

# Evaluation Proposal for the Gord Downie & Chanie Wenjack Fund (DWF)

May 11, 2021



# Land Acknowledgement

Footprint Consulting would like to acknowledge that we are on Coast Salish Territory, the traditional territories of the xwməθkwəyəm (Musqueam), Skwxwú7mesh (Squamish), Səlílwətał (Tseil-Waututh) and kwikwəłəm (Kwkwetlem) Nations, and the traditional lands of the Shoshone-Bannock Nation.

The work that we are presenting is taking place on the unceded territory of Ohsweken on the Six Nations of the Grand River First Nation Indian reserve.

We want to acknowledge that we are settlers and immigrants and that we will always continuously be learning and listening to reconcile Canada's past and change the future.

# Meet Our Team

As a group, Footprint Consulting represents a cross-section of interests and experiences. Our collective expertise stems from lived experience, research, advocacy, volunteer and work practice.



**Haley  
Montgomery**



**Kelly  
Banh**



**Reilly  
Baldwin**



**Simran  
Jawanda**



**Padmini  
Thakore**

# Proposal Outline

## Overview of Evaluation Need and Requirements

- Program Context
- Evaluation Purpose & Scope

## Logic model

## Stakeholders and Engagement

## Evaluation Methodology

- Data Collections Methods
- Data Analysis

## Evaluation Matrix

## Knowledge Sharing Plan

## Timeline of Activities & Deliverables

## Anticipated Challenges & Mitigation Strategies

## Evaluation Competencies



# Program Context

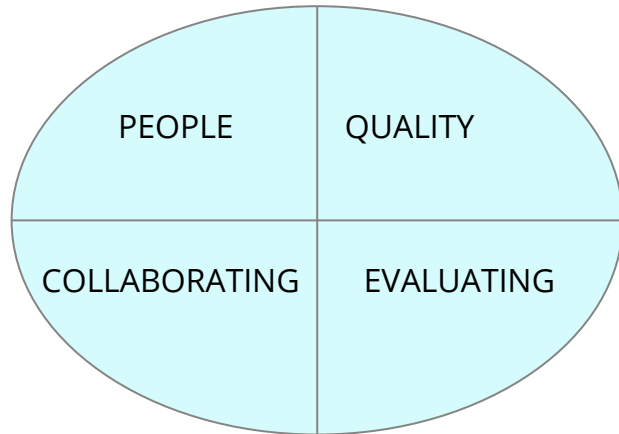
## Vision:

Create a better life for Indigenous people through DWF's strategic priorities of **Awareness, Education and Connection** among Canadians.

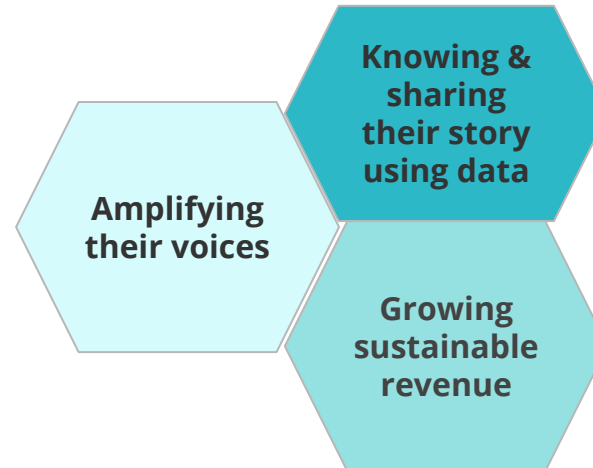
## Aim:

- Develop cultural understanding
- Build reconciliation pathways between Indigenous and non-Indigenous Peoples

DWF is grounded in the following core values:



Pathways to achieve DWF's strategic priorities:



# Program Overview

## DWF Programs

The Secret Path graphic novel, CBC documentary & music written Gord Downie is a part of all programs

Legacy Schools



Legacy Spaces



Youth  
Ambassadors



Special Events &  
Outreach



DWF incorporates reconciliACTION in all of DWF activities and programs

# Evaluation Purpose & Scope

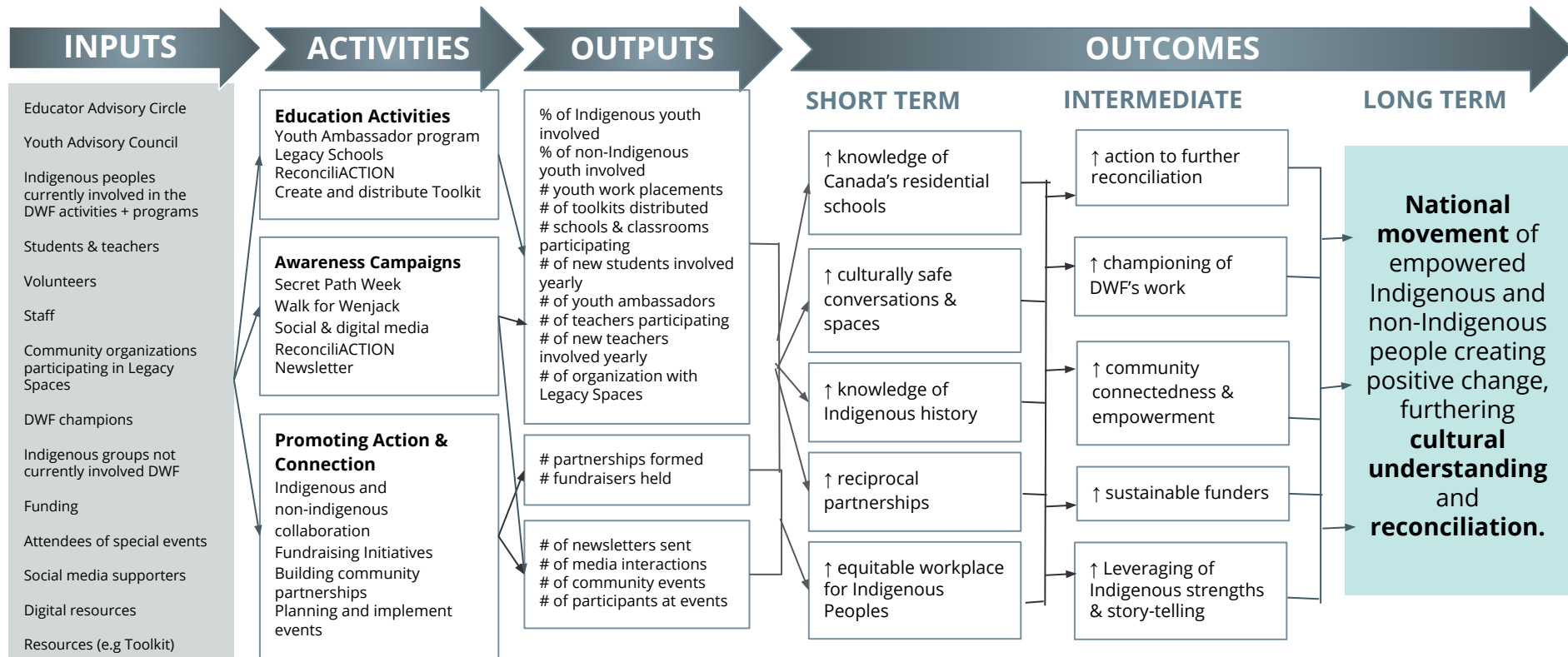
**DWF hopes to share the story of how their activities have contributed to positive impacts on the lives of Indigenous Peoples in Canada.**

**To achieve this:**

- **Develop capacity to use and access data to tell the story of DWF's impact**
- **Support partners in understanding their impact and how it relates to the local and national work DWF does**
- **Use data in a knowledgeable way to understand, report on, and influence DWF's work going forward.**

**Footprint Consulting will use the 4R framework to work with Indigenous and non-Indigenous participants and organizers of DWF's programs to evaluate its impacts, and implement an ongoing integrated data collection system to support reconciliation and continuous story-telling of Indigenous peoples across Canada.**

# LOGIC MODEL FOR THE GORD DOWNIE & CHANIE WENJACK FUND (DWF)



## Assumptions:

- Programs are still in operation since the beginning of the COVID-19 pandemic
- DWF's programs honour the outcomes from the Truth & Reconciliation Commission's (TRC) 94 Calls to Action

## Risks:

- Pan-indigenous perspectives (non-disaggregated data & stories)
- Lack of engagement from diverse community groups (Indigenous & non-Indigenous)

## External Factors:

- Historical context of colonialism
- Adapting to a global pandemic
- Additional community programs supporting reconciliation



# Logic Model

## INPUTS

- Educator Advisory Circle
- Youth Advisory Council
- Indigenous peoples currently involved in the DWF activities + programs
- Students & teachers
- Volunteers
- Staff
- Community organizations participating in Legacy Spaces
- DWF champions
- Indigenous groups not currently involved DWF
- Funding
- Attendees of special events
- Social media supporters
- Digital resources
- Resources (e.g Toolkit)

## ACTIVITIES

### Education Activities

Youth Ambassador program  
Legacy Schools  
ReconciliACTION  
Create and distribute Toolkit

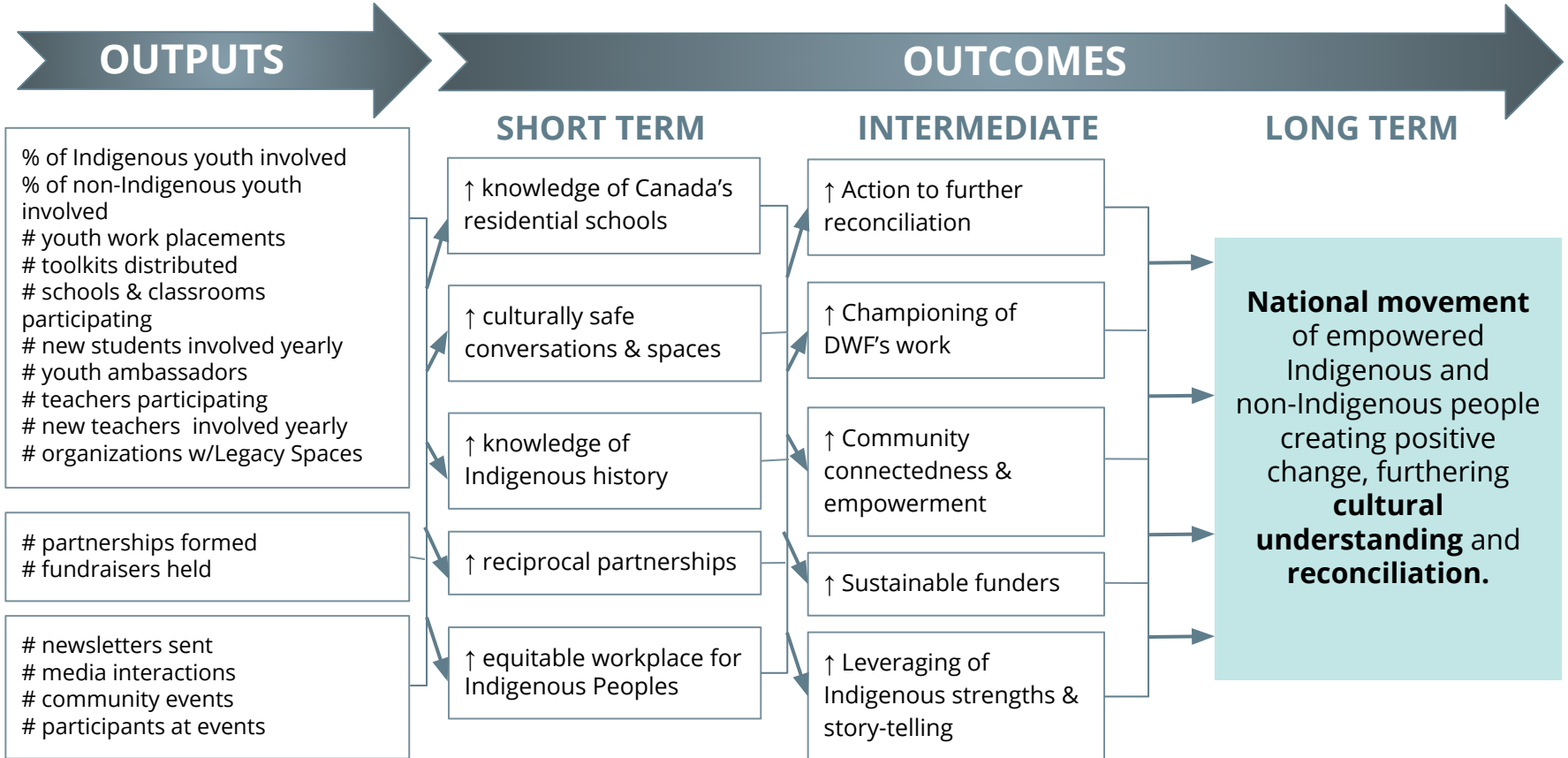
### Awareness Campaigns

Secret Path Week  
Walk for Wenjack  
Social & digital media  
ReconciliACTION  
Newsletter

### Promoting Action & Connection

Indigenous and non-indigenous collaborations  
Fundraising Initiatives  
Building community partnerships  
Planning and implementing events

# Logic Model



# Assumptions, Risks, External Factors

(Part of Logic Model)



## ASSUMPTIONS

- Programs are still in operation since the beginning of COVID-19
- DWF's programs honour the outcomes from the Truth & Reconciliation Commission's 94 Calls to Action



## RISKS

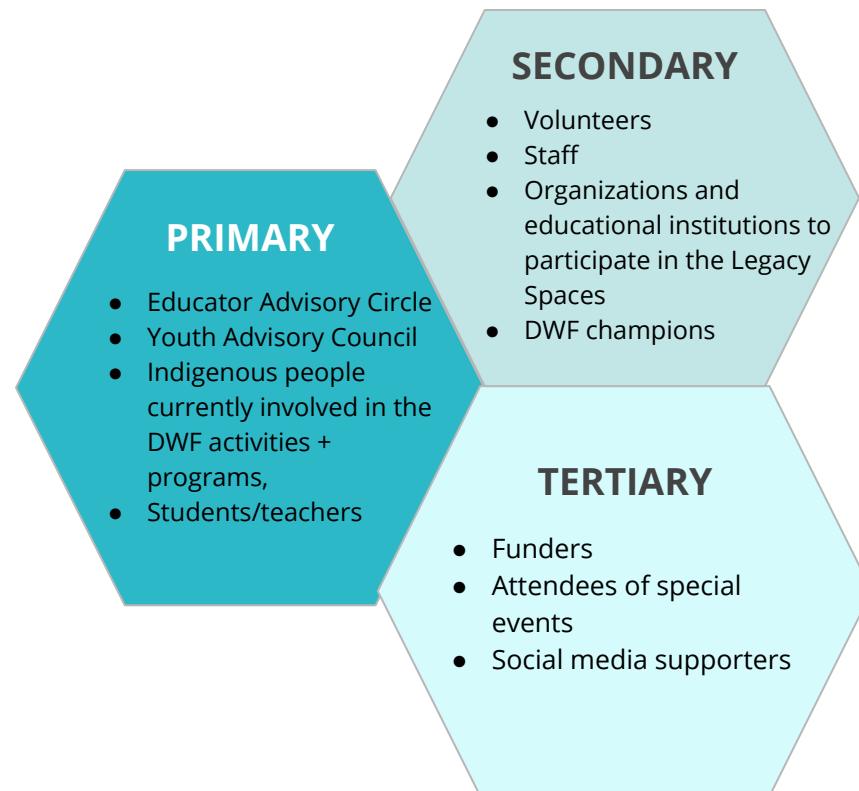
- Pan-indigenous perspectives (non-disaggregated data & stories)
- Lack of engagement from diverse community groups (Indigenous & non-Indigenous)

## EXTERNAL FACTORS:

- Historical context of colonialism
- Adapting to a global pandemic
- Additional community programs supporting reconciliation

# Stakeholders & Engagement

1. **Informal meeting with Educator Advisory Circle**
  - a. Address evaluation needs and questions
  - b. Address power imbalances
  - c. Address who is missing from the Circle
  - d. Build reciprocal and respectful relationships
2. **Collaborate with Youth Advisory Council**
3. **Build upon and improve engagement methods from past evaluations**
4. **Continuous feedback loop with the Advisory Circle and Youth Advisory**

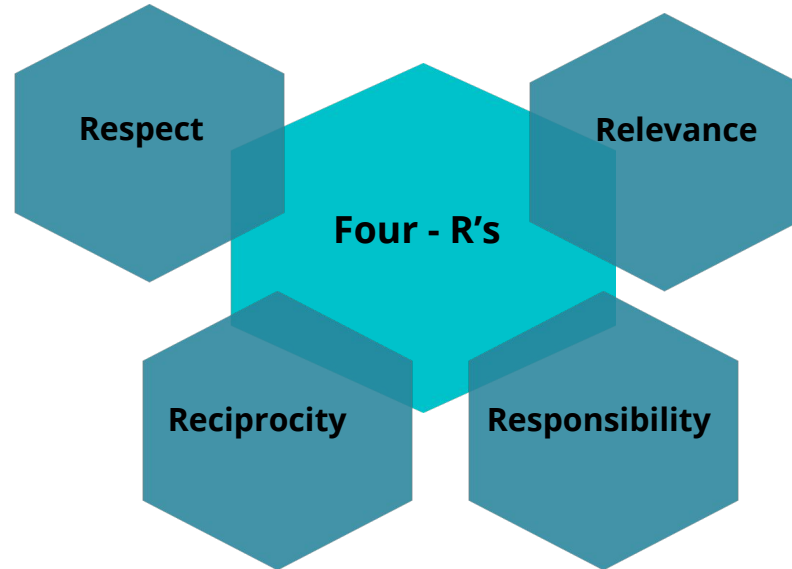


# Evaluation Methodology

**Type**



**Approach**



# Data Collection Methods

Review of program activities records, previous evaluation's findings, and online analytics

**Document Review**

Quantitatively captures DWF program participants' knowledge on Indigenous history and reconciliACTION

**Survey**

Anonymous data forum that allows participants to express their experiences through oral and written forms

**Story Telling**

Captures visual representations of participant perspectives and experiences

**Arts-Based Approach**

# Data Collection: Arts-based Approaches

- **Story telling (message board)**
  - Video or written
  - Impactful glimpse into individuals experience
  - Provides personal testimonials
  - Allows anonymity
  - Allows shared area to view others thoughts
  - Allows area for consistent feedback to be collected
- **Art-Based Data Collection**
  - Participants can use photovoice, draw, paint or sing to express their experiences
  - Allows expression of sensitive experiences
  - Allows for unique descriptions of impact

# Data Collection: Survey

- Online survey with quantitative Likert scale questions measuring understanding and action, with qualitative questions to measure perspectives and experiences
- Non-Indigenous participants will be recruited through participant sites and online
- Early adapter survey (pilot)

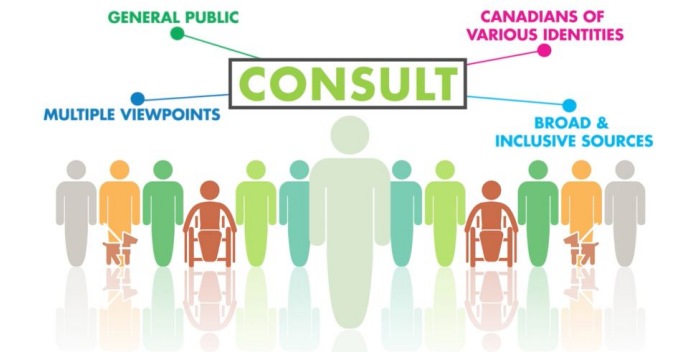
**Long-term Integration:** Survey will be implemented in into the tool kit as an annual requirement



# Data Analysis

## Approach

1. DW's multiple programs and stakeholder requires various levels of data analysis.
2. Use Gender-based Analysis Plus (GBA+) approach to data analysis to collect and analyse disaggregate data from the multiple populations DWF reaches.
3. Data Analysis party to share the initial findings and edit deliverables with:
  - a. Educator Advisory Circle
  - b. Staff
  - c. Youth Ambassadors



# Key Evaluation Questions

1. What is the reach and uptake for the DWF's program and activities?

2. What are the effects of DWF programs and activities on Indigenous Peoples?

3. What are the effects of DWF programs and activities on non-Indigenous peoples?

# Evaluation Matrix - Q1

Evaluation Question	Indicator	Data Source	Data Collection
<b>1. What is the reach and uptake for the DWF's program and activities?</b>			
<b>1.1 What is DWF's reach, the number of participants who are engaging in the programs?</b>	For all programs and activities: <ul style="list-style-type: none"> <li>● # of individuals, classrooms, schools, organization, and communities (participants) participating</li> <li>● # of new participants compared to existing participants annually</li> <li>● Variance in participation based on demographics and geography</li> </ul>	<ul style="list-style-type: none"> <li>● Program records</li> </ul>	<ul style="list-style-type: none"> <li>● Record document review</li> <li>● Past evaluation review</li> </ul>
<b>1.2 What DWF's online presence and reach on social media platforms and website?</b>	<ul style="list-style-type: none"> <li>● # of people reached through social media and websites</li> <li>● # of newsletter sent</li> <li>● # of media interactions</li> </ul>	<ul style="list-style-type: none"> <li>● Social media and website analytics</li> <li>● Program records</li> </ul>	<ul style="list-style-type: none"> <li>● Record document review</li> </ul>
<b>1.3 What is DWF's reach, for donors, sponsors, and community partners?</b>	<ul style="list-style-type: none"> <li>● # partnerships formed and retained</li> <li>● # fundraisers held</li> <li>● Annual growth of funds raised</li> </ul>	<ul style="list-style-type: none"> <li>● Program Record</li> </ul>	<ul style="list-style-type: none"> <li>● Record document review</li> </ul>

# Evaluation Matrix - Q2

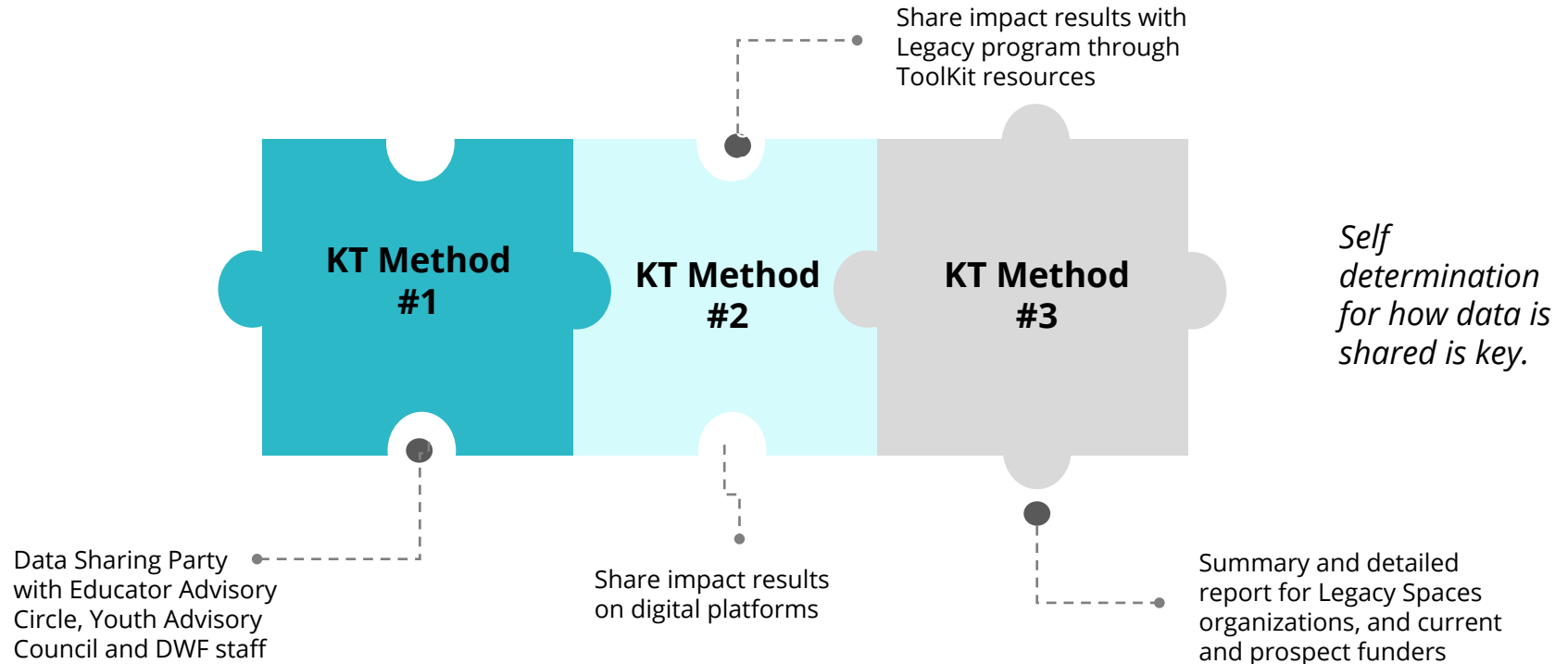
Evaluation Question	Indicator	Data Source	Data Collection
<b>2. What are the effects of DWF programs and activities on Indigenous Peoples?</b>			
<b>2.1 Are the programs and activities culturally appropriate for Indigenous Peoples?</b>	<ul style="list-style-type: none"> <li>Programs and activities integrates cultural relevance</li> <li>Program activities provides local Indigenous contexts</li> </ul>	<ul style="list-style-type: none"> <li>Program records and materials</li> <li>Indigenous participants</li> </ul>	<ul style="list-style-type: none"> <li>Record document review</li> <li>Story Telling</li> </ul>
<b>2.2 What are the changes in experiences on everyday lives of Indigenous Peoples who have been supported by the program?</b>	<ul style="list-style-type: none"> <li>Self-report experiences of the impact of the programs and activities</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous participants</li> </ul>	<ul style="list-style-type: none"> <li>Story Telling</li> <li>Art-Based Data Collection</li> </ul>
<b>2.3 How effective are DWF programs at building relationships between Indigenous and non-Indigenous Peoples?</b>	<ul style="list-style-type: none"> <li># of participants who noted positive relationship building</li> <li>Self-reported experiences of the impact of the programs and activities on building relationships</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous participants</li> </ul>	<ul style="list-style-type: none"> <li>Story Telling</li> <li>Art-Based Data Collection</li> </ul>

# Evaluation Matrix - Q3

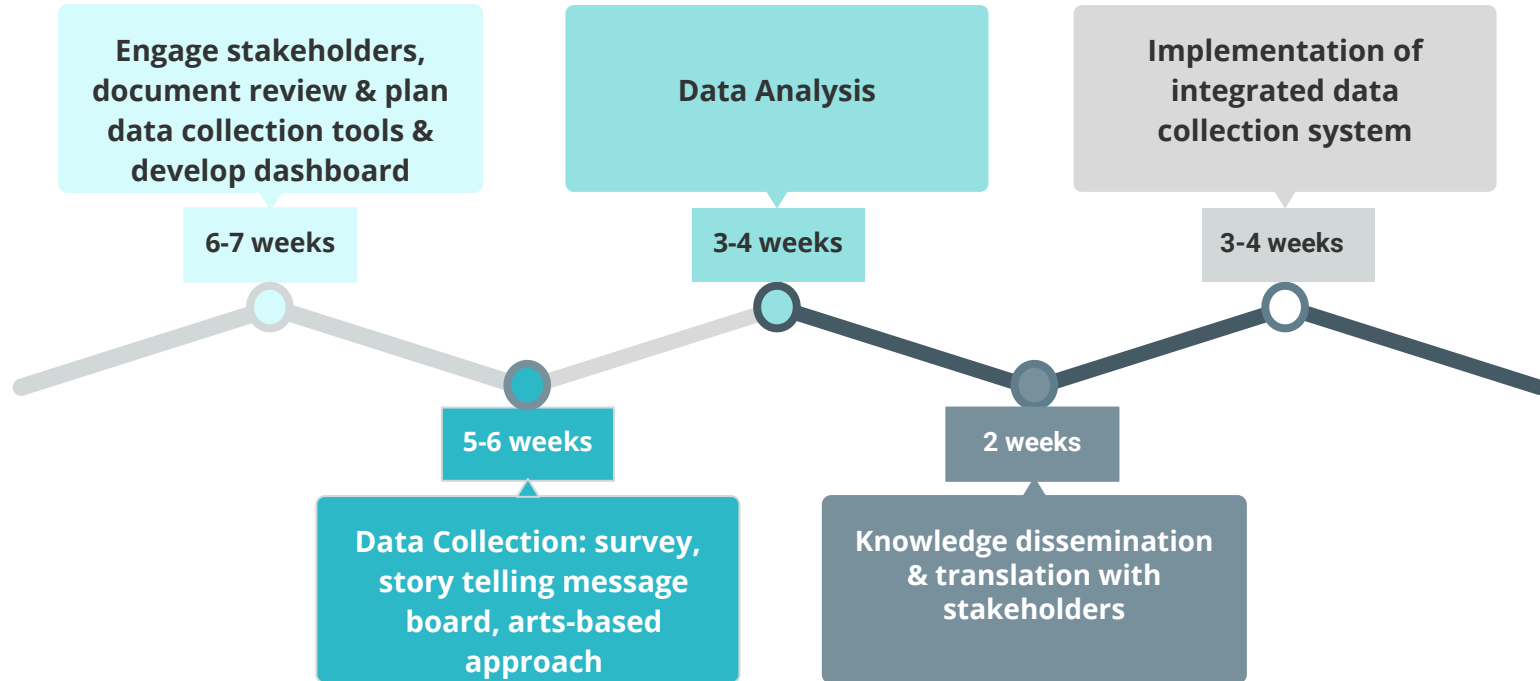
Evaluation Question	Indicator	Data Source	Data Collection
<b>3. What are the effects of DWF programs and activities on non-Indigenous peoples?</b>			
<b>3.1 Awareness</b>  <b>To what extent do non-Indigenous People understand the legacy of colonialism and residential schools?</b>	<ul style="list-style-type: none"> <li>Self-reported knowledge of historical and current impacts of colonialism</li> <li>Self-reported knowledge of residential schools</li> </ul>	<ul style="list-style-type: none"> <li>non-Indigenous participants</li> </ul>	<ul style="list-style-type: none"> <li>Survey</li> </ul>
<b>3.2 Education</b>  <b>To what extent do non-Indigenous People understand interests, rights and perspectives of Indigenous people and communities throughout Canada?</b>	<ul style="list-style-type: none"> <li>Self-reported understanding of Indigenous perspectives and rights</li> </ul>	<ul style="list-style-type: none"> <li>non-Indigenous participants</li> </ul>	<ul style="list-style-type: none"> <li>Survey</li> </ul>
<b>3.3 Action and connection</b>  <b>To what extent have non-Indigenous people taken action towards reconciliation after participating in the programs and activities?</b>	<ul style="list-style-type: none"> <li>Self-reported actions taken towards reconciliation</li> </ul>	<ul style="list-style-type: none"> <li>non-Indigenous participants</li> </ul>	<ul style="list-style-type: none"> <li>Survey</li> </ul>

# Knowledge Translation

**Goal:** Share the diverse impact stories and data to empower the current and future work of DWF



# Timeline of Activities & Deliverables



# Anticipated Challenges & Mitigation Strategies

Challenge	Mitigation Strategy
Pan-indigenous perspectives (non-disaggregated data & stories)	<ul style="list-style-type: none"> <li>• Disaggregated data collection &amp; analysis</li> <li>• GBA+ approach to analyse data</li> <li>• Ask the Educator Advisory Circle how individual voices can best be collected &amp; empowered</li> </ul>
Lack of engagement from diverse community groups (Indigenous & non-Indigenous)	<ul style="list-style-type: none"> <li>• Recruit through snowball sampling method</li> <li>• Ask the Educator Advisory Circle how individual voices can best be empowered</li> <li>• Utilize engagement methods currently in place (social media, events)</li> </ul>
Cultural challenges working with equity-deserving communities, such as Indigenous groups	<ul style="list-style-type: none"> <li>• 5.1. Uses communication strategies appropriate to the cultural, linguistic, social, and political context</li> <li>• Ask the Educator Advisory Circle for guidance</li> <li>• Cultural sensitivity training</li> </ul>





# CES Competencies

Competency	Evidence in Proposal
<b>3.7 Uses evaluation processes and practices that support reconciliation and build stronger relationships among Indigenous and non-Indigenous peoples.</b>	<ul style="list-style-type: none"><li>• Use of Four R's framework to build trusting relationships.</li><li>• Use of GBA+ for disaggregated data analysis.</li><li>• Self determination of data sharing.</li><li>• Monitoring who is involved and ensuring all voices are represented.</li></ul>
<b>5.1. Uses communication strategies appropriate to the cultural, linguistic, social, and political context.</b>	<ul style="list-style-type: none"><li>• Collaborating with EACs to understand and inform culturally appropriate processes and communication strategies.</li><li>• Practicing reflexivity when engaging with stakeholders and participants during planning and implementation stages.</li></ul>

# Thank you!



The Gord Downie & Chanie Wenjack Fund (DWF)  
Canadian Evaluation Society  
Canadian Evaluation Society Education Fund  
Simon Fraser University (Faculty of Health Sciences)  
Dr. Beth Snow (Coach)  
SFU MPH alumni

Canadian  
Evaluation  
Society



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