

Confidential



STUDENT EVALUATION CASE COMPETITION
CONCOURS DE CAS EN ÉVALUATION POUR LES ÉTUDIANT(E)S

2021 Competition Preliminary Round

***Drive to Five* Program**
Brant County Health Unit

February 6, 2021

The Request for Proposals in this document was developed for the Student Evaluation Case Competition for educational purposes. It does not entail any commitment on the part of the Canadian Evaluation Society (CES), the Canadian Evaluation Society Educational Fund (CESEF), the Brant County Health Unit or any related sponsor or service delivery partner.

We thank the Brant County Health Unit for graciously agreeing to let us use *Drive to Five* for the preliminary round of the 2021 competition. We also thank Kristen Boulard, Urban Planner, for her input in preparing this case.

The Case Competition is proudly sponsored by:



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POUR L'ÉDUCATION

Introduction

Welcome to the Preliminary Round of the 2021 CES/CESEF Student Evaluation Case Competition! Here is the scenario for this round:

Your consulting firm has been invited to respond to the attached Request for Proposals (RFP) to prepare an evaluation plan for *Drive to Five*, an active school travel program being implemented by the Brant County Health Unit (BCHU).

This program supports active school travel as an accessible and affordable way for students to incorporate physical activity into their daily lives. BCHU would like to conduct an evaluation in order to support program improvement and expansion.

Your proposal should demonstrate your understanding of the program with a logic model and provide a description of the methodology, an evaluation matrix, and mitigation strategies to address anticipated evaluation challenges. You are also required to identify an evaluation competency that is important for the successful evaluation of this program and explain how it is demonstrated in your proposal.¹

Your proposal should also apply an equity, diversity, inclusion (EDI) lens and ensure that your methodology can be implemented during the COVID-19 pandemic.

Section 2.2 of the RFP identifies the proposal requirements in more detail. The assessment criteria for the proposals are identified in section 2.3 of the RFP. Three proposals will be selected and those teams invited participate in Round 2.

We look forward to your submission at the end of your 5.5 hours.

Organizing Committee

The 2021 CES Student Case Competition Working Group and Case Selection Sub-Committee:

Kathryn Radford, Brian McGowan, Christine Sheppard, Micheal Heimlick, Tin Vo, Michelle Naimi, Mikki Campbell, Samantha Inwood, and Marla Steinberg.

¹ [Competencies for Canadian Evaluators](#) is posted on the CES website under Designations.

Rules

1. The team's designated contact person will receive an email from Case Competition organizers indicating a website and team identification number for retrieval of the case.
2. Teams can begin work upon receipt of the document from the contact person.
3. Submissions may be in either official language.
4. The submission must be uploaded to the same website **no later than 5 hours and 30 minutes** after initial download.
5. Coaches must not communicate with their teams once the case document has been downloaded and distributed to the team.
6. Submissions must be non-identifiable. Teams should refer to themselves only by an imaginative, non-revealing code name, such as Noble Consultants. Do **not** identify the university, city or province/territory where your team is located. This is a key point to be kept in mind when writing your submission.
7. Do **not** use the word 'evaluation' or a variation of it in your team name, as it is confusing for the judges if teams have chosen similar names.
8. Your submission should be prepared following the guidelines on page 7 and saved as **[your team name].pdf**, e.g. Noble Consultants.pdf. The submission must be submitted as one **PDF** file (not a zipped file of multiple documents).
9. Judges may take up to six weeks to select the three best submissions. All teams will receive feedback.

Questions or Problems

To communicate with organizers on the day of the competition, please email casecomp@evaluationcanada.ca, or call one of the following individuals:

Name	Phone Number	Availability (EST)
Micheal Heimlick (<i>enquiries in English</i>)	1-306-361-5904	8:00 am to 6:00 pm
Kathryn Radford (<i>demandes de renseignements en français</i>)	1-613-558-6457	8:00 am to 6:00 pm

Have fun and good luck!

Request for Proposals: *Drive to Five Program*

1.0 Brant County Health Unit and Program Profile

1.1 *About the Brant County Health Unit*

Brant County Health Unit (BCHU) is one of 34 public health units in Ontario and serves a population of more than 136,000 people in the City of Brantford and County of Brant. Formed in 1945, BCHU employs more than 100 people led by a Board of Health, Chief Executive Officer, and Medical Officer of Health. BCHU's work is governed by the *Health Protection and Promotion Act* and the *Ontario Public Health Standards*. BCHU's mission is to provide health promotion, protection and disease prevention programs and services designed to help all members of the community achieve and maintain optimal health. Their vision is to provide excellence in public health, exemplifying the spirit of innovation, quality and collaboration. BCHU also applies a health equity lens to deliver high-quality programs and services to address the unique health needs of the community and improve the health and well-being of residents.

BCHU collaborates with other organizations and groups, including government, police, schools, and community agencies to plan and deliver programs and services in the community. Their programs and services include but are not limited to infectious disease management, clinic services (sexual health, smoking cessation, tuberculosis), immunizations and vaccines, dental care, food safety, growth and development, healthy living, harm reduction, injury prevention, alcohol and substance use, and comprehensive school health.

BCHU has begun implementing active school travel programs as part of its comprehensive school health programming. Active school travel programs encourage students to walk or wheel to school and have been shown to be an effective way to increase physical activity levels among children. Currently, only 26% of Brant/Brantford students get the recommended 60 minutes of physical activity per day. Active school travel programs have a variety of benefits for students and communities:

1. **Healthier students.** School-aged children have the chance to participate in moderate to intense physical activity. This can lead to lower body mass index and improved cardiovascular health. Physical activity also supports healthy brain development, which can lead to better mental health and improved academic performance.
2. **Healthier communities.** Reducing the number of children being driven to school improves air quality and reduces associated risks of lung and cardiovascular diseases. Increased active school travel also supports Ontario's greenhouse gas reduction target of 30% below 2005 levels by 2030 by reducing vehicle emissions.

- 3. **Better pedestrian safety.** Reducing traffic volume at bell times creates safer school zones for all students. Improving walking and cycling routes to school enhances the safety, connectivity, and quality of life for the entire community.

In order to foster active school travel in Brant/Brantford, BCHU pilot tested the *Drive to Five* program in six schools.

1.2 The Drive to Five Program

The *Drive to Five* program was launched in September 2020 in partnership with the Brantford-Brant Active Transportation for Schools Committee, County of Brant, City of Brantford, Grand Erie District School Board, Student Transportation Services Brant Haldimand Norfolk and Brant Haldimand Norfolk Catholic District School Board.

The program supports parents in driving their children to designated drop-off locations to walk the remaining distance to school (approximately 5 or 10 minutes away). A webpage provides maps of safe walking routes within 5 and 10 minutes distance of the school (see **Appendix A**). Safe walking routes are marked with signage along the sidewalks, and crossing guards are located at key points to ensure the safety of children as they cross high-traffic points. Some drop-zones also include parking, should parents wish to walk with their children to the school.

Drive to Five is being piloted in six schools across Brant/Brantford. Both urban and rural schools were selected. In addition, these schools were selected based on high traffic volume at school during drop-off and pick-up times and proximity to each other, making it easier for families with kids attending different schools in the same neighbourhood to participate.

Table 1: Key indicators by school neighbourhood*, 2016 Census

Indicators	School 1, 2 and 3	School 4, 5 and 6
Location	County (Rural)	City (Urban)
Aboriginal Identity	1.8%	3.3%
Employment Rate, Aged 15+	66.3%	65.2%
% Low Income	3.1%	3.6%
% Lone Parent Families	14.0%	15.6%
Education Beyond High School	64.1%	60.0%

*Schools 1–3 are in the same county neighbourhood, and schools 4–6 are in the same city neighbourhood.

Note: In Brant/Brantford, 12.9% of residents are visible minorities, and 0.82% are recent immigrants (i.e., immigrated within the past 5 years); neighbourhood-level data is not available.

The *Drive to Five* program is promoted in these six schools through single-day events that raise awareness of active travel and celebrate activities that support walking to school, including a virtual walk-to-school event. The program is also promoted to parents through the school’s parent portal.

The COVID-19 pandemic has impacted the implementation and reach of the *Drive to Five* program. Public health staff were not able to promote the program directly to parents and had to rely on email blasts through the schools' newsletters. In addition, it was challenging to engage principals and teachers to support marketing and promotion, as they were reluctant to take on extra duties. School staff have also noted that the pandemic has unintentionally increased the number of parents driving their children to school because of school bus shortages brought on by the need to physical distance on school buses.

2.0 Scope of Work

2.1 Evaluation Services Required

BCHU is seeking a consulting team to conduct an evaluation of the *Drive to Five* program piloted in six schools across Brant/Brantford to:

1. Document the resources currently used to implement the program;
2. Determine program uptake among parents and children considering factors related to equity, diversity, inclusion (EDI) principles;
3. Identify the factors that facilitate or hinder participation;
4. Determine the outcomes of the program on the health of students, environmental health of communities and pedestrian safety; and
5. Determine whether and how the program should be adjusted and expanded to other schools, and identify what is needed to support improvement and scale up of the program to all schools in the Brant / Brantford area.

2.2 Proposal Requirements

The Evaluation Steering Committee expects proposals to include the following components:

1. An overview of your understanding of the *Drive to Five* program and the evaluation requirements.
2. A proposed logic model and logic model narrative for the program, including at least one underlying assumption, one risk and one external factor that may influence the outcomes. These can be part of the logic model figure or explained as part of the logic model narrative. The logic model should also be depicted in a way that is engaging and easy to understand for children, parents and community members.

3. An evaluation matrix for the *Drive to Five* program, with a list of key evaluation questions, including one to three indicators per question, clearly indicating which indicator is linked to which question.
4. A description of the evaluation approach and data collection methods you recommend. Please ensure that the proposed data collection methods address issues of EDI, are appropriate for parents and children, and can be implemented in accordance with COVID-19 measures.
5. Anticipated methodological challenges and how you propose to deal with them.
6. The identification of one Credentialed Evaluator competency² your team feels is most important for this program's successful evaluation, along with an explanation of why this competency is important and how it is reflected in the evaluation plan.

The Evaluation Steering Committee estimates that it will take a total of 30 days of consultant time for this evaluation. **The Committee does not require that proposals include a budget.** However, your proposal should be aligned with a realistic allocation of your resources for this expected level of effort. The evaluation is expected to occur over a period of six months.

Proposals **must** meet the following technical specifications. Failure to adhere to these guidelines will result in penalties of up to 5%.

- Maximum of **12** pages, excluding the cover letter, cover page and table of contents. **Text over 12 pages, including any appendices, will not be read or scored.**
- Standard paper size (8.5 x 11).
- 12-point minimum font size for text.
- Have 1-inch margins (top, bottom, left and right sides).
- For tables and figures, minimum font size is 10 point and have margins less than 1 inch.

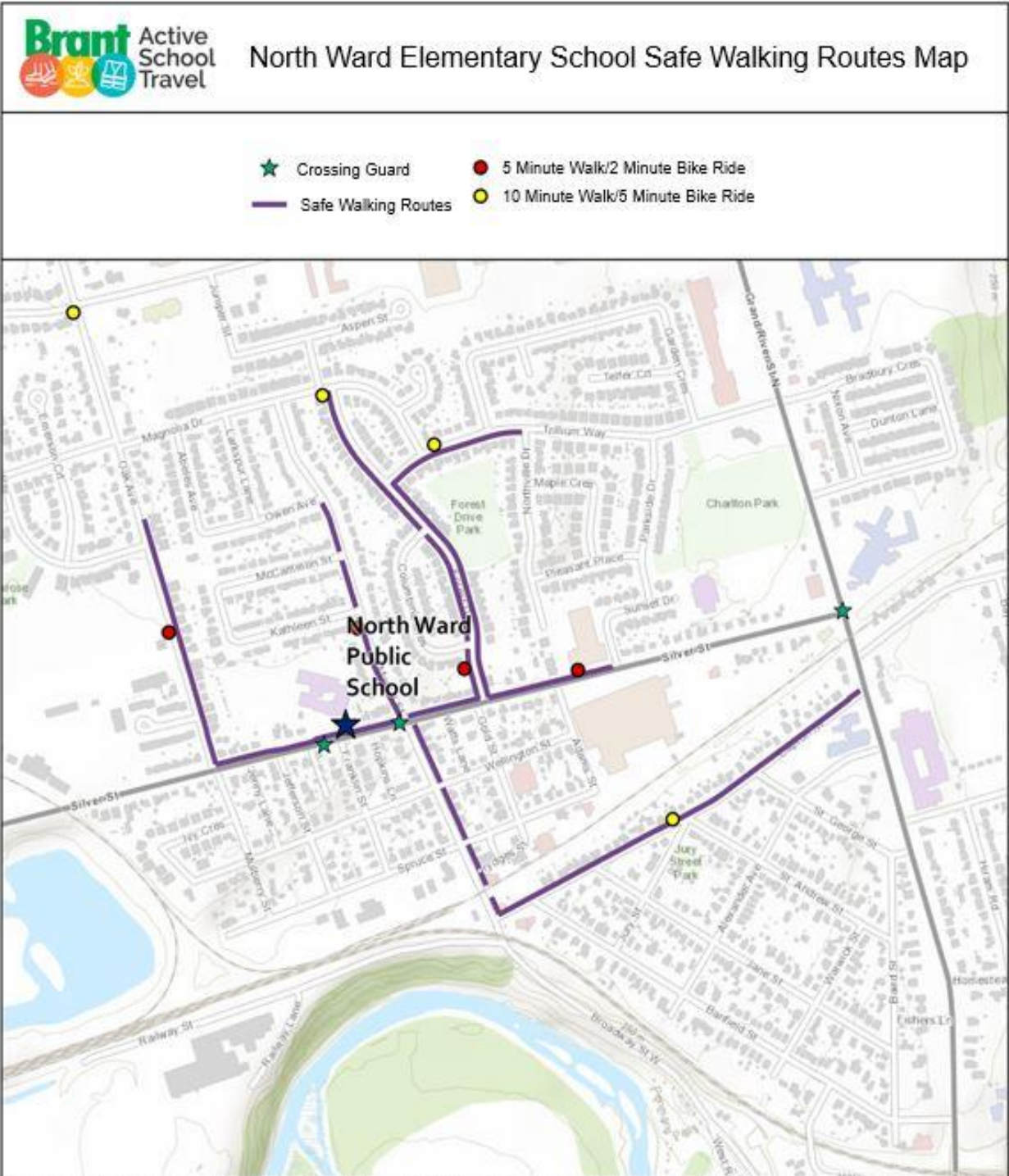
² [Competencies for Canadian Evaluators](#) is posted on the CES website under Designations.

2.3 Judging Criteria

The criteria by which submissions will be assessed are as follows:

Criteria	Weight
1. Understanding of the requirement: Demonstration of an understanding of the <i>Drive to Five</i> program and the Brant County Health Unit's evaluation needs (beyond a reiteration of the text provided in the RFP).	5%
2. Logic model and logic model narrative: Clarity, completeness and appropriateness of the proposed logic model, including at least one underlying assumption, one risk and one external factor that may influence whether the outcomes can be achieved. These can be part of the logic model figure or explained as part of the logic model narrative. The logic model should be designed in a way that is easy for key stakeholders, including children, parents and other community partners, to understand.	20%
3. Evaluation approach and methods: Appropriateness of the approach and data collection methods for undertaking the evaluation with an equity, diversity, inclusion (EDI) lens.	20%
4. Evaluation matrix: Appropriateness and clarity of evaluation questions, and appropriateness and feasibility of indicators.	20%
5. Challenges and mitigation strategy: Clarity and appropriateness of the assessment of methodological challenges, including the COVID-19 pandemic challenges and the associated mitigation strategies.	10%
6. Competencies for Canadian evaluation practice: Relevance of the competency identified.	5%
7. Innovation: Creativity and innovative thinking were evident throughout the proposal, particularly in relation to stakeholder engagement, data collection methods and mitigation strategies.	10%
8. Proposal: Quality of the proposal (writing and format).	10%
Total	100%

Appendix A



Sources: Esri, HERE, Garmin, Intermap, increment P Corp., GEBCO, USGS, FAO, NFA, NRCAN, GeoBase, IGN, Kadaster NL, Ordnance Survey, Esri Japan, METI, Esri China (Hong Kong), (c) OpenStreetMap contributors, and the GIS User Community