Virtual Adaptation Guide

HEALTHY NATIVE YOUTH

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Authors

This guide was developed by Nicole Treviño and Amanda Gaston on behalf of the Northwest Portland Area Indian Health Board's Healthy Native Youth Program.

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Northwest Portland Area Indian Health Board (NPAIHB) is a non-profit tribal advisory organization serving the forty-three federally recognized tribes of Oregon, Washington, and Idaho. Established in 1972, the NPAIHB strives to eliminate health disparities and improve the quality of life of American Indians and Alaska Natives by supporting Northwest Tribes in their delivery of culturally appropriate, high-quality healthcare. NPAIHB houses a tribal epidemiology center (EpiCenter), manages health promotion and disease prevention projects, and is active in Indian health policy. For more information, visit: npaihb.org.

Healthy Native Youth is a collaborative project between NPAIHB, the Alaska Native Tribal Health Consortium, the Inter Tribal Council of Arizona, Inc. and The University of Texas Health Science Center at Houston. The Healthy Native Youth website contains health promotion curricula and resources for American Indian and Alaska Native youth. The site is designed for tribal health educators, teachers, and parents – providing the training and tools needed to access and deliver effective, age-appropriate programs. For more information, visit: HealthyNativeYouth.org.

Funding Acknowledgement

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Suggested Citation

Trevino, N., & Gaston, A. 2020. *Healthy Native Youth: Virtual Adaptation Guide*. Portland, OR: Northwest Portland Area Indian Health Board.

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Using the Virtual Adaptation Guide

Purpose of this Guide

The Virtual Adaptation Guide is designed to support communities in adapting their in-person programming to virtual programming during the COVID-19 pandemic and beyond. We have heard from many communities and Tribes that they are struggling to adapt their existing youth programming from in-person to virtual and have little time to plan and prepare and also feel that they lack the knowledge and training to be successful in this process. Well, we've got your back!

This Virtual Adaptation Guide and the corresponding Virtual Adaptation Workbook are meant to provide basic guidance and resources to help you transition from in-person to virtual programming. The guide and workbook may evolve and deepen over time, but in their current forms they are designed to help you make this transition quickly and easily while being responsive to your community's and youth's needs during the COVID-19 pandemic. It's important to note that while every community has needs, there are also strengths and resources you can identify to help support your work during this time too!

Beyond supporting your curriculum/program adaptation from in-person to online, the guide can help you with the following:

- Assess your community's needs and strengths
- Assess your organization's capacity and needs
- Plan your logistics needs for implementation
- Select platform(s) to support your implementation
- Identify and build partnerships to support your implementation
- Develop youth safety protocols
- Align programming to youth and community needs
- Set expectations and group agreements with youth
- Use online energizers and engagement tools
- Gather youth feedback
- Monitor your implementation
- Make quality improvements for future online implementation

How to use this Guide

The Virtual Adaptations Guide includes four sections designed to walk you through the full program planning, implementation and evaluation processes:

Section 1: Preparation

Section 2: Planning

Section 3: Implementation

Section 4: Monitoring, Quality Improvement, and Sustainability

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Each of these sections will provide:

- An introduction
- Guidance on how to complete important tasks
- Descriptions of resources included in the workbook to support your efforts.

The full guide provides guidance for every phase of program adaptation and implementation, however, feel free to move to the section where you need the most support. When you are ready to start using the tools, check out the workbook to get started.

Virtual Adaptation Workbook

The Virtual Adaptation Workbook contains resources and templates referenced in this guide. These resources each have a cover page or brief introduction with relevant information and instructions to help you get started. However, if you need support using these resources please request support using this link. More information is provided under "Do Your Best & Ask for Help" below.

Each section of the guide will have a table at the end that includes a list of all the resources referenced in that section that can be found in the workbook. All resources in the workbook are numbered based on the section they appear in (1-4) and with a letter that corresponds to the order in which they appear. For example, the first resource in Section 1 is numbered 1A.

Program Implementation Basics

During in-person program implementation, you are often working through the following phases:

Preparation & Program Selection → Planning → Recruitment

Recruitment → Implementation

Implementation → Monitoring & Quality Improvement → Evaluation

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Shift to Online Programming

With online implementation, these same phases apply, but may look differently than what you are used to. For example, during in-person programming (Implementation Phase), you may have been able to play interactive games and break youth into small groups for discussions. If you shift to online programming, you may need to rethink how those games can be played online or if a new activity is needed. You may also need to learn how to use breakout groups on a new online platform you may have never used. All of that pushes what used to be part of the Implementation Phase back into Preparation & Program Selection or Planning Phases. Some key shifts and considerations for each phase are listed below. While this guide will not cover all of these, it's important to consider every aspect of your current programming and how you will need to adjust based on shifting your programming online.

Preparation & Program Selection	Assess Virtual Readiness/ Needs	Virtual Platform & Program Selection	Identifying Online Logistics Needs
Planning	Building/ Adjusting Partnerships	Adaptation to Support Online Implementation	Ensuring Online Safety for Youth
Recruitment	Online Recruitment Channels	Online Communication with Youth	Delivering Incentives Online
Implementation	Setting Platform Expectations	Managing Online Platforms	Building Group Cohesion Online

Additionally, COVID-19 can create new challenges to the usual way you might support and interact with youth. For instance, you may have completed a needs assessment last year to identify youth needs, but now these same youth may have different needs based on COVID-19's impact on them personally and/or on their family, household, and community. The youth you work with may also be much more familiar with online programming than you are, which can be both a benefit and a challenge. Don't hesitate to ask them questions, engage them as leaders or seek their support when you need help. Also, be mindful to not assume that all youth know how to work every type of technology and support their own learning in this area too!

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Do Your Best & Ask for Help!

During times of change and challenge, it is important to remind yourself to just do your best! Remember that your best may look different than someone else's best and that your pre-COVID-19 best may look different than your best during the pandemic. What you are doing right now is enough. Shifting to online programming will require learning, growing and time. There will likely be challenges and that's okay and normal. Give yourself the same love and patience you give to your youth. You will come through this process with new skills and confidence to implement programming online. If you need technical assistance, let us help! Please fill out our Technical Assistance Form. We're here to support you! ☺

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Section 1: Preparation & Platform Selection

Introduction

Whether you are using one of the many programs available on the [Healthy Native Youth](#) website or another curriculum/program, you can likely adapt your program to be implemented with youth online. There are also many programs that are developed specifically for online use that might be a good fit. In this section, we'll talk about the preparation needed prior to beginning virtual implementation, including:

- Guidance on completing a brief community assessment (e.g. youth or parent/caregiver/relative surveys school or district assessments or interviews)
- Guidance on completing an organizational and staff assessment to gauge your team's readiness for online programming
- Planning for logistical needs
- Selecting an online platform or multiple platforms to support your programming

1.1 Community Needs Assessment (CNA) Planning Overview

Completing a community needs and strengths assessment is always helpful to do at the beginning stage of program planning, as it can inform everything from program selection, to adaptations and youth recruitment. These assessments should not be major research efforts. In fact, sometimes we like to use the term 'Gathering Feedback' or 'Asking Questions' instead of the term Community Needs Assessment (CNA), especially when talking to our communities, to make it clear that we are not conducting research. Your CNA process may include:

- Conversations or focus groups with youth, parents, or community members
- Conversations with school administrators
- Simple surveys (online or printed) and polls
- Individual Interviews (completed by phone or video conference)

The goal of a simple community needs assessment is to understand:

- What youth, their families, and the broader community want to see in programming
- What resources you have available
- What constraints or challenges need to be addressed

Community Needs Assessment Steps & Guiding Questions

To assist in your process, we have outlined some important steps and guiding questions. We have provided resources in the workbook to support you as you move through each of these steps. As you go through these steps, think about how to keep partners and supporters engaged throughout the process and after the CNA is complete.

Step 1: Planning & Timing

- **Who** should provide feedback, input and guidance on the program?
- **What** do you want feedback, input, and guidance on?
- **How** do you want to gather that feedback, input, and guidance?
- **When** will you collect and analyze this information and what is the timeframe needed to complete these processes?

Step 2: Distribute & Collect Feedback

- **Where** can the CNA be distributed/ participants recruited?
- **What** incentives will you provide for participation (if any)?
- **How** will you follow-up to collect feedback?

Step 3: Analyze, Integrate & Disseminate CNA Results

- **What** did you learn from the CNA (analyze)?
- **How** will the findings be used to inform your adaptation and implementation (integrate)?
- **How** will you disseminate the results and/or let folks know about how their feedback will be used?

We will go through each of these steps together in more detail. The workbook contains **Resource 1A. Community Needs Assessment Planning Template**. This template will support your planning efforts as you move through CNA Planning Steps 1-3. It's important to remember that your CNA does not have to be complex, it just needs to gather the information you need to plan, adapt and implement your virtual program.

1.2 Detailed CNA Planning Steps

As you begin to think about developing your CNA and timeline, there are some essential guiding questions that you can ask of yourself and your team that will help streamline your process. As you read through the guiding questions below, you can begin answering some of them in **Resource 1A**. in the workbook.

To start, it would be good to plan regular meetings (either in-person following local safety guidelines or virtually) with all partners that need to be involved throughout the CNA process. It is helpful to have everyone on the same page from the beginning, so you don't have to retrace steps in the future or jump through multiple approval processes. This can also help in building your relationship with community partners (e.g. tribal leaders, schools, youth-serving organizations, community organizations), as well as to share each other's resources and communication channels. Consider how you will involve partners, how often to meet and whether you will offer any incentives for their participation.

Step 1: Planning & Timing
Tips for Answering Guiding Questions
Below are some tips and details on how to answer each of the guiding questions for Step 1.

Who should provide feedback, input and guidance on the program?

A good place to start, is identifying who your program participants are and who is in their interpersonal circles, such as family and relatives, schools, community organizations, etc. Your future program participants are hopefully one of the groups you want to gather feedback, input and guidance from, but it is helpful to also identify 1-2 additional groups from their interpersonal circles that you want to get guidance from too (if you have capacity). If you normally implement in schools or in partnership with another organization, these organizations may be another important group to gather information from. Family members, relatives and/or Tribal leaders and elders can also be helpful groups for gathering a broader perspective on youth and the community. Think about what you need to know to plan and implement your virtual program and who can provide the information needed. Be conscious of your own capacity and prioritize between 1-3 groups that are critical for planning your program.

What do you want feedback, input, and guidance on?

Now that you know *who* you will be gathering feedback from, what exactly is it that you would like feedback on? This may include: Program Content, Recruitment and Retention of Youth, Logistics and Technology Needs, Program Implementation Needs or other topics. Think about the holes in the story. For example, if you are planning to implement your program virtually, it might be good to first figure out what technology and equipment your youth actually have access to. Do they have they have reliable access to internet and Wi-Fi within their home and at what capacity? Do they have to share their devices with siblings or others? Think specifically about what information would be helpful as you plan and adapt your programming.

Once you know the topics you want feedback on, you can develop a list of questions for the audience(s) who can provide that feedback. **Resource 1B. Sample CNA Questions** contains some questions that can be used for surveys, intake/registration forms, focus groups or interviews. These questions are split up into different audience groups, for your consideration and customization. Use them as a guide and starting point to select and tailor for your intended audience. Once you finalize your questions, you can use **Resource 1C. Sample Survey Script** as language to introduce a survey or recruit participants for other CNA activities and **Resource 1D. Survey Template** as a template to plug questions into.

It's a good practice to keep the questions short, simple and to the point. Around 10 questions is a good goal for youth surveys and 15 questions for adult surveys, but you may want to choose a smaller number of questions if leading interviews or focus groups to leave time for deeper conversations. Additionally, you may want to include these questions in the registration forms for youth to streamline the registration and data collection process.

Be mindful of asking Personal Identification and/or Sensitive Questions – leave them out, especially if this information will be used for research beyond program planning. The type of informal information gathering we are proposing in this guide should not include sensitive or personal questions that are not needed to plan your virtual programming. These types of questions tend to need higher approval from Institutional Review Boards to ensure appropriate standards are met and to protect participants. An example of a personal identification question is something that would let others know who filled out a survey (e.g. name, address, etc.) and a sensitive question/information are things that about that person that would normally be private or personal. For example, if asking

for names on a survey, you shouldn't also ask about sensitive information such as sexual behaviors. If you have questions about this, please request technical assistance from the Healthy Native Youth team.

How do you want to gather that feedback, input, and guidance?

You now know *who* you will gather feedback from and *what* questions you will ask. Next, think about *how* you will gather their feedback. Work with any partners engaged in your CNA process to discuss and select the methods you will use to gather information from the audiences you have identified. You will likely need different collection methods for different audiences.

If you're asking youth for their feedback, it may be good to ask them questions during a current online session or program through a virtual poll (e.g. Zoom poll or Mentimeter), through a social media poll, or survey link (e.g. SurveyMonkey, Google Forms, etc.), rather than provide them with a paper and pencil survey (especially during COVID-19). If you're asking adults for their feedback, you might think about calling them on the phone, or gathering their input during an already scheduled meeting or through an online survey link you email to them. If asking people with limited internet access for their feedback you may want to mail or drop off a survey to them and include a return envelope. Keep in mind that using paper surveys will mean that you have do data entry to more easily analyze the data or produce charts/graphs.

When will you collect and analyze this information and what is the timeframe needed to complete these processes?

The last part of the CNA planning process is to think about your timeline. How much time will you devote to both collecting and analyzing the feedback? It's good to narrow down an overall timeline for a few reasons. One reason is that you want to give a deadline to those filling out surveys based on your overall program timeline, including when you want to begin programming. Another reason is so you can analyze all the information gathered around the same time and look for any themes. Having a defined window when information was collected will ensure both the questions and feedback gather are current and relevant and can inform your programming in a timely manner. It's also good to analyze your feedback immediately to keep the results in focus as you begin the other phases of program planning (we'll dive more into analysis in Step 3).

Step 2: Distribute & Collect Surveys
Tips for Answering Guiding Questions
Below are some tips and details on how to answer each of the guiding questions for Step 1.

Where can the CNA be distributed/ participants recruited?
Before you begin gathering feedback from your community, finalize the physical or virtual opportunities you will use to collect feedback, such as events, activities, meetings, or cultural gatherings. **Resource 1A** has space for you to brainstorm upcoming events and their location, date and time, plus the contact person of the person hosting the event, or who you might need approval from to organize. During COVID-19, there may not be a lot of in-person events, but get creative in thinking about things that may be happening online or in-person events that

might not normally be places you recruit youth and families, such as food bank distribution events.

This is when it's great to have friends. ☺ Talk to other community partners about what they're doing in the upcoming weeks/ months. If there are ways to jump on another event agenda, host an in-person (with safety measures) or virtual 'booth', attach a flyer/ survey template, or add a paper survey + self-addressed envelope to a Care Package…see if you can collaborate and work together. It's also a really great way to connect with youth and families you might not normally interact with and to spread the word about your services or program. Sharing is caring!

When collecting information from partners, schools and organizations (especially if distributing via email), be sure to include details about your survey or questions to help them understand why they are being asked to participate and what the expectations are. This is also helpful for youth and families who are receiving a printed or emailed survey that you don't already have a connection with. **Resource 1C. Sample CNA Script** provides an example that you can customize. In general, a survey script should include:

- **An Introduction:** Introduce yourself and/or your organization.
- **A brief summary:** Tell those filling out the surveys (or who are answering questions) what the questions are about, how long they will take, and what the information will be used for. Thank them in advance for filling it out.
- **Instructions:** Provide simple instructions on how to fill out the survey or provide feedback.
- **Next steps:** Let respondents know what you'll do with the information and when and how you will follow up. Make sure this is a timeline that you can meet!
- **Contact Information:** Make it easy for participants to contact you if they have questions or misplace a return envelope.

This can help to streamline the process so that it is clear and transparent for those providing feedback. Specific instructions can also help keep things consistent, especially if more than one person is gathering feedback. Finally, giving clear instructions minimizes the emails and phone calls you will get asking for more details!

What incentives will you provide for participation (if any)?
This is always our favorite part. Who doesn't love giving out free swag?! Think about whether it's an option to provide incentives to those who provide you with feedback. Incentives can let folks know that you value their time and input. Incentives are often the encouraging factor needed to get folks interested in providing you with feedback because let's face it; surveys are not always fun to fill out and they take time. It's also a good way to show your appreciation, which can help support and build community relationships.
If incentives are not a part of your budget, see about getting donations items from local business or other organizations that you can then raffle off – each person who fills out a survey or provides you with feedback gets a raffle ticket. Make sure to let folks know where and when you will be announcing the winners! Keep in mind that incentives don't just have to be for youth who participate. Parents, caregivers and other adults often appreciate gift cards, branded items and other incentives too!

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Since you've already thought about your CNA timeline, think through a reminder timeline for each audience and identify which channels (e.g. email, phone, newsletters, social media, partners, tribal grapevine, etc.) you will send those reminders. Keep in mind that using your partner's channels can expand your reach and help reinforce your message. You should always provide a few reminders between the time you open a survey and the time you close it. For example, if you are posting a survey link on your social media channels, send a second reminder a week after the initial post, then send a final reminder for folks to fill out your survey, including incentive details, the following week. Setting up calendar reminders for yourself can help keep your timeline organized.

Step 3: Analyze, Integrate, and Disseminate CNA Results

As important as letting your community know that what they think and feel matters, it's just as important to handle their feedback with integrity. Once you have all your information gathered, the next step is to analyze it, integrate that information into your program design (how the program will be implemented) and adaptation (what changes you make to the program), then disseminate your results.

What did you learn from the CNA (analyze)?

Analyzing the information collected does not have to be complicated, just look at the information you have and identify some themes or key takeaways. Notice what information stands out as areas of strength or need and consider how to address or support these areas with your programming. You can also identify who or what organization may be able to help you. Sometimes the information you gathered will have clear themes and sometimes it will not. Just identify what stands out to you that might help you make decisions about your programming. Don't get discouraged if you find that youth in your community don't have the resources to participate in a high-tech virtual program. Be thankful that you learned that information before developing a program that wasn't compatible with your community! You may also find that there are different themes from the different audiences you gathered information from. It's helpful to look for commonality and differences between audiences to give yourself a full picture of what is going on in your community. **Resource 1E. Interpreting CNA Findings** provides a template you can use to document themes by sorting into three categories: Areas of Strength, Areas of Need, and Ways to Incorporate/Who Can Help. It's fine to determine themes by audience (e.g. youth, parents, school staff, etc.) first and then look at the themes across all audiences and see what stands out to you!

How will the findings be used to inform your adaptation and implementation (integrate)?

Focus on using your findings to help make decisions about your programs or services, such as program content, virtual platform selection, cultural teachings, adaptations needed, etc. For example, if about half of the youth who respond to a survey have great internet access and computers and the other half do not, you can make a decision to offer one virtual program using Zoom and one program that can be done using a lower-tech method such as mailing materials and using phone calls.

The different audiences you collect information from may help inform different decisions:

- Youth might help you decide what content or lessons to include in your program and what level of technology to use.
- Parents and Relatives might help you decide what type of resources and referrals you may want to send home.
- Tribal Elders may provide a better understanding of how the broader community has been impacted by COVID-19.
- Schools or implementation sites may help you decide what time of year to implement programming and what platforms you'll need to align to.
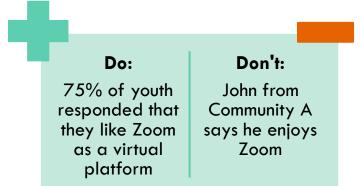
How will you disseminate the results and/or let folks know about how their feedback will be used?

Continue to build relationships with the community through ongoing engagement. This includes disseminating your CNA results. By reporting back, inviting, and showing a consistent presence within the community, youth in your program will ultimately be better supported.

A great way to report back to your community is to write an article, newsletter, or social media post to let them know what you learned and how you will apply it to improve the program. This helps strengthen your connection with your community, including youth, and demonstrates your willingness to work in partnership with them. In our Tribal communities, relationships matter! Check out Canva for some great FREE templates to use for reporting back to your community.

Reporting Tip:
Be sure to maintain the privacy or confidentiality of individual responses. When thinking about what to report back to your community, focus on reporting back de-identified or aggregate results, such as:

Do:	Don't:
75% of youth responded that they like Zoom as a virtual platform	John from Community A says he enjoys Zoom

This helps build trust with the community by maintaining their privacy. It's also important to connect the information you are reporting to the impact on your program. If you collected information to help you select a virtual platform for your program, report on what platforms people said they liked and what platform you selected. You don't have to report back all the information gathered, just a few key points that connect with the decisions you made.

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1.3 Organizational & Staff Capacity Assessment

It's important to have a good sense of what your capacity is to offer services and resources to youth and the community, especially when new things like COVID-19 change the way you do programming. In general, it's good to get a sense of your capacity in terms of:

- Planning
- Logistics
- Partnerships and Community
- Staff Roles/ Responsibilities
- IT Support and Platform Selection
- Adaptations Needed
- Anticipated Challenges

The workbook contains **Resource 1F. Organizational Assessment,** which you can review with your team. Use the questions as a guide, to pull from and reflect upon. This is a great checklist to complete together with your team. If meeting virtually, consider hosting breakout sessions to discuss how you would rate your organization and what ideas or suggestions you have for addressing areas where you may have rated less positively. The Organizational Assessment can help identify some of the areas you are doing well in and areas you need to do more preparation and planning in. It's important to think critically about staff capacity and to set realistic expectations for what you and your team are able to do.

As you think about what you can do, take into consideration that your staff may be experiencing additional challenges personally related to COVID-19, such as supporting children in virtual learning at home, managing their own mental health and wellbeing during this difficult time, and supporting family members who may be sick. Even if staff are not currently experiencing these challenges, give yourselves a buffer in your timeline and planning process to ensure that as things arise, your team isn't having to choose between taking care of themselves/their family and their work responsibilities.

1.4 Logistics Planning

Once you have gathered information from youth, relatives, your community and/or schools/implementation sites and reflected upon your organizational capacity, it's time to begin planning for logistics for your program. You may have identified logistics needs that apply to:

- The number of youth you can serve
- When to offer your programming
- How to recruit and communicate with your youth
- Implementation site requirements and what setting you will implement in
- Platforms youth are already using
- Navigating school schedules

The next step in logistics planning is to take all of that information and put it into an implementation timeline. This can be as simple or complex as your program requires. The

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workbook contains **Resource 1G. Implementation Timeline** to help you get started. Use this tool to create an overall timeline for your program, detailing the activities (e.g. CNA, Platform Selection, etc.) you will do as part of your virtual adaptation process and any sub-tasks (e.g. design youth survey, schedule school interviews, etc.). Be sure to group sub-tasks by activity so it is clear how long each major activity will take. Looking at the overall timeline can help you identify any activities and sub-tasks that are dependent on each other and space them out effectively. Timelining is an important part of logistics planning, but be sure you also document the important logistical decisions you have made, including:

- Youth recruitment methods, number of cohorts offered and number of youth you can serve per cohort.
- Program selected (if different from current program you are using) and any big picture adaptations needed.
- Program Timing, including start and end dates for each cohort, timing needed for each session (1 hr. vs 2 hrs.) and how often sessions will be offered (1x per week vs. 2x per week).
- Staffing needs such as training needed prior to implementation and which staff will support virtual implementation.
- Pre-implementation activities, such as recruitment, registration, consent forms, and evaluation.
- Implementation activities, such as reminders, program delivery, and follow-up activities.
- Post-implementation activities, such as evaluation, feedback, and providing incentives
- Implementation site specifics, such as agreements made, requirements for implementation, key contacts and policies to adhere to.
- Technology needs and requirements, such as acceptable applications and platforms.

Documenting these decisions and ensuring important tasks are in your implementation timeline will help you track the full scope of your work and support you through every phase of program implementation. Even if you do not have all of the details for your program just yet, you can start adding your major activities and sub-tasks as you go along.

1.5 Platform Selection

The process of selecting a platform or multiple platforms for virtual implementation should include identifying what you need and want to make your program successful and assessing which platforms best align to your goals. Additionally, you may need to align your selection to the sites you are implementing or partnering with, especially if you are working with schools who may have already invested resources into selecting platforms. You should also utilize the information gathered during your community needs assessment from youth or parents to inform your decision making. Below is a table that shows some of the platform options available, their uses and some pros and cons for your consideration.

Virtual Platform Options & Info

PLATFORM	EXAMPLES	USES/ FUNCTION	PROS	CONS
Virtual Meeting Software	Zoom GoToMeeting WebEx MS Teams Google Meet	Delivering live & Recording Polling Chat Annotation/ Whiteboards	Ease of Interactive Live Session or Recordings Can be joined via computer or phone Familiarity with tools like PowerPoint	Some concerns about security/ safety for youth Can be pricey for some organizations
Virtual Classroom Software	Google Classroom Seesaw School-Based Platforms	Hosting full Courses with Homework, Videos, Discussions, etc.	Can host a comprehensive set of reources Use both live & asynchronous	Can be a little challenging to put together/ design
Social Media	Instagram Facebook Live TikTok	Interactive Sessions that can be Live & Recorded	Connect on platforms where youth already are	May not offer all the functionality needed, such as sending documents
Interaction Software	Google Jamboard Paglet Google Sites Kahoot Quizlet/ Quizizz	Use for Interactive Activities in Conjunction with other resources/ tools	Great addition to existing software	May complicate delivery (too many things to remember or manage)

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Virtual Platform Options and Information

There are many more platform options than those listed above. Ask colleagues what they are using that they've liked or do some searching online if you are looking for options beyond what we've listed. There are also some enterprise-level learning management systems and more complex technology options that offer more of an all-in-one solution. These options are typically more expensive and more useful for large scale organizations such as schools, large health departments and organizations. If you are working in partnership with that type of organization, ask if they can provide an account for your program to support online programming.

As you begin the platform selection process, think about the needs you've identified in your CNA, (including implementation site assessment) and organizational assessment as well as your curriculum, logistics or other needs identified so far. Use **Resource 1H: Platform Selection Checklist** provided in the workbook to align the needs in each of those areas to the types of platform functions (meeting software vs. interaction software) you will need and identify which platforms meet those needs. Some platforms may fulfill all of the needs in one area, while others fall short. Hopefully, you are able to identify 1-3 platforms that cover all essential functions you need.

Workbook Resources for Section 1:

Resource Titles	Description
1A. Community Needs Assessment Planning Template	Step by step planning tool to help guide a Community Needs Assessment.
1B. Sample Needs Assessment Questions	Sample questions that you can use for your cut and CNA surveys, be it intake/registration forms, focus groups, interviews, etc.
1C. Sample CNA Script	A script to introduce to your CNA collection method, such as a survey, to make the process clear for participants.
1D. Survey Template: We Want to Hear From You!	Sample paper-based survey to add your questions to.
1E. Interpreting CNA Findings	A tool to help you capture key themes from your CNA to address or support programming adaptations based on feedback.
1F. Organizational Assessment	An organizational assessment to assess your readiness for virtual implementation and identify needs and considerations.
1G. Implementation Timeline	A tool to help you timeline key activities and sub-tasks for virtual adaptation and implementation.
1H. Platform Selections Checklist	A tool to align needs to platform functions and identify which platforms meet most of your needs.
Additional Resource: 1I. Incentive Sign-out Sheet	A recording tool to use if you need to keep track of incentives being distributed.

Section 2: Planning

Introduction

Completing the activities outlined in Section 1 (the CNA, organizational assessment, identifying logistical needs and selecting platforms) will give you the foundation needed to begin your planning and organizing process prior to implementation. In this section, we'll talk about taking the next steps in the process to get ready for implementation, including:

- How to identify and build the partnerships needed to get the support for your programs to be successful
- Creating safety and being responsive to the needs of youth in your programs
- Making and tracking adaptations for online implementation

2.1 Identifying and Building Partnerships

In approaching any type of new programming, it is important to identify potential partners from a range of stakeholders that can support you in the process. These could be the same or similar people engaged in your CNA process. Other ways stakeholders might serve as partners include:

- Youth (particularly program participants): may be able to advise on other platforms they've used that they like or could be engaged to help you promote your program to other youth on social media. Families: may be able to advise on technology needs and constraints, as well as what they youth are needing support with.
- Tribes and Tribal Organizations: may provide resources or technical assistance in developing new policies or providing resources to help make your program successful. Additionally, Tribal Elders may be able to join sessions to share cultural teachings and wisdom to expand the support you are able to provide for youth.
- Community Organizations: may be interested in partnering or collaborating in program design and delivery or may have additional resources and services you can refer your youth and families to.
- Schools: may provide guidance on the systems youth are already using for school and may assist with scheduling and recruiting for your programs. Schools may also be offering new services to support families during stay at home orders, which you can promote to youth and families.
- Health Organizations: may be able to support your planning efforts by providing updates on COVID-19, information about testing and treatment resources and other health services that can be beneficial to the youth and families you work with.

During challenging times, it is important to lean on the broader community and network of support to assist you. There's no reason to do it all yourself! Ask for help, let people know what you are doing and what you need. People want to help and feel like they are connected to something positive. Allowing others into your work can provide you with the support you need, strengthen your programs and allow you to better support youth and families.

The workbook contains **Resource 2A. Identifying Stakeholders and Building Partnerships** to help you identify which stakeholders you can engage in your programming and how they might

be able to support your virtual programming. These stakeholders may have resources or contributions beyond what you can think of, so stay open to learning about what they are doing and how they want to work together. Once you've identified who can support your programming and how they might provide support, begin reaching out to your network to ask for what you need.

2.2 Creating Safety & Being Responsive to Youth Needs

Keeping youth safe while interacting online and developing processes to respond to their needs is a critical step in the process of planning your virtual program. Some of the stakeholders you may have identified can help support this process by working on safety protocols with youth anticipating potential needs of youth participants, and identifying community resources to support youth's mental health and wellbeing, especially if they are in a crisis or emergency situation. The workbook provides a **Resource 2B. Online Response Plan** to support advanced planning for responding to a mental health crisis or other emergency involving youth. It's best to plan ahead to aid in quick decision-making to support youth.

In addition to planning for crises or urgent needs that might arise, you should also anticipate that all of your participants may have needs that come up during your programming that require a response on your part, such as a referral to additional services. Even youth you have worked with in the past or know well may face new and different challenges or barriers to participating in your program or need more support than they have previously. It will be helpful to anticipate some of the supports, challenges, or resources your youth and their families may need and make a plan for how to be responsive to those needs. Start a list of the community resources you know about or ask your partners and stakeholders for their ideas. You might consider sending a list of resources and services out to youth and families in advance, in case they feel worried or nervous about asking you for them. Some options to consider include:

- COVID-19 testing
- Food and Clothing Banks
- Rental Assistance/ Unemployment Assistance Programs
- Support Services (Women, Infants and Children, Food Stamps, Medicaid, etc.)
- Domestic, Dating and Sexual Violence Services (including Child & Family Protective Services)
- Substance Misuse and Recovery Services
- Sexual and Reproductive Health Services
- National or Regional Helplines, Hotlines, and Text Lines
- Mental Health and Suicide Prevention Services
- Educational Services

COVID-19 has created challenges for some families and youth they may that may not previously experienced. Your role as a trusted support person can be vital in getting them connected to the resources or support services they are looking for. Additionally, due to restrictions of in-person gatherings, you may be one of the few people who youth are interacting with regularly, making your role as a support person even more important. **Resource 2C: We've Got Your Back** provides

a list of national resources available to youth and their families. A second page is included to provide you space to list local services for your community. See **Resource 2C** in the workbook for this document.

Some additional tips for creating safety and responding to the needs of youth in your programs include:

- **Involve Mental Health Professionals** - Talk to your school counselor, behavioral health team or a partner that provides mental health supports about social emotional learning and other resources that may be available to youth. These people may also be able to support your lessons that may be challenging for youth experiencing mental health challenges. Invite these folks to introduce themselves to the youth in your program.

- **Accessibility Options** - If you have youth that need an interpreter or captioning support, inquire about your organization's or community's resources to provide interpreting or live captioning. If these services aren't available or affordable for your organization, you still have a few options: both Apple and Android phones and tablets have apps or accessibility tools that youth can download to provide automated captions, Zoom has a setting that allows you to designate a person to help with captioning, and finally, Google Slides, when used in presentation mode allows you to turn on automated captioning. None of these options are perfect, but it can help create additional accessibility for youth who are hearing impaired or youth that may have learning disabilities. If an interpreter is available within your tribe or school, check on the availability for each of your classes and schedule them in advance for the full length of your program.

- **PowerPoint Slides** - Use slides with important information written on the slide and simple fonts that are easy to read and large enough to be viewed, even if youth are viewing them on their phones. It's always better to use additional slides and break up your content than to cram your content into a small font that is hard for youth to read. Youth may also be joining your video conference on cell phones, which makes font size even more important! For those that are calling into the session and unable to see visual aids, make sure to email or post content online in advance and try to reference when you are changing slides or what's being shown on screen.

- **Group Agreements** - Consider how you can support youth in sticking to their group agreements and creating a positive environment for all youth. This may mean using settings to create a positive learning environment, such as disabling the private chat feature between participants, turning on anonymous response options and monitoring break out groups during your program. Be sure that you are able to control how youth are participating, such as putting them on mute if they are being disruptive, using the waiting room feature and removing participant access to things likes screen sharing, making annotations on the screen, or saving the chat feed.

- **Screen Breaks** - Maintain options for youth who need step away or take a break from being on screen. Remember that online-learning fatigue is very real, and many youth are expected to be online for long stretches of time for school. Youth also may be supporting their families in ways you may not be aware of, too! Allow youth to turn their own cameras off, mute themselves, decline to participate in some activities that may be triggering for them or ask for support during the session. Give youth various options for participating such as talking out

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loud or entering their thoughts, ideas, or responses into the chat box or another participation platform.

- **Seek Permission** - Provide notice and ask for permission prior to recording sessions. If you do proceed with recording, give youth options to hide their videos or other personally identifying information if they want to. Be thoughtful about how you share recordings and who can access them. Recordings should not be shared online without youth and parent consent and video releases.
- **Discussion Time** - Set aside time before or after programming for youth to ask questions or check in with you if you are able to.
- **Create Agendas** - Provide agendas prior to class so youth can prepare for topics and activities covered in the session. You can also preview the next session for youth as part of your closing. Helping youth know what to expect can help ease any anxiety youth might be feeling.

Section 3 has additional suggestions for setting group agreements, classroom expectations and maintaining a cohesive group. Setting these expectations up front and revisiting them regularly can help create a safe and fun environment for all youth.
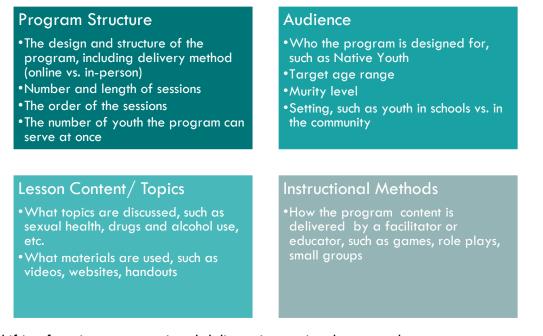
2.3 Adapting Curriculum and Programs for Online Implementation

Once some of the foundational work of preparing for virtual implementation is done, you can begin to shift your focus to making any curriculum or program adaptations needed. Taking your time to thoughtfully look at the curriculum or program as a whole and lesson by lesson will give you a good idea whether it will be easy to adapt for virtual implementation. If the program will require major adaptations, with whole lessons needing to be revised or eliminated, it might be better to temporarily select another curriculum that is already online or one that can more easily be adapted for virtual implementation. While COVID-19 may result in online programming being necessary for the next year or more, it's best to keep your adaptation process simple and short so you can begin implementation as soon as possible.

Aim to adapt activities only as much as you need to for virtual implementation. Most youth health programs have been developed with a theoretical framework designed to shift knowledge, attitudes, and behaviors. Changing too much of the curriculum could mean that your program is out of alignment with its own theoretical framework and no longer as effective as it once was. While you may not be as concerned with effectiveness of the program, it's important to remember that programs have often been designed to prevent harm to youth as well as to promote positive health. If you are unsure about the adaptations you want to make, please reach out to the Healthy Native Youth team to request technical assistance. We're always happy to help!

The adaptation process should include minor adaptations rather than a complete overhaul. If after reviewing your curriculum you think it will require a complete overhaul, you might reconsider the program you are using or think about other ways to support youth during this time. The guidance often given for adapting curriculum-based programs is to avoid changing the core components of the program, such as the program structure, audience, lesson content or instructional methods without the help of a curriculum specialist. Each type of component is detailed below.

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Core components of a curriculum include:

Program Structure
- The design and structure of the program, including delivery method (online vs. in-person)
- Number and length of sessions
- The order of the sessions
- The number of youth the program can serve at once

Audience
- Who the program is designed for, such as Native Youth
- Target age range
- Murity level
- Setting, such as youth in schools vs. in the community

Lesson Content/ Topics
- What topics are discussed, such as sexual health, drugs and alcohol use, etc.
- What materials are used, such as videos, websites, handouts

Instructional Methods
- How the program content is delivered by a facilitator or educator, such as games, role plays, small groups

While shifting from in-person to virtual delivery is a major change to the program structure and delivery mechanism, it is possible to preserve most of the core components of your programming, even as you make the shift to virtual delivery.

Maintaining and Adapting Program Structure

Review the lessons or sessions of your program to determine if most or all can be adapted using some of the guidance provided in this guide. Aim to maintain the number of sessions delivered and the order they are delivered in, even as you incorporate using new technology to deliver the program. Some adaptations that may be necessary to a program's structure include:

- **Increase the time for lesson delivery**: Virtual implementation will likely require more time to deliver each session than your lessons are currently designed for because you will be switching between technology tools, supporting youth's individual technology needs and challenges, navigating technology issues and waiting longer for responses to discussion questions o Q&A activities. A good rule is to plan for roughly 25-50% more time per virtual session than you would for an in-person session. This means a 60-minute session might become 75-minute (or longer) sessions. You can also break up your sessions into more frequent mini sessions. You might also consider sending pre-work or post-session homework to help save time in session for interactive activities and discussions. If you find youth are not completing these activities though, that may not be a helpful adaptation.

- **Decreasing the number of youth served**: If your program is designed for up to 30 youth participants during in-person delivery, you might consider decreasing that number slightly to accommodate managing the chat box, answering questions, and learning new technology. You shouldn't expect to be as good at group management online as you are in person if you are

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not as experienced in online facilitation. You are also likely working with new technology that will take some time to learn how to manage.

- **Adjust in-person field trips/ clinic visits to virtual tours**: Many programs have activities like Clinic Visits/Tours as whole sessions of their curriculum. While doing these activities in person may not be possible, you can create a virtual clinic visit by having clinic staff take photos to show the various spaces and services available in the clinic. Have the clinic also send a list of their services, scheduling procedures and any COVID-19 check in processes too. Invite clinic staff to introduce themselves to youth, describe themselves and services, and to answer any questions youth may have.

- **Adapt Service-Learning and Volunteer Projects**: These can be adapted from in-person activities to online campaigns using social media. Get youth involved in COVID-19 prevention or related health promotion activities by having them design social media campaigns, develop video campaigns, complete photo voice projects or sewing masks for their community. Youth may also have still have an opportunity to volunteer in-person at local food banks or other COVID-19 relief services.

Maintaining and Adapting Program Audience

The audience you are delivering to should not change due to COVID-19. Continue recruiting youth from the age ranges you normally serve and that your program is designed to implement with. If there is a need in your community to serve a younger or older audience, consider selecting a new program designed for that age group. Some adaptations that may be necessary to a program's audience include:

- **School or residential implementation sites**: As mentioned in the Community Needs Assessment (CNA) section of this guide, your implementation site (such as school or group home) should be engaged early in your process. Learn more about the technology they are using, their expectations and availability for supplemental programs, and how you can align to their efforts to serve youth. If your local school uses Google Classroom or another platform, consider using it as well so youth do not have to learn a whole new system just for your program.

Maintaining and Adapting Program Content

The topics and materials covered by your program should be kept fairly consistent, however you may also want to incorporate new topics and materials into your program based on youth's expressed needs or your CNA findings. Aligning your program to the needs of youth is something you should do if your program does not cover the type of content young people need or want. Some adaptations that may be necessary to a program's content include:

- **Adding topics**: Add new topics or lessons with caution! It is best to complete a curriculum or program in its entirety, then start a new program or add in a new lesson. Incorporating additional lessons into an existing program can result in your program not feeling cohesive. New lessons may not follow the same general format or structure as your current program and may not take the same approach to things like trauma informed care, cultural teaching, or interactivity. It is helpful for youth to know what to expect from the program and to have

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some consistency between lessons- this is a trauma-informed strategy! Youth likely won't know that you've added a lesson from another program, but they may be able to feel the difference. If implementing more than one program, deliver each program, then let youth know when you are starting a new program or make some adaptations to try to make the blend of programs or lessons feel cohesive. This can be achieved by matching the general format and flow of the lessons, such as using a similar opening and/or closing of each session.

- **Adapting materials**: Aim to adapt your program's materials for virtual implementation rather than simply finding new handouts, activities, or videos. This will help your program feel consistent and cohesive. It will also likely save you time! The Adapting Instructional Methods for Virtual Learning table below has some ideas for adapting some common materials and instructional methods for virtual learning. As you work on adapting your materials, focus on using the same content and achieving the same goals as the materials you might normally use. You may want to create slides so youth can see content they would normally just hear verbally from you. This will also help youth who miss a session to catch up.

Maintaining and Adapting Instructional Methods and Activities

Adapting instructional methods should also be done carefully with the aim of preserving the key messages, topics covered, type of learning activity and interactivity level. This will likely be the primary way you make adaptations to your program as most in-person instructional methods look very different from online facilitation methods. The table below provides some guidance on how to adapt instructional methods for virtual learning. Some adaptations that may be necessary to a program's instructional methods or activities include:

- **Allow youth to participate in a variety of ways**: Each of your youth participants may need or want to participate in a variety of ways, including by phone, video conference, chat box or other interactive online tools. They may also listen to recorded sessions they can access when they have Wi-Fi. Your CNA can give you a sense of the ways youth may be able to participate and what level of privacy and technology they have access to, but it is also important to know their resources and access may change. Make your lessons as accessible to youth as possible. Providing multiple options for participation can create safety and connection for youth who otherwise might be very isolated. Ask for colleagues to help you to ensure that you can manage this during live sessions (e.g. monitoring chat, dropping links into the chat box, helping create breakout groups, etc.).

- **Allow for asynchronous learning and access to materials**: Try to send all materials for the next lesson by email or in an online classroom several days in advance and on a regular day/time. This may help youth with limited access to internet know when to expect the materials so they can arrange a visit to a local library or to school to download. Consider also organizing a Google Drive folder, private website or social media group/page or another location where you can upload materials for youth to access. If in a rural area where a library or a school building with Wi-Fi still wouldn't be easily accessible, consider mailing or dropping off all materials at once with a USB drive or printed youth workbook. Thinking ahead like this can help ensure accessibility for all of your youth, especially those who may feel most disconnected.

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Adapting Instructional Methods for Virtual Learning

Instructional Methods/ Activities	Virtual Adaptation Ideas	Considerations
Previewing Information	Send reading material to youth several days in advance or post in an online classroom.	If reading material was previously available on a website, try to copy the information (with permission) into a presentation slide or document and email ahead of time.
Video/Video Review	Videos are easy to share in a virtual platform by sharing your screen and your computer's audio. Links to videos can be sent out to youth who are not able to participate in a live session.	If you want youth to review what they saw in a video, use breakout groups to get them discussing some reflection questions! Provide the questions prior to showing them the video so they know what to look out for while watching.
Minilecture	Use presentation slides (Google Slides, PowerPoint, or Keynote) and send these in advance so youth who can't join via computer/internet can still see what's being taught and follow along. Consider having youth review information and present it to the group so they get a chance to hear from each other.	Try to limit the use of this method to introducing lesson topics or new information briefly. If you spend too much time in lecture, it will not be engaging or fun for youth. If there is a lot of content that is new for youth, try chunking it into several mini-sessions. For example, instead of reviewing all birth control methods on one day, review 2 per session over several sessions.
Brainstorming	Use Padlet, Google Jamboard or another software that is easy and free for youth to access. They can add as many thoughts as they want to and show their support for other's contributions! The whiteboard and annotation features of meeting software can be additional options.	You might also consider letting youth brainstorm in small groups and then reporting back to the full group. They may be less shy/ more willing to talk in a small breakout group.
Small Group Discussion	Use breakout groups in Zoom/ video conference software or ask youth to get together in small groups via phone after the live session. Be sure to give clear instructions and check for understanding before shifting into breakout groups. Display discussion questions/ prompts using presentation slides and drop the text into the chat box prior to sending youth into breakout groups. Save time by creating breakout groups in advance.	Line up additional facilitators to monitor small groups or assign peer leaders. Breakout groups are great for small group discussions, but if the type of activity you are adapting is not a discussion, see some of the other options below. If the subject matter of the discussion is a sensitive topic (or may be), consider using an anonymous participation tool such as Padlet or Jamboard and staying in the large group so you can monitor discussions.

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Large Group Discussion	Use video conference software and slides to display the question or prompt being discussed. Allow youth to participate in the discussion via a variety of methods. These methods may include chat box, unmuting and speaking, or using visual cues (i.e. reaction icons like thumbs up/ down, yes/no) to show their agreement, disagreement, or support for others.	Provide time for youth to respond, even if you have to leave an awkward silence! The silence gives them time to think and lets them take a positive risk by breaking the silence. Note that writing something in the chat box can take more time than verbal responses. Remind youth they can participate in the discussion by unmuting their lines, responding by chat or text, or any other method they can use. This may feel repetitive, but it's a good reminder!
Games	Most games from curriculum-based programs may be somewhat challenging to adapt to a virtual setting but try to keep it simple while adding in opportunities for fun. What youth often love about games is the competition or team aspect- so think about ways you maintain that aspect. Some games that are much easier to do virtually include: Bingo, Jeopardy, Trivia Games, Pictionary or guessing games like Family Feud.	As you adapt the games, try to focus on what existing games are trying to achieve: reinforcing learning, testing knowledge or recall, critical thinking etc. Aim to achieve the same goals with your adapted games and activities and keep it fun. Games are often the most fun aspects that youth enjoy in programs, so look for ways to keep these in your programs. There are lots of tools that can be found by searching online, just be sure they are a safe website for youth to use. If working with a school, seek guidance on game tools teachers are using.
Cultural Teaching	Cultural teaching can easily be maintained through verbal storytelling, sharing videos or photos and quotes from Native leaders on slides, or engaging elders and tribal leaders to record videos or join your program virtually.	Connecting youth to their culture is one of the more healing things you can do to support them during this time. If inviting speakers from your tribe, be sure to tell them specifically what you need, such as: "a 5-minute blessing to kick off our session!". Allow youth to also bring their culture into programming by volunteering to share things themselves or connect what they are learning to their culture.
Quizzes	Quizzes are one of the easiest options to shift in virtual programming. There are countless poll options in virtual meeting software and lots of tools online to support quizzes.	If doing a quiz in Zoom or another online tool, share the results with youth so they can see how the group is doing. These can also be a great way to check for understanding on key content areas of your program.
Role Plays	Use breakout groups to get youth doing role plays. Utilize peer leaders or adult facilitators to monitor groups and check in on progress. Select different peer leaders for each lesson.	If your group doesn't know each other well, it might be best to ask for volunteers and keep all youth in the large group.

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Skills Demonstration/ Practice	This may be a challenging type of activity to do virtually, especially for activities that are often physical, like condom line ups. Use Google Jamboard for activities that require sorting like condom line up. Negotiation and refusal demonstrations can be done in breakout groups or in large groups.	Most skills demonstration or practice is done in small groups or large groups. Many of the tools we have highlighted so far can also be used for many types of activities.
Gallery Walk	Gallery walks involve youth moving from one flip chart to another and responding to a question. These can easily be done through Padlet and Jamboard and through breakout rooms.	You can even break youth into small groups and assign them a "board" to work on in Jamboard. They can work independently as a group but can also share their work and ideas with the full group.
Individual Activity/ Analysis	Ask youth to do individual activities on their own time or keep these activities shorter while in a live meeting. You can also assign a few youth to report back on individual activities during the next class. Some great individual activities could include a vocabulary wordsearch, crossword puzzles, reading tip sheets/infographics, responding to a journal prompt/personal reflection, taking or finding photos/GIFs or memes or coloring/drawing.	Youth can send you their responses individually if you need to track participation or check for understanding. Individual activities are great for things like identifying your own boundaries or personal rules, journaling about your reflections to what you've learned or other things that would be individual to each person. However, youth are very disconnected right now and may need more opportunities for connection with each other. You can have volunteers share their individual activity or share in pairs or small groups using breakout rooms.
Reflection Questions	Reflecting on learning is one way to help youth make meaning of your program's content. Even if reflections are not a part of your program, consider adding a reflection question for them to consider for each session.	If you want to be able to monitor youth responses to reflection questions, consider using Google Forms or another survey tool, or having them submit a journal response via email. This may also make you more attuned to youth's individual or family needs.
Handouts/ Worksheets	It is unlikely youth will print a handout or worksheet you provide. Use other methods for them to record answers to questions such as a survey, Google Form or editable document. These can also be sent as an assignment in Google Classroom with each youth getting their own copy.	While printed handouts and worksheets are common for in-person programming, think about ways you might be able to share content in other ways. Content on a handout can be included in slides or shown on the screen. Worksheets that don't need to be turned in can become questions youth respond to using an interactive tool like Jamboard, Padlet or Mentimeter.

Q&A/ Question Box	Use Jamboard or Padlet. You may also create a Google Voice number for youth to text questions to you without giving out your personal cell phone number.	Use the settings (especially in Padlet) to make sure responses are anonymous and prepare the link ahead of time to drop in the chat box. If providing a number to text questions to, be sure youth know that it is not to be used for emergencies.

2.4 Bringing it All Together

Once you have identified how you want or need to adapt your program and selected virtual platforms and implementation tools, you are ready to bring it all together into an adapted program for virtual implementation. There is no need to re-write your entire program, but you should take the time to thoughtfully document how you'll adapt each lesson and the justification for doing so to ensure you are not making unnecessary changes. Documenting your process can also help you more easily replicate your plan in future implementations, especially if your team experiences any staffing changes. **Resource 2D: Program Adaptation Log** can be a helpful planning tool to make notes about how you'll adapt the program, what technology tools you need, and what additional time each activity might take.

When you are ready to shift your plan into an implementation ready format, **Resource 2E: Detailed Run of Show Agenda** provides a template that highlights the specifics for how to implement each lesson. This type of agenda breaks down each lesson activity and details: timing, process for each activity, role assignments for team members participating in the session and materials needed. This level of detail can be helpful to prepare in advance and think through how you'll transition from one activity to another and how the team delivering your program will provide support. You do not have to put all of the content from your curriculum into the activity detail section of this agenda, but you do need to know it well enough that your notes in the agenda will jog your memory about what you are doing. It's easy to shift content from **Resource 2D** into **Resource 2E** by copying and pasting so you do not have to retype information! When you are ready to customize a fidelity monitoring tool for your newly adapted program, you can copy our outline from **Resource 2E** into **Resource 4A. Fidelity Monitoring Log.**

Be sure to review your CNA findings and work from the previous section to make sure everything is aligning to meet the needs of the youth in your program and the capacity of your team. It is important to be realistic about what you can achieve and know when to ask for help!

Workbook Resources for Section 2:

Resource Titles	Description
2A. Identifying Stakeholders and Building Partnerships	A tool to help you identify stakeholders for your program and ways they can support you.
2B. Online Response Plan	A tool to guide your planning for responding to urgent youth needs.
2C. Resources - We've Got Your Back	A list of national resources to support youth and families.
2D. Program Adaptation Log	A template for tracking adaptations needed for each session of your program.
2E. Detailed Run of Show Template	A template to outline how to implement each session of your adapted program.
Additional Resource: 4A. Fidelity Monitoring Log	A template to track fidelity for your adapted program.

Section 3: Implementation

Introduction

You have done a lot of work on the front end to ensure your program is well designed and ready for virtual implementation! All of your preparation and planning should make the implementation process easier and more straightforward. In this section, we'll provide some final tips and guidance on making your implementation successful, including:

- How to create platform expectations and group agreements for youth participants
- Building classroom cohesion online
- Gathering youth feedback

As you implement your program, continue gathering ongoing feedback and making notes about your strengths and challenges experienced. This will help you prepare for the final phase: Monitoring and Fidelity.

3.1 Setting Platform Expectations & Group Agreements

While young people can and often do teach us many things about how to use technology properly, it is still important to run through the use of platforms for your course and set expectations for how they will interact on the platform and with each other. Think of this as the Acceptable Use Policy of your program- it provides parameters to ensure safety and an environment that enables participation by all youth in the program. While group agreements are often defined and set by the youth themselves, platform expectations are set by the facilitator or educator as they are not negotiable.

Tips for setting platform expectations:

- **Set Expectations** - Post your expectations/ rules in addition to the group agreements developed with youth in every class. Remind youth of the expectations/ rules each class at least for the first few sessions.
- **Technology Overview** - Review how to use the technology tools you are using for your program. While youth may spend a lot of time online, they don't necessarily know how to use all types of technology. Be sure you reserve time in an orientation session, the first session or when introducing a new method/platform to review the tools being used.
- **Flexibility** - Be flexible about participation and allow youth options to participate live or by listening to recordings. Youth may have many constraints at home, such as limited technology and internet access, limited space to participate freely, and a lack of privacy. Be sure to check in with youth who are not participating live to answer any questions and provide any support they may need.
- **Communication Norms** - Be clear about how youth can communicate with you and other classmates. Set expectations for respectful and inclusive language that makes all youth feel safe and welcome.
- **Personal Boundaries** - Set clear and firm boundaries and expectations with youth about your availability, your role, and how to reach you. Just because you are working from home, does not mean you have to be "on call" at all times.

- **Mandatory Reporting** - Let youth know what level of confidentiality they can expect from you and the rest of the group. Youth should know what information will result in a mandatory report to authorities, such as abuse, violence or neglect. They should also know what they can talk to you individually about vs. what they should share in group.
- **Support Youth Mental Health** - Be mindful of youth who may be experiencing mental health challenges and do not create rules or expectations that will jeopardize their ability to protect their wellbeing. An example of this is not requiring cameras to be on at all times or to verbally participate in activities. COVID-19 may be impacting young people's mental health in ways we do not completely know yet. Develop partnerships and plans for supporting youth who may be experiencing crises and remind youth about these supports regularly. Doing so will reduce stigma and shame and normalize that many people are struggling with their mental health at this time.
- **Easy Access to Materials** - Use multiple methods of providing materials to youth. Create a central place online where youth can access materials, but also email links to class materials and communications so youth with limited internet can still participate. As we've mentioned before, you can also mail or drop off a flash drive with course content on it if they only have access to a phone.
- **Get Creative** - Don't disregard mail or dropping materials off as an option. If you live in a smaller community or a rural community, this may be one of the easiest ways to ensure all youth have the materials they need to participate. You can also use this method for dropping off self-care packages to youth.
- **Privacy and Safety** - Give youth guidance on recording, screen shotting, or capturing what others say or do during your program. Ensure your settings in online platforms reinforce the expectations you set. You can disable the ability for participants to capture a recording, save the chat log or communicate privately to each other, but they may still be able to capture audio or video on their devices. Be clear about the level of privacy participants can expect and your expectations for how they will uphold those standards.
- **Breaktimes!** - If doing an online program longer than an hour, be sure to incorporate both bathroom/lunch breaks and wellness breaks that allow youth to learn some self-care techniques. **Resource 3A: Wellness Moments** provide some slide prompts for brief wellness breaks you can use. A good rule to follow is to incorporate at least 15 minutes of breaktime between hours for sessions of 2 hours or more. If aiming to do 3 or more hours incorporate significant breaks throughout and do not rush the breaks. Youth will need time to use the bathroom, check out mentally, move their bodies, make a snack and rest their eyes from screens. You and other staff should also do those things while prepping for the next section of your program session! Leave enough time for everyone to have breaks and let staff and youth know roughly when those breaks will happen. If your program is running longer, cut your activities back, not your breaks!!

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3.2 Building Classroom Cohesion Online

Group Agreements

It's important to do some of the same things we would normally do during in-person classes with online classes. Get youth engaged in setting group agreements and ask for their support in upholding group agreements. Post group agreements during online classes by posting into the chat box, using a Bitmoji classroom scene or posting on slides.

Most youth workers are very well-versed in facilitating group agreements for their programs, but youth learning and engaging online may result in new group agreements beyond what we're used to.

Some Group Agreements to Consider for Virtual Programs:

- Take positive risks- put yourself out there and challenge yourself!
- Maintain a brave space- we may not always be comfortable, but we'll stay open to listening and learning from others and asking questions when we aren't sure about something.
- What is said here stays here, what's learned here leaves here.
- Have patience, especially as we navigate technology.
- Listen to the person speaking without judgement or interruption.
- Respect each other's privacy and confidentiality.
- Engage in activities as much as you are able/feel comfortable.

Energizers & Engagement Options

Some tips and ideas for making sessions more engaging by using energizers:

- **Participant Photos** - Ask youth to submit a picture so you can use it in class if they can't be there in person. They can also use these photos for their Zoom profile picture in case they have to turn the video off.
- **Breakout Groups** - Use breakout groups to split youth into smaller groups and use small group energizers/activities the way you normally would. These small groups are great for getting to know each other through discussion questions.
- **Cultural Sharing** - Make time for cultural sharing at the beginning of sessions and ask for volunteers to bring something to share or prepare to talk about something from their culture that is important to them. This can be a great way for youth to get to know each other and to bring culture into the room. Cultural sharing can include sharing a description or picture of their favorite cultural food, a cultural item they can show to the group, a word in their Native language, a virtual smudge or a story. Cultural sharing can also be done using the image search option on Jamboard.
- **Cameras on/Cameras off** - have youth use the Zoom video settings to select "hide non-video participants". Then ask all youth who are able to turn their cameras on. Then select one youth to share something they like or something about themselves that might be true for others too. Everyone who agrees or also likes what was shared can keep their cameras on, those who disagree or don't like what was shared can turn their cameras off. The youth who shared can

select someone with their camera on to go next. Continue until all youth have shared. Make sure that everyone gets a chance to go, even if they don't or can't share their cameras.

- **Draw your neighbor** - draw the person to your right and share your drawing via camera or shared screen.
- **Online Brainstorm** - use Jamboard, Peardeck, or Padlet to get youth brainstorming for lesson activities or as opening/closing activities. These activities can be done anonymously or with youth logged in. Youth can respond to fun questions such as: what is your superpower, what are your favorite things to do in your community, etc. This type of activity can also be great to have youth provide responses to reflection questions or other lesson topic brainstorming.
- **Get to Know You** - Pose a "get to know you" question (e.g., what's your favorite song right now, what are you watching on Netflix, how would you describe your TikTok persona, etc.) and allow youth to answer round robin style or in small breakout groups.

3.3 Gathering Youth Feedback

As you are implementing, remember to have fun, let youth know that you're adjusting to this as much as they are and that you are open to hearing their ideas and feedback. Being upfront about this with youth will set an expectation that their ideas can help shape future programs, that you will listen to and seek feedback regularly, and that we're all still learning and adjusting to the challenges of COVID-19. Your feedback process should be quick, often, and easy. This will make it easier to incorporate youth feedback to make micro-adjustments throughout the program implementation phase and will support program monitoring, quality improvement and sustainability (which we'll cover more in the next section). It will also communicate to your youth that you are interested in listening and applying their suggestions to improve program delivery.

Preparing to Receive Feedback

Hearing feedback about opportunities for improvement, especially when you have worked hard on something, can be challenging for any of us. It helps to remind yourself that the feedback process ensures you are delivering the program in a way that youth enjoy and get the most benefit from. By centering them in the process, you maintain focus on improving the program, not just your own performance!

Here are some tips to prepare yourself for receiving feedback from youth:

- **Learn to Grow** - Think of this as a learning opportunity to help you grow in your program planning, adaptation, and facilitation skills. What you learn in your first implementation can help you in future implementations.
- **Let the Good Times Roll!** - Remember that if youth like the program, they are more likely to participate, come back between sessions and tell their friends about it. All of this makes your job easier in the long run!
- **Modeling** - Seeking and listening to the feedback and needs of others are important skills we often help youth build in our programs. Doing this yourself is a wonderful way to demonstrate what it looks like to share power and show respect to others in a relationship.

- **Respect Youth Feedback** - If receiving verbal feedback, do not interrupt, argue or respond with explanations or justifications about why you did things the way you did. It's okay to seek clarification or to indicate aspects that aren't adjustable, such as a platform feature you can change. Your primary focus should be on listening, asking clarifying questions to be sure you understand what is being communicated, taking notes on the feedback, and thanking the feedback provider for their guidance.
- **You Decide** - It's up to you to decide what feedback you want to incorporate. You can let youth know upfront that you will aim to use as much of their ideas and feedback as you can, and which aspects of the program might not be changeable. However, look for ways to make their ideas possible rather than coming up with reasons you can't! While you may not be able to change some aspects, such as a platform you've already put a lot of work/money into, you can focus on being creative and thinking about how you might change things to address their feedback, such as adding in an additional free platform that could improve interactivity.

Tips for Gathering Youth Feedback

- **Feedback should be quick**: use the last 3-5 minutes of each session and ask youth to tell you one positive (or strength), one change (or improvement opportunity), and one other idea or thought. This is often called a Plus (positive)-Delta (change) evaluation.
- **Make the feedback process easy**: Use one of your online platforms (and test in advance) to allow for anonymous feedback; Padlet or Peardeck would be great for this. Have the link ready to copy into the chat box and send it to youth after the session in case they have more to add. Gathering anonymous and nonverbal feedback takes the intimidation factor of providing feedback to your teacher down quite a bit. A few gregarious youth may be willing to give you verbal feedback so always let the group know they can use either the anonymous feedback platform or just unmute themselves and share their thoughts (or both!).
- **Gather feedback often**: Use the same process each session (unless you get feedback about changing it!). This will make it quick and will set an expectation that the group will do this at the end of each session.
- **Communicate how feedback was used**: Use the beginning of each session or your follow up communication with youth to let them know how you are incorporating their feedback. You can also remind them to be patient with you if you didn't have time to incorporate their feedback by the next session!
- **Show your work**: when you are using an idea that came out of youth feedback, tell them! We all like to see our ideas put into action and see that others take our feedback seriously. Demonstrate this by briefly highlighting what you changed based on their feedback.

Hopefully, your virtual programming will soon become as fun and engaging as your in-person programming! Be patient with yourself as you learn and grow and ask for the support that you need from youth, partners, and staff to continue developing and strengthening the program. Even if this first round of the program doesn't go as well as you would like it to, use the youth feedback process and the guidance in the next session to gather notes on how to improve it before your next implementation. Think of virtual programming as an opportunity to build your skills in ongoing quality improvement!

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Workbook Resources for Section 3:

Resource Titles	Description
3A. Wellness Moments	Slides with brief wellness activities to incorporate into your virtual sessions with youth.
Additional Resource: 3B. Virtual Program Attendance Log	A tool for tracking youth attendance for your virtual sessions.

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Section 4: Monitoring, Quality Improvement & Sustainability

Introduction

As you implement your new virtual program, monitoring the process can help support you in identifying what works well in addition to areas for improvement. With both strengths and challenges identified, you can make incremental quality improvements throughout the process and broad improvements before the next round of programming. You can also preserve the elements of your program that are working for you and for the youth! In this section, you'll find guidance for monitoring, quality improvement, and sustainability, including:

- Monitoring fidelity to your new program model
- Completing quality monitoring and improvement
- Completing a simple sustainability plan

4.1 Monitoring Fidelity of Adapted Programs

The common wisdom about curriculum and programs for youth says you should not change the core components of a program, including instructional methods and program structure. However, the current COVID-19 crisis has created circumstances that force us to shift our standard ways of adapting and implementing programs. We have provided guidance in Section 2 about how to thoughtfully adapt your program to preserve as many of the core components as possible. We also mentioned previously the need to take your adapted program and put it into a detailed run of show template to help guide implementation. That work will support the fidelity monitoring process we'll detail below.

Fidelity monitoring is the process of reviewing how closely you are implementing a program to how it is written/created. When adapting a program, it's important to monitor fidelity to your adapted model, rather than the original design of the program, capture any new adaptations you make during implementation and record how the session went overall. This will support you as you prepare for future implementation cohorts. You'll have notes on any tweaks needed based on how the first run of the program went. This may also be how you record the feedback gathered from youth. **Resource 4A. Fidelity Monitoring Log** is provided to aid this process. We have left it blank so that you can plug in the program's adapted outline for each session (which you will create using **Resource 2E. Detailed Run of Show Template**. After completing each session, answer the questions on the log and make note of adaptations, challenges or any other information that would help you remember how the session went (such as youth feedback). Customize one log per session of your program and have program educators or facilitators fill it out as soon after implementation of that session as possible. You can choose to do any level of analysis on the information captured in these logs, but you don't have to if you don't need this information for reporting to your organization or funder. You can simply review it with your team before implementing the next round of the program and make any updates to your run of show agenda.

4.2 Quality Monitoring & Improvement

In any program, it is helpful to monitor the program throughout the process and reflect on how it is going, identify opportunities for improvement, and make note of any solutions to challenges you face. Doing so can help set you up for success in future implementations. While you may not think that you will need to do virtual implementation more than once, it is helpful to have to have this information in case you do! We do not know how soon we'll be able to return to in-person implementation. If the COVID-19 crisis has taught us anything, it's that we have to accept where we are now until we have new information. You also may choose to continue to implement online programming once COVID-19 is resolved due to any benefits you identify during your virtual implementation. It is with this mindset that we encourage you to do some easy quality monitoring of your program to identify improvements. This process may even provide some learning that can benefit your in-person programming.

Quality monitoring and identifying opportunities for improvement does not need to be an intensive process. It can be as simple as answering some standard reflection questions at a regular interval throughout your implementation process, such as each week after your programming or while completing your fidelity monitoring logs. There are two formats we are including for tracking quality improvement, the simple reflection questions below and **Resource 4B. Quality Improvement Tracker** in the workbook. The most important part of monitoring and quality improvement is to write down your reflections and insights throughout the process, so you don't forget what you learn over time. Once you have completed implementation, you can look back across these reflections and consider themes about what works, what did not work, and what you learned throughout the process. Use those themes to make adjustments before your next round of implementation to achieve an ever-improved program!

Simple Quality Reflection Questions

1. What did we do well?
2. What can we continue doing based on what is working?
3. What challenges did we face in implementation this week?
4. What ideas do we have for addressing the challenges these challenges?
5. What do we want to change or improve for next session or next implementation?

These questions were adapted from the [Program Planning and Implementation Workbook](#).

4.3 Sustainability Plan

Throughout this process, your team has hopefully worked with other community partners to support your program implementation. Think about how these partners can help sustain your efforts for inclusive programming and services, if funding changes, staff turnover, or a leadership change should affect your program. While many programs have been in a holding pattern during COVID-19, it is helpful to think about what may change in the future and try to plan or anticipate how that will impact your programs and services.

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A major benefit of working with your community is utilizing and sharing resources that can help you sustain your program through ups and downs. By getting your partners together regularly, you can build these relationships and see how you can support and share resources with each other to sustain services for youth and families. Some topics or areas you may consider working on during your sustainability planning process include:

- Maintaining programs and services that are responsive to the needs of youth and families
- Sustaining partnerships and stakeholder engagement through challenges
- Anticipating changes in funding and sustaining losses
- Lessons learned from fidelity and quality monitoring
- Managing staffing changes

As you consider these topics, you can discuss them at the level of detail that makes sense for your program, organization, and community. Consider all of the previous work you've done using the resources provided in the previous sections, while also anticipating emerging needs, risks or challenges you and your partners may face and how you'll connect to your community's resources and utilize your strengths to continue supporting youth and families. Below are some reflection questions to guide your sustainability planning.

Sustainability Reflection Questions
1. What progress have we already made in this area during the COVID-19 crisis?
2. What emerging needs, risks or challenges can we anticipate in this area? What can we do to prepare ourselves?
3. What resources (partners, people, funding) do we already have? What resources do we still need?
4. How can we build upon our strengths and resources to prepare ourselves for the future?
5. How might we ensure setbacks in this area do not compromise our ability to be responsive to youth and families?
6. What activities or tasks are needed to sustain our programs/ services? Who will do what, by when?

Workbook Resources for Section 4:

Resource Titles	Description
4A. Fidelity Monitoring Log	A template to track fidelity for your adapted program.
4B. Quality Improvement Tracker	A template to track quality improvement needs and ideas for your program.
Additional Resource: 2E. Detailed Run of Show Template	A template to outline how to implement each session of your adapted program.

Closing

We hope that this guide and the corresponding workbook have given you the guidance and resources needed to prepare for virtual adaptation and implementation. As you go through this process, remember to do what is feasible for you and what makes sense for the communities you are working with. We have covered a lot of options and topics in this guide, but there are many other methods and options out there. Start where you feel comfortable and outline a path that makes sense for you.

In Section 1, we covered the preparation process, including completing a community needs assessment and organizational assessment, planning for your logistical needs, and selecting online platforms to support your programming. These activities will provide a foundation for you to build your program upon. Use what you learn in your assessments and preparation activities to make some early decisions and be confident in your choices! You can always change your mind as you learn new information, try things out or get feedback from others, but don't let worries about making the "perfect" or "right" choices prevent you from getting started. There are no perfect or right choices! Starting a new type of program is a learning process. Track your progress, document what you learn and make small adjustments throughout the process.

In Section 2, we covered building partnerships to help you be successful, creating safety and being responsive to youth needs, and making and tracking adaptations for virtual implementation. You do not have to do everything yourself- look for a variety of supports in your community and don't be afraid to ask for the help you need, including from youth! If you aren't sure what you will need from potential partners just yet, that's ok too! Keep going through the activities we've shared and every time a need comes up, write it down. As you think about how to create safety for youth, use what you learned during the CNA to anticipate needs that may come up. Once you get started with virtual programming, there may be needs that you don't anticipate and that's ok! Do your best to be responsive, ask others for help and make note of those needs for next time. Remember that the adaptation process does not have to be more intensive than is necessary for shifting your program to an online format. Focus on adapting the lesson activities for an online format and using the platforms you already selected in Section 1. It is fine to only use 1-2 platform options, such as a virtual meeting software (e.g. Zoom, Go To Meeting, etc.) and one interaction platform (e.g. Google Jamboard, Padlet, Peardeck, Mentimeter, etc.).

In Section 3, we covered the implementation process, including setting platform expectations and group agreements, building classroom cohesion online and gathering youth feedback. These are likely activities where you already have some experience! Build upon your experience and expertise and challenge yourself to think about how to do the things you normally do in a virtual way! Most importantly, keep your program fun, interactive, engaging and safe! Don't be afraid to try new things and ask for feedback from youth. If they don't like something, don't take it personally! Just make a note and change it in the next round of implementation.

In Section 4, we covered the processes of fidelity monitoring, quality improvement and sustainability. Hopefully, all of the notes and plans you have made throughout each phase (preparation, planning and implementation) make it easy to monitor how closely you followed your own plans and adapted program. Monitoring your progress and reflections in each phase can help you identify what areas you see as strengths, challenges or opportunities for

improvement. Once you've completed your first round of implementation, you can also reflect on how it went, what you learned and what you would like to start, stop or continue doing in your future rounds.

As we mentioned before, it's important to ask for the support you need during a time like this. If you need technical assistance, please request this using the Technical Assistance Form on the Healthy Native Youth website. We would also welcome any feedback you have, which can be submitted using the Training and TA Feedback Form.

Give yourself a big pat on the back, take three deep breaths, and know that you are rocking it! Go you!!!

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