5
Very Unclear	Unclear	Unsure	Clear	Very Clear

Why did you rate it this way?

2. What questions do you have about the idea?

3. What do you like most about the idea? Why?

4. What do you like least about the idea? Why?

5. How would you make the idea better?

6. How likely would you be to participate in the program?

1	2	3	4	5
Very Unlikely	Somewhat Unlikely	Unsure	Somewhat Likely	Very Likely

Why did you rate it this way?

7. Is there anything else you would like to say about this idea?

# Appendix B – Participants Providing Feedback

SEEDS TO TABLE Engage Seniors to Provide Intergenerational Natural Supports	ADULTING 101 Engage Seniors to Provide Intergenerational Natural Supports	AROUND THE WORLD Expand Intercultural Appreciation and Awareness
<p><b>Youth</b></p> <p>Lukas B. Abigail B. Baylo O. Hailey M. Christopher M.</p> <p><b>Parents</b></p> <p>Abla K. Sandra T. Aida A. Julie L.</p> <p><b>Service Providers/Natural Supports</b></p> <p>Andrea Bouchard, Food for Good Cheryl Whiskeyjack, Bent Arrow Susan Parker, Edmonton Horticultural Society</p>	<p><b>Youth</b></p> <p>Ciel T. Richard D.C. Tamaralateya “Amanda” G Abdullah A. Stephanie O.</p> <p><b>Parents</b></p> <p>Tyler N. Marlayna M. Troy N. Michelle W. Lisa B.</p> <p><b>Service Providers/Natural Supports</b></p> <p>Jason Dolezal- Principal: Youngstown (EPSB) Jason Smith- Principal: Britannia (EPSB) Craig Hughson- Principal: Brightview (EPSB) Susan Oreski- Principal: OLOP (CSB) Karen Linden – Supervisor (EPSB) Nancy Petersen – Supervisor (EPSB) Nicole Beart – Teacher (EPSB) Richard Alpern – Retired Policy Maker, (AB-Ed)</p>	<p><b>Youth</b></p> <p>Hathil B. Daren B. Nazrawit A.</p> <p><b>Parents</b></p> <p>Hilda A. Rizel P. Love Anne L. Hunter T. Uttva D.</p> <p><b>Service Providers/Natural Supports</b></p> <p>Chelsea McMurchy, Heritage Festival Society Sim Senol, Edmonton Intercultural Society Cheryl Whiskeyjack, Bent Arrow</p>

## Representatives of Seniors Organizations Who Provided Feedback on Multiple Prototypes

Lorena Smalley, Westend Seniors Activity Center | Tammy Knutson, Westlawn Courts (GEF) | Roger Laing, Former ED, SAGE Seniors Association | Peter Faid, Former Board Member, SAGE

# References

Boys & Girls Clubs/Big Brothers Big Sisters Edmonton. (2020a). *Supporting Middle Years Out of School Time Activities Through Approaches Enhanced by Natural Supports: A Policy-Practice Framework*. Edmonton, Alberta.

Boys & Girls Club/Big Brothers Big Sisters Edmonton. (2020b). *Natural Support Enhanced Out of School Time Activities for Young People in Britannia-Youngstown, Mayfield and High Park Neighborhoods in Edmonton: Three Prototypes*. Edmonton, Alberta.

Weinlick, B. (2020). *Developing Out of School Prototypes for Young People in Britannia-Youngstown, Mayfield and High Park Neighborhoods in Edmonton: A Human Centered Design Approach*.

