



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

2021 Competition Final Round

The Gord Downie & Chanie Wenjack Fund



May 11, 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 Gord Downie & Chanie Wenjack Fund, or any related sponsor or service delivery partner.

We thank The Gord Downie & Wenjack Fund for graciously agreeing to participate in the final round of the 2021 competition. Thanks to Lisa Prinn, Manager, Education and Activation and Sarah Midanik, President and CEO for their input in preparing this case.

The Case Competition is proudly sponsored by:



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Introduction

Congratulations to all three teams for qualifying for the Final Round of the 2021 CES/CESEF Student Evaluation Case Competition!

Your consulting firm has been invited to respond to the attached Request for Proposals (RFP) issued by The Gord Downie & Chanie Wenjack Fund (DWF) to tell the story of how DWF's activities have contributed to positive impacts on the lives of Indigenous Peoples in Canada.

The charity, supported by an advisory group of external evaluation experts, has requested a briefing from each firm on their proposal.

Your proposal should demonstrate your understanding of the assignment and include a logic model, a proposed methodology, an evaluation matrix, a mitigation strategy to address anticipated evaluation challenges and a discussion of an evaluation competency that is important for a successful evaluation of this organization.¹

Section 2.2 of the RFP identifies the proposal requirements in more detail. The assessment criteria for the proposal is identified in section 2.3 of the RFP. After considering the information conveyed in the briefings, the advisory group will recommend one of the proposals to The DWF. The team that prepared the recommended bid will be declared the winner of the 2021 Student Evaluation Case Competition.

We look forward to your submission at the end of the day.

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. [Compétences pour les évaluateurs canadiens](#) sont affichées sur le site Web de SCÉ, sous « Titres ».

Rules

1. Coaches must not communicate with their teams once the case document has been distributed.
2. Teams may use the internet to search outside resources but may not consult with any individuals or organizations.
3. Teams will work together using their preferred platform to develop their proposal presentations. Teams have 5.5 hours to complete their proposals.
4. A member of the organizing committee will enter the teams' breakout rooms to take a screenshot of each team working.
5. Presentations should be no longer than 20 minutes. A time-keeper will give warnings as the end of the presentation period approaches.
6. The judges will have approximately 10 minutes after the presentation to ask questions of the team. Sponsors and representatives of the DWF will also be invited to ask questions. If there is time, a question from the sponsors and/or audience members may be asked.
7. Teams may present in either or both official languages. Judges will ask questions in the team's language(s) of choice.
8. Teams are requested to send their presentation (in PDF format) to casecomp@evaluationcanada.ca at the 5.5 hour mark.
9. A member of the organizing committee will email each team's presentation to the judges. Teams are not permitted to provide any other materials to the judges.

Questions or Problems

To communicate with organizers on the day of the competition, please call one of the following individuals:

| Name | Phone Number |
|------------------|----------------|
| Micheal Heimlick | 1-306-361-5904 |
| Kathryn Radford | 1-613-558-6457 |

Have fun and good luck!

Request for Proposals

The Gord Downie & Chanie Wenjack Fund (DWF)

1.0 The Gord Downie & Chanie Wenjack Fund

1.1 About The Gord Downie & Chanie Wenjack Fund (DWF)

Inspired by the story of Chanie Wenjack's escape from a residential school and Gord Downie's call-to-action to build a better Canada, The Gord Downie & Chanie Wenjack Fund (DWF) aims to build cultural understanding and create a path toward reconciliation between Indigenous and non-Indigenous Peoples. The vision is to improve the lives of Indigenous people by building awareness, education, and connections between all people in Canada.

The DWF has four core values:

- 1) **PEOPLE: Community Led.** Programming co-designed with Indigenous communities and leaders in order to achieve the stated objectives of awareness, education, and connection.
- 2) **COLLABORATION: Reciprocal Partnerships.** Collaborations increase access to education, funding and support, raise awareness of, or assist in delivering DWF's goals and mission. DWF is an organization with the power to convene Canadian leaders, create impactful partnerships, and engage mainstream Canada.
- 3) **EMPOWERING: Leveraging our Strengths.** DWF responds to the issues and solutions identified by both Indigenous and non-Indigenous communities on the path towards reconciliation by leveraging strengths to convene and explore innovative approaches to achieve impact.
- 4) **QUALITY: Improving Impact & Outcomes.** DWF, with the help of DWF's Educator Advisory Circle, will continually refine their programs to ensure they align with the vision and mission and are the optimal way to deploy resources.

DWF continues to work at building a strong organizational foundation to ensure the continuation of the vital work to further reconciliation. To accomplish this, they have developed three **strategic priorities** that define the work they do.

- **AWARENESS:** Raise awareness around Indigenous peoples and the legacy of Residential Schools and use this campaign to raise funds.
- **EDUCATION:** Provide access to education about Residential Schools, as well as the interests, rights and perspectives of Indigenous people and communities throughout Canada.
- **ACTION & CONNECTION:** Bring Indigenous and non-Indigenous people together through programming and events.

The DWF has identified three pathways to achieve their strategic priorities (Figure 1):

1. **GROWING SUSTAINABLE REVENUE.** This will be achieved through increasing philanthropic revenue; expanding capacity to attract and steward high-value sponsorships, donors, and partners; and developing earned revenue streams.
2. **AMPLIFYING DWF'S VOICE.** This will be achieved through building the DWF brand so more Canadians know of the work and understand the vital role DWF plays in schools, organizations, and communities; and by becoming a leading voice in the national reconciliation movement.
3. **KNOWING AND TELLING DWF'S STORY THROUGH DATA.** This will be achieved through developing capacity to use and access data to tell the story of impact of DWF's work; supporting partners to understand their local impact and how it relates to the work DWF does across the country; and using data in a knowledgeable way, including financial metrics and the use of key performance indicators to understand, report on, and influence DWF's work.

AWARENESS, EDUCATION, ACTION & CONNECTION

Which will be achieved by:



Figure 1. Strategic Priorities and Pathway to Success

In achieving the three key priorities, DWF will ensure that the key principles are not lost – recognizing the cultures and communities the DWF serves, especially honouring the outcomes from the Truth & Reconciliation Commission's 94 Calls to Action and the important role the DWF plays in fostering reconciliation in Canada.

DWF employs a term in its work, **reconciliACTION**, which is a community-based event or action that aims to bring Indigenous and non-Indigenous people together in the spirit of reconciliation through education, awareness, and connection.

1.2 About the DWF Programs

The DWF has several initiatives to help them achieve their strategic priorities, including Legacy Schools, Legacy Spaces, and a variety of special events and community outreach activities. Common between these programs is the Secret Path graphic novel, CBC documentary, and music written by Gord Downie. The Secret Path is the story of Chanie Wenjack, a 12 year old Anishinaabe boy who was forced to attend a residential school and fell victim to it when he attempted to escape to reunite with his family over 600 kilometers away.

1.2.1 Legacy Schools

Legacy Schools is a free national initiative to engage, empower, and connect students and educators to further reconciliation through awareness, education, and action. The DWF Legacy Schools program is an opportunity for classrooms, schools, and groups to lead the movement in awareness of the history and impact of the residential school system on Indigenous Peoples. Educators use a Legacy Schools Toolkit and educational support resources to engage students, staff and the school community. DWF supplies each participating school with a Legacy Schools Toolkit, which includes the Secret Path graphic novel², ReconciliACTION guide, and access to grade appropriate teaching plans and resources. Legacy Schools also includes the Artist Ambassador program which brings Indigenous and non-Indigenous musicians, writers, role models, and artists into high schools to forward the reconciliation journey of school communities.

The program has been expanded to every province and territory in Canada with 2055 Legacy Schools registered as of March 2021. Each toolkit has reached an estimated 200 students, resulting in over 411,000 students engaged in this program in all parts of Canada!

1.2.2 Legacy Spaces

Legacy Spaces continues to be an important and effective opportunity for corporations, governments, organizations and educational institutions to participate in reconciliation. Legacy Spaces are designated spaces that are dedicated to providing accurate information regarding Indigenous history and the journey of reconciliation. The Spaces are meant to be safe and welcoming places where conversations about the past, present, and future are facilitated and encouraged. They also serve as symbols and reminders for employees, clients, students, and guests of the important work each of person needs to do if the promises of this country are to be fulfilled.

Legacy Spaces partners commit to: being DWF ambassadors committed to reconciliation and reconciliACTIONS; provide ongoing training to staff about their

² See: <https://secretpath.ca/>

Legacy Spaces and reconciliation; provide information to those who come into the Legacy Spaces about the story of Chanie Wenjack, the residential school system, and the variety of Indigenous cultures and unique perspectives in Canada; and being an equitable workplace for Indigenous Peoples. As of March 2021, there are 26 active Legacy Spaces in five provinces across Canada.

1.2.3 Special Events and Outreach

There are four main outreach events and activities that DWF undertakes. The first activity is Secret Path Week, which is DWF's national campaign for awareness and understanding. **Secret Path Week** is a national movement commemorating the legacies of Gord Downie & Chanie Wenjack, with October 17th and 22nd respectively marking the dates that Gord and Chanie joined the spirit world. DWF urges all Canadians during this time to answer Gord Downie's call to action, to "Do Something" to help move reconciliation forward by creating a reconciliACTION and furthering the conversation about the history of Residential Schools. In 2019, there were eight community-led awareness events across Canada during Secret Path Week, reaching more than 5,000 people. One event included a Walk for Wenjack where over 500 Legacy School students attended. Following this week, 300 new educators signed for the Legacy Schools program.

The second group of activities take place during **National Indigenous Peoples Day/History Month**. Events and activities include supporting numerous reconciliACTION events across Canada that bring together Indigenous and non-Indigenous artists and Canadians. This can include third party fundraisers and concerts hosted by DWF champions. One such event held in collaboration with the Native Canadian Centre of Toronto was attended by over 2500 individuals in 2019 for National Indigenous History Month.

The third set of activities includes **fundraising initiatives** that engage individual and corporate donors, converting them into regular monthly donors. This work also involves donor organized concerts and events to raise funds for the DWF. In 2019, there were 22 third-party events and fundraisers that reached over 31,000 people.

The fourth set of activities involves a **social media and digital campaign**. This campaign seeks to leverage partnerships with media partners to help push out awareness campaigns to support the Secret Path Week and DWF overall, increase DWF's online presence, and communicate key messages. DWF's social media presence continues to grow with over 12,600 followers on Facebook, 9,800 followers on Twitter, and 3,700 followings on Instagram. This presence has contributed to over 3 million social media impressions.

1.2.4 Youth Ambassadors

The Youth Ambassadors program, a newly developed program for 2021, provides Indigenous and non-Indigenous youth from across Canada (urban, remote, rural) to

gain practical work experience, network, strengthen 21st-century skills (e.g., communication, information literacy, media literacy, technology literacy, flexibility), and gain leadership experience while learning about Canada's true history with residential schools and DWF. Youth Ambassadors have the opportunity to gain experience supporting a national charity to further reconciliation in Canada while meeting other inspiring youth from Canada. This will be an annual part-time four week paid leadership program. Youth Ambassadors interested in continuing with DWF after the four week program will be invited to create a volunteer Youth Advisory Council to help guide DWF programming and champion the work of DWF.

1.3 Previous Evaluation Work

An evaluation of the Legacy Schools and Legacy Spaces programs was conducted to ensure that both programs are operating as intended and are having an impact across Canada. The evaluation involved an online survey for educators (n=223) and Space participants (n=16) with a response rate of 11% and 53%, respectively; interviews with interested 14 educators (Schools) and three organization members (Spaces); and administrative data for the programs.

The evaluation of the Legacy Schools program found that educators appear to use the Secret Path Graphic Novel as an introduction to a much larger topic of residential schools that students could relate to. However, educators diverged in how they implemented the remainder of the curriculum following this introduction, responding to students' needs and contexts. The educators indicated their students gained knowledge about the history and legacy of residential schools, as well as became more comfortable engaging in these topics on a regular basis. In particular, the program materials helped educators and their students explore difficult topics, such as perpetration and combatting racism toward Indigenous people in Canada, as well as current injustices and realities that Indigenous people face.

One quote from an interview participant exemplifies the extent of the increased knowledge of injustice, racism, and current realities:

"Like building the knowledge and then creating those people and sending them out then to spread it. A lot of them went home and like, 'Oh, I talked about it with my parents or I talked about it with my grandparents.', and that sort of thing. And then the kids themselves felt good about the fact that they were kind of the teachers in a sense. Like they got to take that and then they were telling some of their friends about it and they're pushing kids to take Legacy next year. They're like, 'You guys, you have to take this class. It's actually really important and you do things that matter and that sort of thing.' Which is nice for me because I was worried that it would not happen with only six kids. So their hope is that they can spread the word and keep it going." – Interview Participant

The evaluation of the Legacy Spaces program found that participants reported increased knowledge and awareness about racism and injustices Indigenous people face, history and experiences of Indigenous people in Canada, and some aspects of reconciliation. Participants also identified having greater understanding of the importance and relevance of reconciliation. Interviewees pointed out that the approachability and relatability of DWFs logo and association with Gord Downie helped non-Indigenous staff ‘buy-in’ to the program. This ‘buy-in’ was critical for the success of Legacy Spaces, as the more leadership and employees bought in and were motivated to contribute to the Space, the more the Space could accomplish. Furthermore, evidence suggested that DWF is doing an excellent job communicating and supporting existing Spaces and that is allowing workplaces to create Spaces that are unique and fit the context of the organization (e.g., entire floors vs. boardrooms vs. mobile spaces).

One quote from an interview participant demonstrates a shift in comfort talking about Canada’s true history and the the experiences of Indigenous Peoples:

“And I think just people being more comfortable about having conversations. So it used to be unless we were having a lunch and learn about something specific to First Nations or Métis communities, people wouldn’t just take it upon themselves to have a conversation about that. But now we’re seeing that happen in different groups or having somebody come to us and say, ‘Hey, we’re really looking to include an Indigenous perspective in our work plan. Would you be willing to help us out?’ So I think it’s a difference in that, like people taking initiative, difference in tone, and people really having those conversations on their own. They’re feeling comfortable and confident enough to talk about it without feeling like they aren’t informed enough.” – Interview Participant

2.0 Scope of Work

2.1 Evaluation Services Required

To build on past evaluation efforts, the DWF would like to prepare to evaluate its impacts. The DWF Fund is seeking a consulting team to help them develop an ongoing integrated system for data collection that collects both quantitative and qualitative data to tell the story of their impact on the lives of Indigenous people across Canada and the reconciliACTIONS taken by Canadians to further reconciliation over time. The data collection system will provide a measurement framework for current and future evaluation efforts.

2.2 Proposal Requirements

The Advisory Committee expects proposals to include the following components:

1. An overview of your understanding of the DWF and the evaluation requirements.
2. A proposed logic model for the organization, 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.
3. A data collection system for the DWF in the form of an evaluation matrix, with a list of key evaluation questions, one to three indicators per question, and clearly indicating which indicator is linked to which question.
4. A description of how you would develop and implement the integrated data collection system allowing for ongoing evaluation of DWF multiple programs and initiatives (approach, system, data collection methods and sources).
5. Anticipated methodological challenges, and how you propose to deal with them. Align your description of these strategies to address challenges with the Credentialed Evaluator competencies by identifying at least one competency that is being used to address the anticipated challenges.

Teams are not expected to present a budget for this assignment; however, to help you in understanding the anticipated scope of the work, a budget of \$30,000 has been allocated to cover an estimated 35 to 45 consulting days.

2.3 Judging Criteria

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

- 1) Thoroughness in addressing the requirements that are outlined in Section 2.0 of the RFP. (50%)
- 2) Quality of the presentation in terms of clarity, flow of information, persuasiveness, and interaction with the judges, including adaptation to an online presentation format. Team members' involvement and collaboration in the presentation and subsequent question and answer session. (50%)