An Evaluation Proposal for the Gord Downie & Chanie Wenjack Fund

May 11, 2021

Land Acknowledgement

We respectfully acknowledge that we are uninvited guests on the unceded Coast Salish Lands, the territories of the Tsleil-Waututh (səl̓ilw̓ətaʔɬ), Kwikwetlem (kʷikʷəƛ̓əm), Squamish (Sḵwx̱wú7mesh Úxwumixw), and Musqueam (xʷməθkʷəy̓əm) First Nations. We would also like to acknowledge that the work of this organization takes place on the unceded territory of the Mississaugas of the Credit, the Anishnabeg, the Chippewa, the Haudenosaunee, and the Wendat peoples

Meet Our Team

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Outline

- Fund and Program Overview
    - Scope & Purpose of Evaluation
    - Logic Model
- Impact of COVID-19
- Stakeholder Engagement Strategy
- Proposed Methodology
- Evaluation Matrix
- Proposed Data Collection System
- Challenges and Mitigation Strategies
    - CES Competencies
- Timeline
- Knowledge Translation Tactics

Fund Description

❖ The Gord **D**ownie & Chanie **W**enjack **F**und (DWF)

➢ People (community-led)
➢ Collaboration (reciprocal partnerships)
➢ Empowering (leveraging our strengths)
➢ Quality (improving impact & outcomes)

Goal

➢ To improve the lives of Indigenous people by building awareness, education, and connections between all Canadians.

Programs Description

Legacy Schools

Special Events and Outreach

Legacy Spaces

Youth Ambassadors
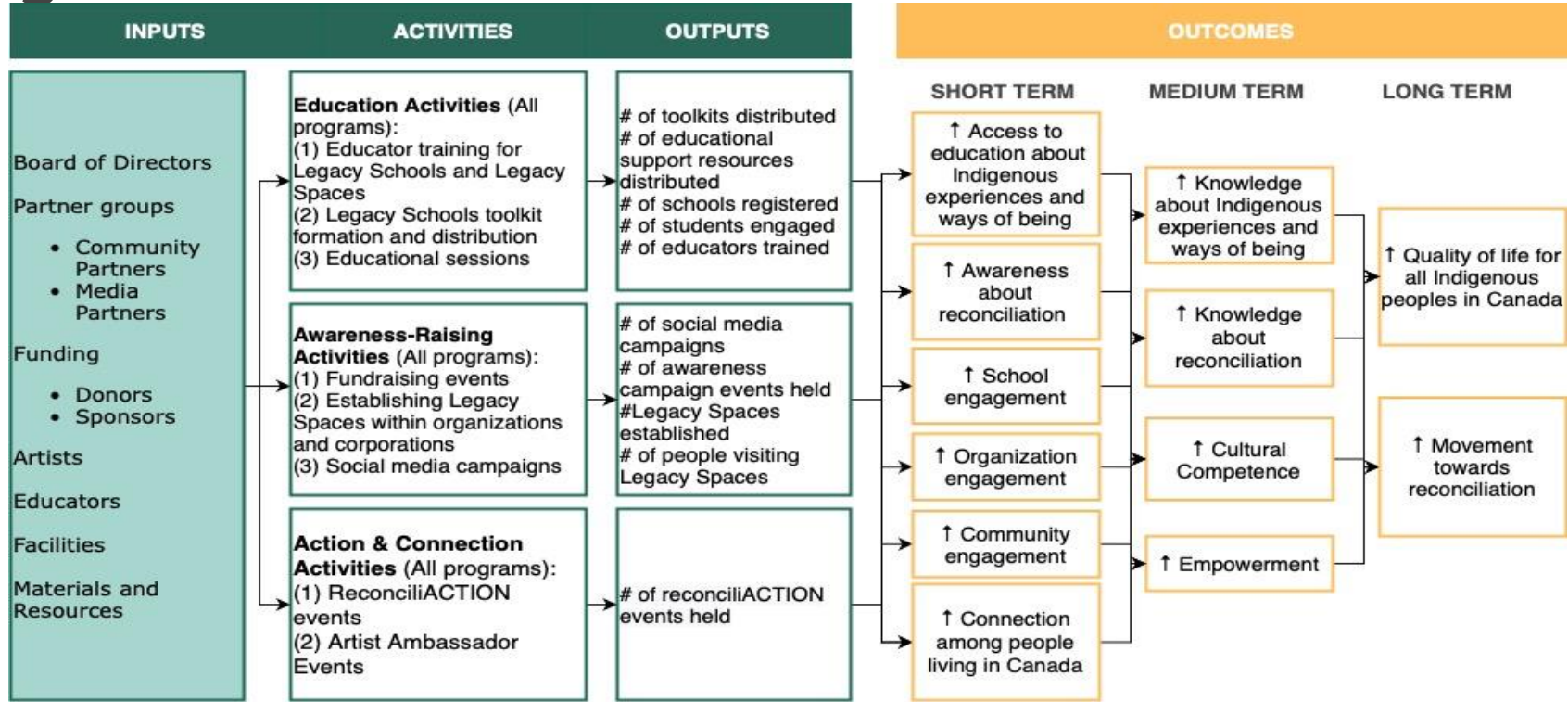
Scope & Purpose of Evaluation

The DWF would like to prepare to evaluate its **impacts**.

Logic Model

INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES		
			SHORT TERM	**MEDIUM TERM**	**LONG TERM**
Board of Directors Partner groups • Community Partners • Media Partners Funding • Donors • Sponsors Artists Educators Facilities Materials and Resources	**Education Activities** (All programs): (1) Educator training for Legacy Schools and Legacy Spaces (2) Legacy Schools toolkit formation and distribution (3) Educational sessions	# of toolkits distributed # of educational support resources distributed # of schools registered # of students engaged # of educators trained	↑ Access to education about Indigenous experiences and ways of being	↑ Knowledge about Indigenous experiences and ways of being	↑ Quality of life for all Indigenous peoples in Canada
			↑ Awareness about reconciliation	↑ Knowledge about reconciliation	
	Awareness-Raising Activities (All programs): (1) Fundraising events (2) Establishing Legacy Spaces within organizations and corporations (3) Social media campaigns	# of social media campaigns # of awareness campaign events held #Legacy Spaces established # of people visiting Legacy Spaces	↑ School engagement	↑ Cultural Competence	↑ Movement towards reconciliation
			↑ Organization engagement		
			↑ Community engagement	↑ Empowerment	
	Action & Connection Activities (All programs): (1) ReconciliACTION events (2) Artist Ambassador Events	# of reconciliACTION events held	↑ Connection among people living in Canada		

Assumptions
Moving towards reconciliation and improving the quality of life for Indigenous peoples in Canada is best achieved through education, awareness, action and connection.

Risks
(1) Potential for lack of program support from some communities
(2) Potential for white fragility
(3) Potential to re-surface trauma

External Factors
(1) Community Support
(2) Covid-19
(3) Historical impacts of colonialism

INPUTS

ACTIVITIES

Board of Directors

Partner groups

- Community Partners
- Media Partners

Funding

- Donors
- Sponsors

Artists

Educators

Facilities

Materials and Resources

Education Activities (All programs):

(1) Educator training for Legacy Schools and Legacy Spaces

(2) Legacy Schools toolkit formation and distribution

(3) Educational sessions

Awareness-Raising Activities (All programs):

(1) Fundraising events

(2) Establishing Legacy Spaces within organizations and corporations

(2) Social media campaigns

Action & Connection Activities (All programs):

(1) ReconciliACTION events

(2) Artist Ambassador Events

KEAN
Solutions

OUTPUTS → OUTCOMES

KEAN Solutions

OUTPUTS	OUTCOMES		
	SHORT TERM →	MEDIUM TERM →	LONG TERM

Outputs:

# of toolkits distributed
# of educational support resources distributed
# of schools registered
# of students engaged
# of educators trained

# of social media campaigns
# of awareness campaign events held
#Legacy Spaces established
# of people visiting Legacy Spaces

# of social media campaigns
# of awareness campaign events held
#Legacy Spaces established
# of people visiting Legacy Spaces

SHORT TERM

↑ Access to education about Indigenous experiences and ways of being

↑ Awareness about reconciliation

↑ School engagement

↑ Organization engagement

↑ Community engagement

↑ Connection among people living in Canada

MEDIUM TERM

↑ Knowledge about Indigenous experiences and ways of being

↑ Knowledge about reconciliation

↑ Cultural Competence

↑ Empowerment

LONG TERM

↑ Quality of life for all Indigenous peoples in Canada

↑ Movement towards reconciliation

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Assumptions

Moving towards reconciliation and improving the quality of life for Indigenous peoples in Canada is best achieved through education, awareness, action and connection.

Risks

(1) Potential for lack of program support from some communities

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(3) Potential to re-surface trauma

External Factors

(1) Community Support

(2) Covid-19

(3) Historical impacts of colonialism

Impact of COVID-19

COVID-19

Stakeholder Engagement Strategy

* Types of Stakeholders:
  * **Involved**: plan the evaluation and are consulted often

  * **Supportive**: help with the evaluation in some way

  * **Peripheral**: no direct involvement, but kept in-the-know

* Involved stakeholders will be consulted and help form an Evaluation Working Group (EWG)
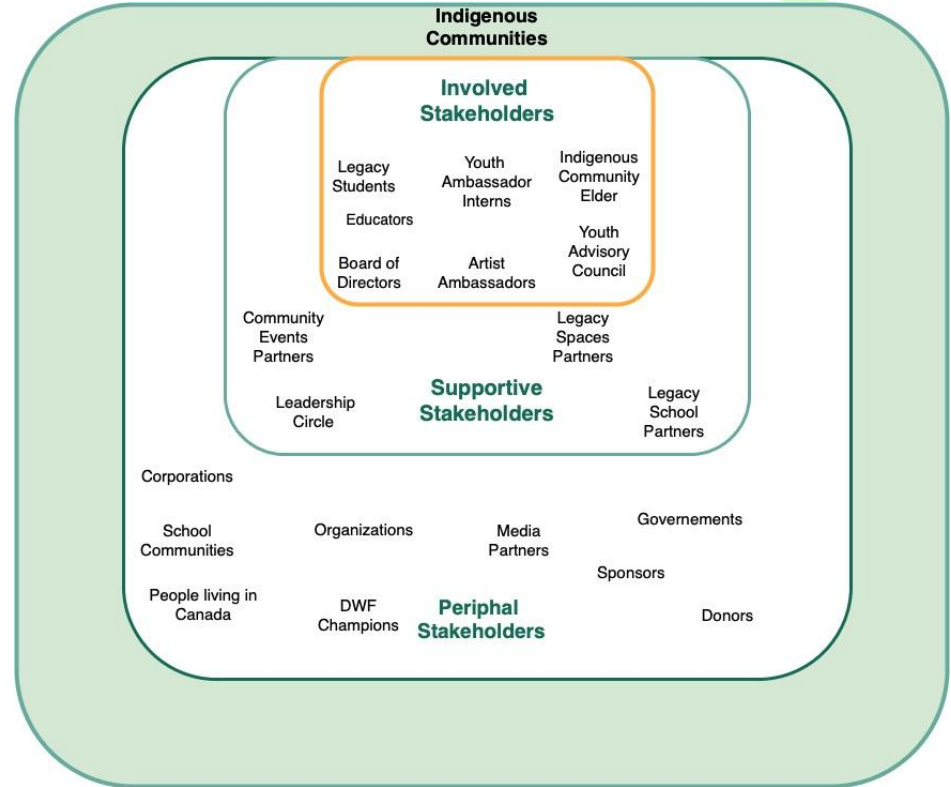
Source: Public Health Ontario

Evaluation Working Group: Zoom Worldcafé

- ❖ Initial EWG session to discuss goals and ideas for the evaluation

- ❖ Two breakout rooms of 3-4 EWG members each

- ❖ Each room host it's own topic for members to discuss

- ❖ Members will return to main Zoom room at the end to discuss final decisions

- ❖ KEAN Solutions will help provide stakeholders with training, tools, and knowledge needed to help lead the evaluation

Set the Context

Create Hospitable Space

Explore Questions that Matter

Encourage Everyone's Contributions

Connect Diverse Perspectives

Listen Together for Insights

Share Collective Discoveries

World Café Method

Source:
https://www.betterevaluation.org/en/evaluation-options/worldcafe

Proposed Methodology

Type

Impact

Approaches

Empowerment

Culturally Responsive Indigenous Evaluation
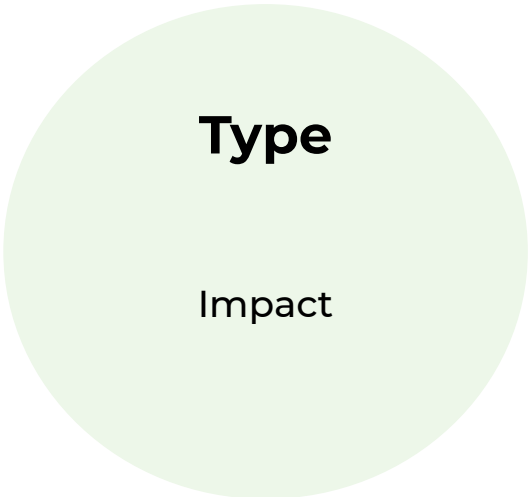
Steps to Building a Research & Evaluation Partnership

Source: Teach for Canada, 2019

Evaluation Matrix

Evaluation Question	Indicator	Data Source	Data Collection Method
1. To what extent did DWF produce its intended outcomes?			
a) What were the intended and unintended outcomes of the programs?	• Impressions of intended and unintended outcomes • Perceptions of knowledge about Indigenous experiences and reconciliation • Self-reported feelings of empowerment due to participation • Increased cultural competency	• Youth Advisory Council • Legacy School Partners • Youth Ambassadors • Legacy Students	Individual Storytelling Sharing Circle
b) To what extent have Indgienous communities' quality of life improved?	• Perceptions of improved quality of life • # of Indigenous respondents who note an improvement in quality of life • Increased desire for community engagement	• Youth Ambassadors • Youth Advisory Council • Artist Ambassador	Activity-Oriented Focus groups Individual Storytelling Online Survey

Evaluation Matrix

Evaluation Question	Indicator	Data Source	Data Collection Method
2. To what extent is DWF supporting reconciliACTION?			
a) To what extent has DWF effectively integrated reconciliation into their programming?	• Perception of increased movement toward reconciliation • Perception of increased desire for reconciliation among people in Canada	• Youth Advisory Council • Legacy School Partners • Youth Ambassadors • Legacy Students	Online Survey Individual Storytelling Activity-Oriented Focus Groups
b) Has the DWF increased awareness about Indigenous peoples lived experiences and the historical context?	• # of awareness campaign events held • # of staff trainings for Legacy spaces • # of toolkits distributed • Increased awareness about reconciliation	• Youth Advisory Council • Legacy School Partners • Youth Ambassadors • Legacy Students • Previous Evaluation Reports	Document Review Online Survey

Proposed Data Collection System

Document Review

Online Survey

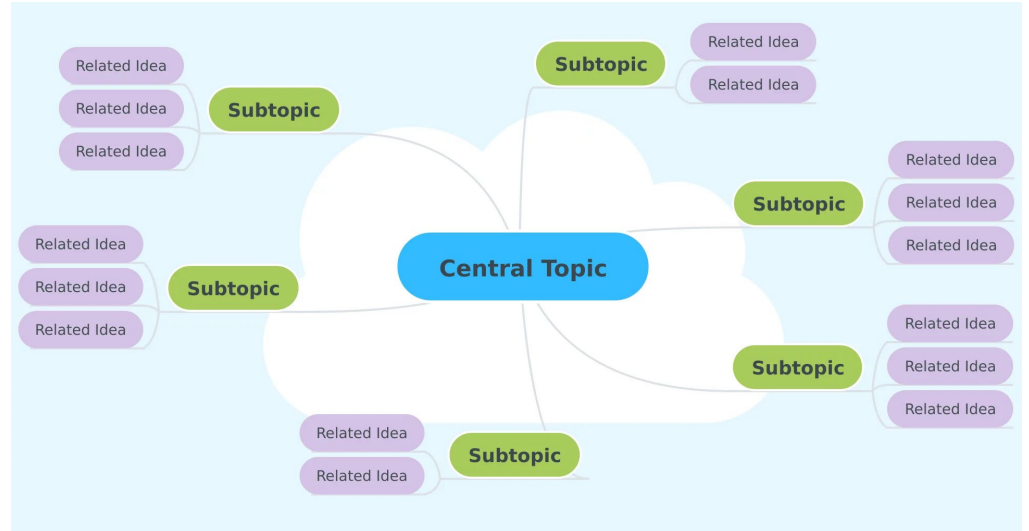**Individual Storytelling (via Zoom)**

Sharing Circle (via Zoom)

Activity-Oriented Focus Groups

Activity-Oriented Focus Groups

https://www.mindmeister.com/blog/mind-map-examples/
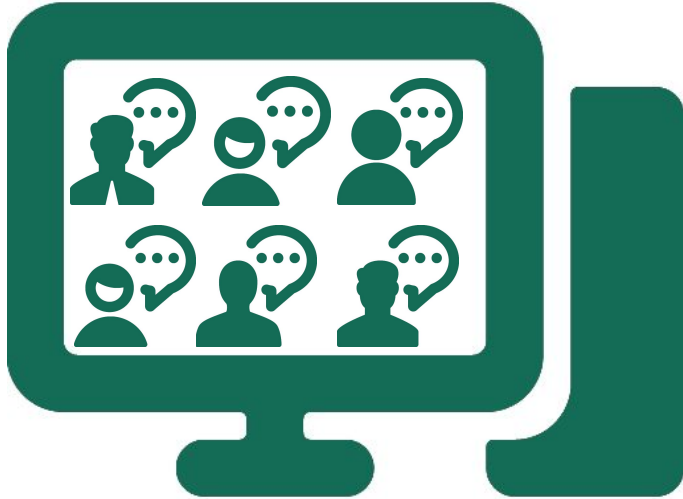
Data Analysis: Expectations to Change (E2C) Process

1. Workshop to set standards to be used when examining findings

2. Discussion about findings and comparing them to expectations

3. Prioritize important findings

4. Discuss meaning of the findings and collaborate (breakout rooms)

5. Make recommendations for each finding (breakout rooms)

6. Highlight each of the recommendations and who is willing to take action

Step 1: Set Expectations

Step 2: Review Findings

Step 3: Identify Key Findings

Step 4: Interpret Key Findings

Step 5: Make Recommendations

Step 6: Plan for Change

Source: Adams et al., 2015

Challenges and Mitigation Strategies
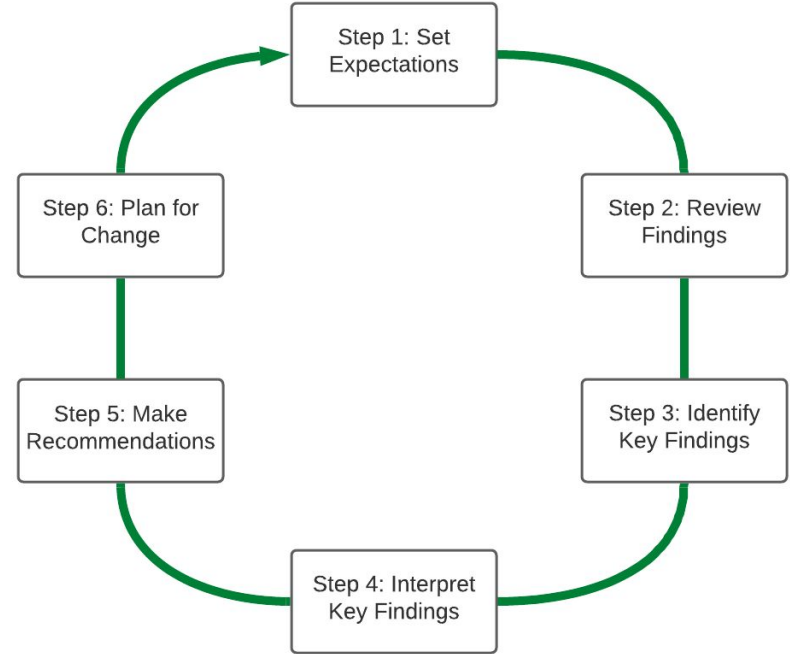
1) Colonialism and Ethical Considerations

Mitigation Strategies	Credentialed Evaluator Competencies
➔ Data sovereignty ➔ Use of strengths-based language ➔ Trauma-Informed Practice ➔ Informed consent ➔ Continuous Consent Checking	1.3 Integrates the Canadian Evaluation Society's stated ethics in professional practice and ensures that ethical oversight is maintained throughout the evaluation. 3.7 Uses evaluation processes and practices that support reconciliation and build stronger relationships among Indigenous and non-Indigenous peoples.

Challenges and Mitigation Strategies

2) Cultural Differences

Mitigation Strategies	Credentialed Evaluator Competencies
➔ S̲a̲n'yas Indigenous Cultural Safety training ➔ On-going self-reflection ➔ Group check-in at EWG meetings ➔ Creating an inclusive non-judgemental environment	1.7 Uses self-awareness and reflective thinking to continually improve practice. 3.7 Uses evaluation processes and practices that support reconciliation and build stronger relationships among Indigenous and non-Indigenous peoples.

Challenges and Mitigation Strategies

3)   Technological Barriers and Issues (including Zoom fatigue)

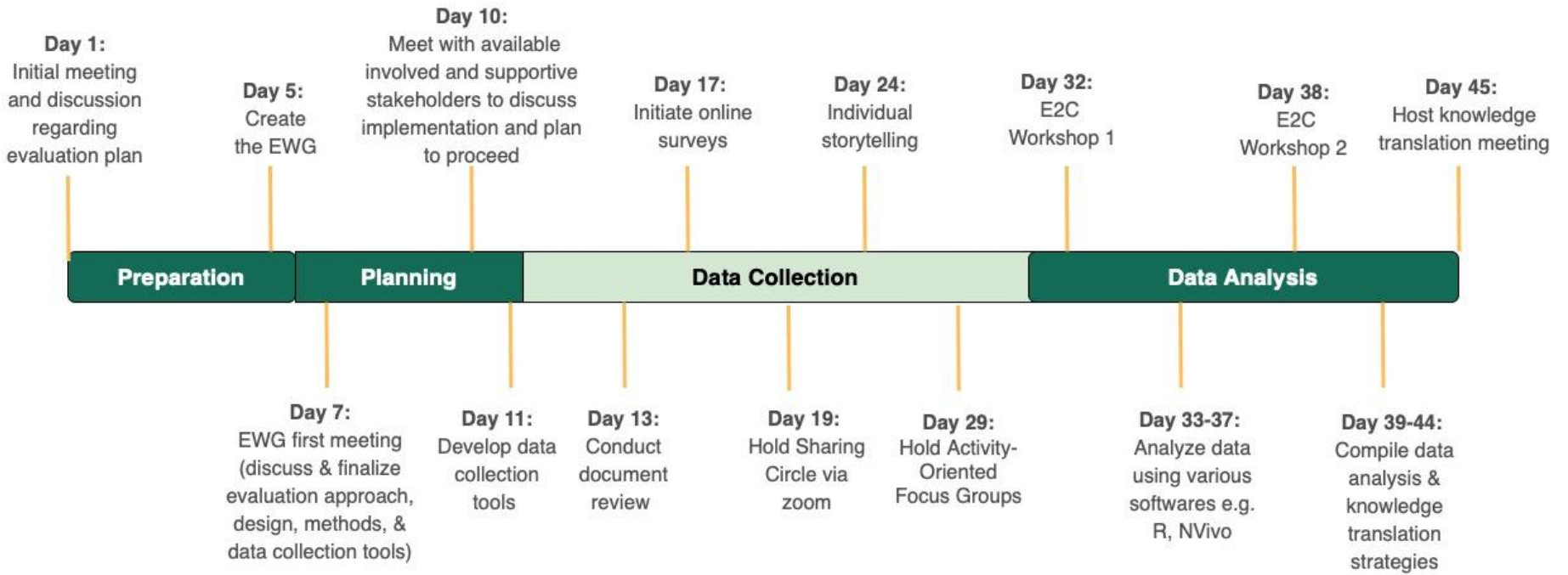| Mitigation Strategies	Credentialed Evaluator Competencies
➔ Telephone participation ➔ Mail-Based participation ➔ Scheduling flexibility ➔ Meaningful, efficient and engaging activities	3.2 Identifies stakeholders' needs and their capacity to participate, while recognizing, respecting, and responding to aspects of diversity.

Timeline

Day 1:
Initial meeting and discussion regarding evaluation plan

Day 5:
Create the EWG

Day 10:
Meet with available involved and supportive stakeholders to discuss implementation and plan to proceed

Day 17:
Initiate online surveys

Day 24:
Individual storytelling

Day 32:
E2C Workshop 1

Day 38:
E2C Workshop 2

Day 45:
Host knowledge translation meeting

Preparation	Planning	Data Collection	Data Analysis

Day 7:
EWG first meeting (discuss & finalize evaluation approach, design, methods, & data collection tools)

Day 11:
Develop data collection tools

Day 13:
Conduct document review

Day 19:
Hold Sharing Circle via zoom

Day 29:
Hold Activity-Oriented Focus Groups

Day 33-37:
Analyze data using various softwares e.g. R, NVivo

Day 39-44:
Compile data analysis & knowledge translation strategies

Knowledge Translation Tactics

1-3-25 Report

Video Series

Data Cube

THANK YOU!

Coach: Dr. Beth Snow

Icons Courtesy of Streamline Icons

References

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