February 6, 2021

Brant County Health Unit
194 Terrace Hill St
Brantford, ON N3R 1G7
Phone: 519-753-4937
Fax: 519-753-2140

**RE: Evaluation of the Drive to Five**

To Whom It May Concern:

KEAN Solutions is excited to submit our proposed evaluation plan for the Drive to Five Program to the Brant County Health Unit (BCHU). We are proposing the combination of a process and outcome evaluation, using a mix of a goal-based, goal-free and utilization-focused evaluation approaches to evaluate the program's impact on increasing school aged children's overall health and well-being, and to measure the program's success. We are thankful for the opportunity to work with The BCHU to develop an evaluation plan that will meet their goals.

Our evaluation proposal includes:

- An overview of the BCHU and the Drive to Five Program;
- The purpose of the evaluation;
- A description of stakeholders;
- A logic model and its narrative;
- An evaluation design, including our recommended approach and data collection methods;
- An evaluation matrix;
- Foreseen challenges and mitigation strategies;
- A proposed timeline;
- A demonstration of Credentialed Evaluator competencies.

We are a group of hardworking individuals who use an equity-centered lens to provide exceptional work using a variety of tools and methods. Our team of evaluators is composed of individuals from diverse backgrounds who bring different cultural perspectives to our work. We value equity, integrity, and creativity, and our evaluation plan reflects this. We have provided a thorough evaluation plan to the BCHU that will assist with determining how the Drive to Five Program can prosper.

Thank you for taking the time to review our proposal. We look forward to working together.

Sincerely,

KEAN Solutions

**Proposal to Evaluate the Drive to Five Program**

Prepared by:

# KEAN
## Solutions

Prepared for: The Brant County Health Unit

**BRANT COUNTY
HEALTH UNIT**

February 6, 2021

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## 1.0 Program Overview

### 1.1 Brant County Health Unit

The Brant County Health Unit (BCHU) is an Ontario public health unit which serves more than 136,000 people in the City of Brantford and County of Brant. The BCHU is guided by the Health Protection and Promotion Act and the Ontario Public Health Standards. BCHU aims to provide health promotion, protection, and disease prevention programs and services that enable its communities to achieve optimal health and well-being. The BCHU strives to provide excellence in public health while prioritizing innovation, quality and collaboration. The BCHU utilizes a health equity lens to address the unique health needs of its users.

BCHU works collaboratively with various partners including government, police, schools, and community agencies to deliver programs and services to their communities. BCHU offers an array of programs and services that address various social determinants of health including infectious disease management, primary care services, dental care, food safety, growth and development, injury prevention, and comprehensive school health.

BCHU has incorporated a Comprehensive School Health (CSH) approach and framework into their programs. The BCHU has begun the implementation of active school travel programs to encourage students to walk or wheel to school. Active school travel programs have demonstrated to increase physical activity among children. The implementation of active school travel programs can benefit students and the broader communities health and improve pedestrian safety.

### 1.2 Drive to Five Program

The Drive to Five is a pilot program launched in September 2020 in partnership with the Brantford-Brant Active Transportation for Schools Committee, County of BRant, City of Brantford, Grand Erie School Board, Student Transportation Services, Brant Haldimand Norfolk and Brant Haldimand Norfolk Catholic District School Board. The program fosters active school travel by supporting parents in driving their children to designated drop-off locations that are 5 to 10 minutes walking distance to their school. The program has provided a webpage with maps of safe walking routes which are marked and signaged along the sidewalks with crossing guards at high-traffic points to ensure the safety of children. The program has included parking in some drop-zones to allow parents to accompany their children to walk to school if they wish to.

The program is currently being piloted at six schools across rural and urban schools in Brant and Brantford. Schools were selected based on high traffic volumes at schools during drop-off and pick-up times. The schools are in close proximity to each other, making the program accessible for families with children attending different schools in the same neighbourhood. The program has been promoted through single-day events at the six pilot schools to raise awareness of active travel and celebrate activities that support walking to school. Additionally, the program is 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 have not had opportunities to directly promote the program to parents and have had to rely on email blasts through schools' newsletters. Engagement from

school principals and teachers to promote the program has been limited given their priorities are to adapt to the changing and challenging times the pandemic has presented.

## 2.0 Evaluation Purpose

The purpose of the evaluation is to:
1.  Document the resources currently used to implement the program.
    → Assess what is currently used to run the program
    → Assess what resources are needed to expand the programs' reach to all schools in the Brant/Brantford area
2.  Determine the uptake of the program
    → Assess the demographic of those participating in the program
    → Assess the program's equity, inclusion and diversity efforts
    → Determine what influences and impedes participation in the program
3.  Determine the outcomes of Drive to Five on students' health and the health of their communities
    → Assess the role the program has in promoting pedestrian safety
    → Evaluate the impact of the program on the environmental health of families in the Brant/Brantford area

## 3.0 Key Stakeholders

We have identified the Drive to Five program's key stakeholders after reviewing the information outlined by the BCHU (in the figure below). Involved stakeholders include those who are involved in planning the evaluation and are consulted about it regularly; supportive stakeholders include those who provide some form of support to the evaluation; peripheral stakeholders include those who are somewhat removed from direct involvement with the evaluation, but should still be kept involved somehow [1]. Given that the identified stakeholders are from a variety of different groups across six schools, we propose the formation of a Program Evaluation Working Group (PEWG) which would consist of one parent and their child from each school, one teacher from each school, the principal from each school, one member of the BCHU public health staff, all crossing guards. The PEWG will be described in more detail in section 4.0.
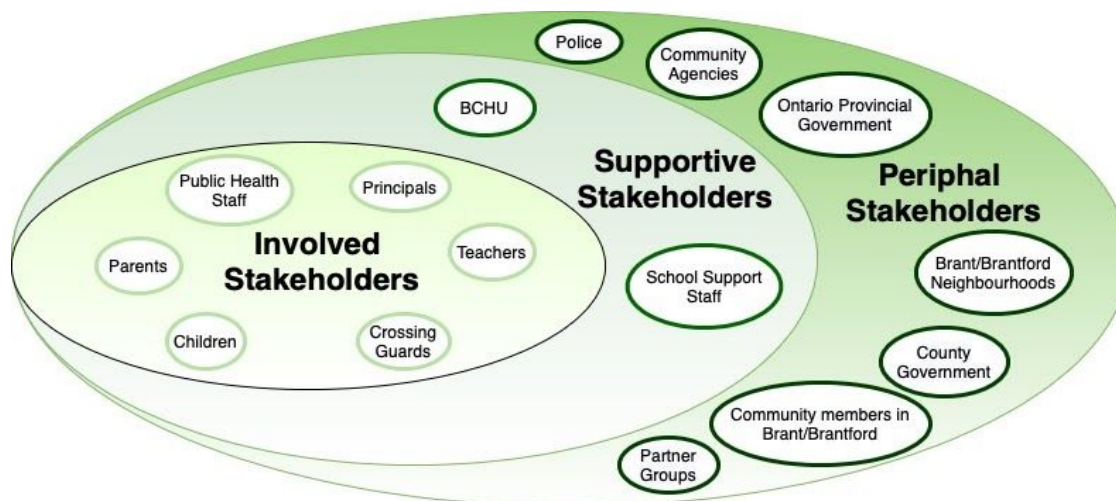
## 4.0 Program Logic Model and Logic Model Narrative

### 4.1 Logic Model

Please see Appendix A for our proposed logic model.

### 4.2 Logic Model Narrative

KEAN Solutions has created a logic model for the Drive to Five program based on our understanding of the program's structure. A logic model is a visual, simplified explanation of how a program's resources and activities lead to its intended outcomes and overall success [2]. Logic models also account for assumptions, risks, and external factors that underlie and influence the causal linkages, which are displayed by arrows.

The logic model found in Appendix A is based on our understanding of how the Drive to Five program works to ultimately enhance the overall health and wellbeing of children, parents and the community as a whole. The model is built under the assumption that engaging in active transport is an effective way to improve health outcomes. One risk that has become apparent to KEAN Solutions is the potential for children to encounter unsafe situations involving local traffic. While measures have been taken to ensure the program's safety, there still remains a risk posed to the safety of children while close to traffic. Another potential risk is that of children with different abilities to feel excluded. If care isn't taken to ensure the participation of children with varying abilities is welcome, the program risks being discriminatory potentially leading to negative mental health impacts. External factors that influence the programs success include funding continuity, family support of the program, and community support and cooperation. Another important external factor is COVID-19 and the variable provincial public health guidelines that affect the programs implementation, continuity and expansion.

Prior to its completion, KEAN Solutions will meet with the BCHU to ensure the logic model is congruent with their vision of the Drive to Five program.

## 5.0 Design and Approach

### 5.1 Evaluation Design

BCHU is wanting to examine uptake of the Drive to Five program, the resources currently used by the program, elements that impede participation in the program, health and safety outcomes of the program, and how the program can be modified in order to expand to all schools in the Brant/Brantford area. Therefore, we propose the combination of a process and evaluation evaluation. Outcome evaluations can measure the effects of a program in the target population by assessing the outcomes the program hopes to achieve [3]. Process evaluations look at the program's operations and how the program is implemented [3]. By bridging together these two evaluation types, we can meet both of these evaluation needs. We also hope to integrate a case study design. This is because two of the data collection methods we propose heavily rely on

qualitative data, and most of the data we collect will provide a holistic view of the Drive to Five program.

## 5.2 Evaluation Approaches

### *Utilization-Focused*

We propose a utilization-focused evaluation (UFE) with some of the Drive to Five's stakeholders who will inform all parts of the evaluation. UFE is a collaborative approach wherein the stakeholders needs are prioritized [4]. The PEWG will have the knowledge about the program to help inform the evaluation itself, and the process that will follow. Interest in the PEWG will be gauged based on interest, after asking involved stakeholders about potential involvement with the PEWG. Representatives for the PEWG will be determined on a voluntary basis, and diversity in age, race, and gender identity will be considered when forming the PEWG. Children participating will need to participate alongside their parent(s) in order to be supervised and ensure parental consent is provided. The PEWG will review and provide feedback on the elements of the evaluation plan including the logic model, evaluation matrix, proposed methodology and timeline.

The PEWG will meet biweekly, or when needed, in order to review components on the evaluation, discuss goals and concerns, and consider next steps.

### *Goal-Based & Goal-Free*

We also propose taking a goals-based and goal-free approach to the evaluation which would allow us to assess the objectives that were met as a result of the Drive to Five pilot program. Goal-based evaluations focus on whether or not a program met its goals, and are often conducted in conjunction with a goal-free approach which looks at the outcomes, both intended and unintended, of a program [5, 6]. This is especially important since school staff have noted the unintended consequences of COVID-19 increasing the number of parents driving their children to school. Taking these approaches will allow us to determine if participants met the goals outlined by the program.

## 6.0 Evaluation Matrix

KEAN Solutions has crafted an evaluation matrix that outlines our proposed evaluation questions, indicators, data sources and data collection methods (see Appendix B). The proposed evaluation questions are based on the goals of the evaluation, and indicators are based on items outlined in the report and the logic model. KEAN solutions will propose the evaluation questions to the PEWG and incorporate their feedback to the final and revised evaluation matrix.

## 7.0 Methodology

## 7.1 Data Collection Methods

A variety of different data collection methods will be used in order to provide participants the opportunity to partake in as many methods as they feel comfortable. We want to be inclusive of participant preferences and be respectful of their time commitments. We recognize that some

individuals may only prefer to participate in one method, while others may prefer to participate in different formats. We propose using the convenience sampling method for the Drive to Five Experience Survey, Art-Based techniques, and Activity Based Focus Group. We will also be reviewing existing documents and available data.

Participants will be contacted using the contact information on the school's parent portal, any contact information provided to the school, and the schools newsletter. A description of the evaluation, with allocated space where participants can indicate the methods through which they would like to get involved, will be provided in this initial contact. A hard copy of the information, including a return envelope will be mailed out to those who indicated the preference to be contacted via mail.

### *Existing Documents and Data*

Environmental Data

In order to measure whether the Drive to Five program has had impacts in reducing emissions and improving air quality we propose to monitor the Air Pollution in Canada: Real-time Air Quality Index Visual Map [7]. Over time, we would be able to determine if changes have been documented. Although changes in carbon emissions and air quality may not be entirely a result of the Drive to Five program it may be contributing to the changes observed.

Report Cards

Students' report cards will be reviewed during the document review stage, with their and their parents' consent, to evaluate the potential impact the program had on academic performance.

Most Recent Brant/Brantford Census Data

Review census data to examine the demographics in Brant/Brantford. This will help ensure that there is equitable representation of the population participating in the pilot of the Drive to Five program.

Program Documents

Any and all existing program records, including notes, email blasts, school newsletters, and single-day event descriptions. Additionally, if they consent, we will seek to analyze participants' report cards.

### *Drive to Five Experience Surveys*

The survey will be shared with all current stakeholders of Drive to Five staff, and partner organizations. The goal of the survey is to provide a confidential and anonymous platform for participants to comfortably express their opinions. Further, the survey will provide the freedom for participants to participate at their own time.

To account for inclusion and diversity, KEAN Solutions will ensure the survey will be available in a variety of formats including different languages, brail, and Alternative and Augmentative Communication (AAC) software for participants who are hard of hearing. Furthermore, in order

to be inclusive of the LGBTQ+ community, all demographic questions will include an open-ended gender question and use neutral language throughout the survey.

The surveys will examine different aspects of the program. The survey will be provided to parents and their children (to be completed together), crossing-guards, and school staff. The survey will cover involved stakeholders' experiences with the program and what improvements they suggest. The survey will also examine the various outcomes experienced by involved stakeholders.

### *Arts-Based Techniques*

Art-based data collection techniques can help bring about understanding a program in a creative manner [8]. In order to incorporate a creative data collection method, we propose arts-based techniques that would allow children, parents, and crossing guards to express their experiences and feelings about the Drive to Five program creatively. For example, one method we propose is asking children to paint a depiction of how they view their connection to their school and community. Another method would be to ask parents to draw a landscape portrait of the extent to which they and their families feel included in the program. Storytelling is another arts-based technique, and will be used to evaluate what public health staff involved in the program and the evaluation deem would be necessary in order to expand the program to other schools.

### *Activity-Oriented Focus Groups*

Activity-oriented focus groups aim to add more enjoyment to participating in focus groups through the introduction of interactive exercises that allow for data collection to be a fun experience [9]. The goal of using this method is to capture data not covered from the other methods. For this evaluation, we propose activity-oriented focus groups that will take place over Zoom. These focus groups will be separated into groups for children, parents, school staff and crossing guards, and one for public health staff. We propose four separate focus groups to allow participants' to share comfortably given that, for example children may not feel they are able to provide their insight in the presence of their parents or school staff.

One activity we propose for the focus groups is an agreement activity, which involves proposing a statement to the group and then members of the group indicating if they agree with the statement or not. Since this is done remotely, those who agree will "raise their hand" on Zoom, and those who disagree with the statement will turn off their microphones and cameras so that the rest of the group can discuss how they feel about the statement. After a few minutes, the whole group will participate in the discussion. This will be useful in obtaining information on different experiences and knowledge gained through the participation in the Drive to Five.

Another activity we propose is the Magic Wand activity, wherein participants will be told they are provided an imaginary magic wand, and they have the power to describe the biggest impact they encountered from the Drive to Five [9]. The goal of this activity is to recognize the contributions of everyone involved in the Drive to Five, and what larger impact their involvement may have had.

### 7.2 Data Analysis and Interpretation

*Data Party*

After the data has been collected, KEAN Solutions will host a data party in partnership with the PEWG. A data party is an event that is participatory in nature where stakeholders can gather and review findings from the evaluation prior to a report being written [10]. Data parties provide stakeholders a chance to have a voice to provide feedback during the data analysis stage. The data party we propose would involve a World Café, over a video conferencing platform such as Zoom. Each break out room will have a facilitator share their screen to a page that describes a different data collection method and the findings that emerged. The data party will be advertised to all stakeholders by members of the PEWG. Stakeholders who attend will circulate by going to different break out rooms, spending twenty minutes in each room, and will discuss each topic with the other stakeholders in the break out room. After stakeholders have been to every break out room, the group will come together and discuss in the "main room" on Zoom.

## 8.0 Anticipated Challenges and Mitigation Strategies

KEAN Solutions has identified potential methodological challenges as well as proposed mitigation strategies (see Appendix C). Challenges that we anticipate include ethical considerations of working with minors under the age of 19, language barriers and cultural differences, lack of engagement, participants' hesitancy to disclose accurate information and COVID-19 challenges. We propose various strategies to address the anticipated challenges and have accounted for them throughout our evaluation proposal.

## 9.0 Timeline

Below is our proposed timeline for conducting the evaluation.
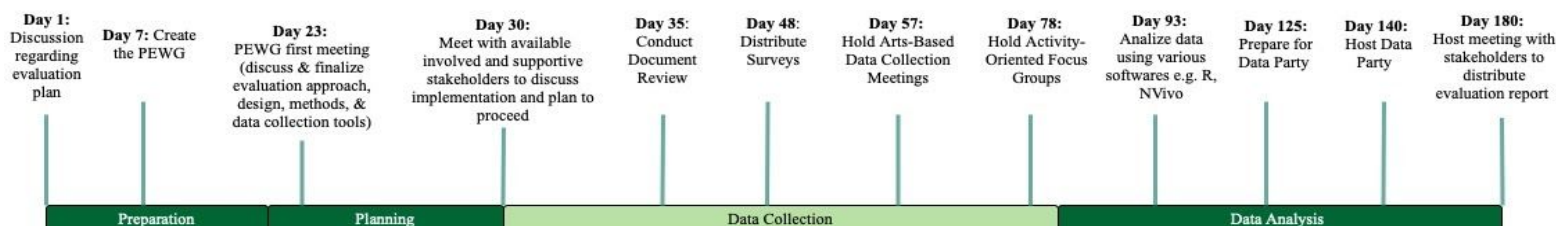


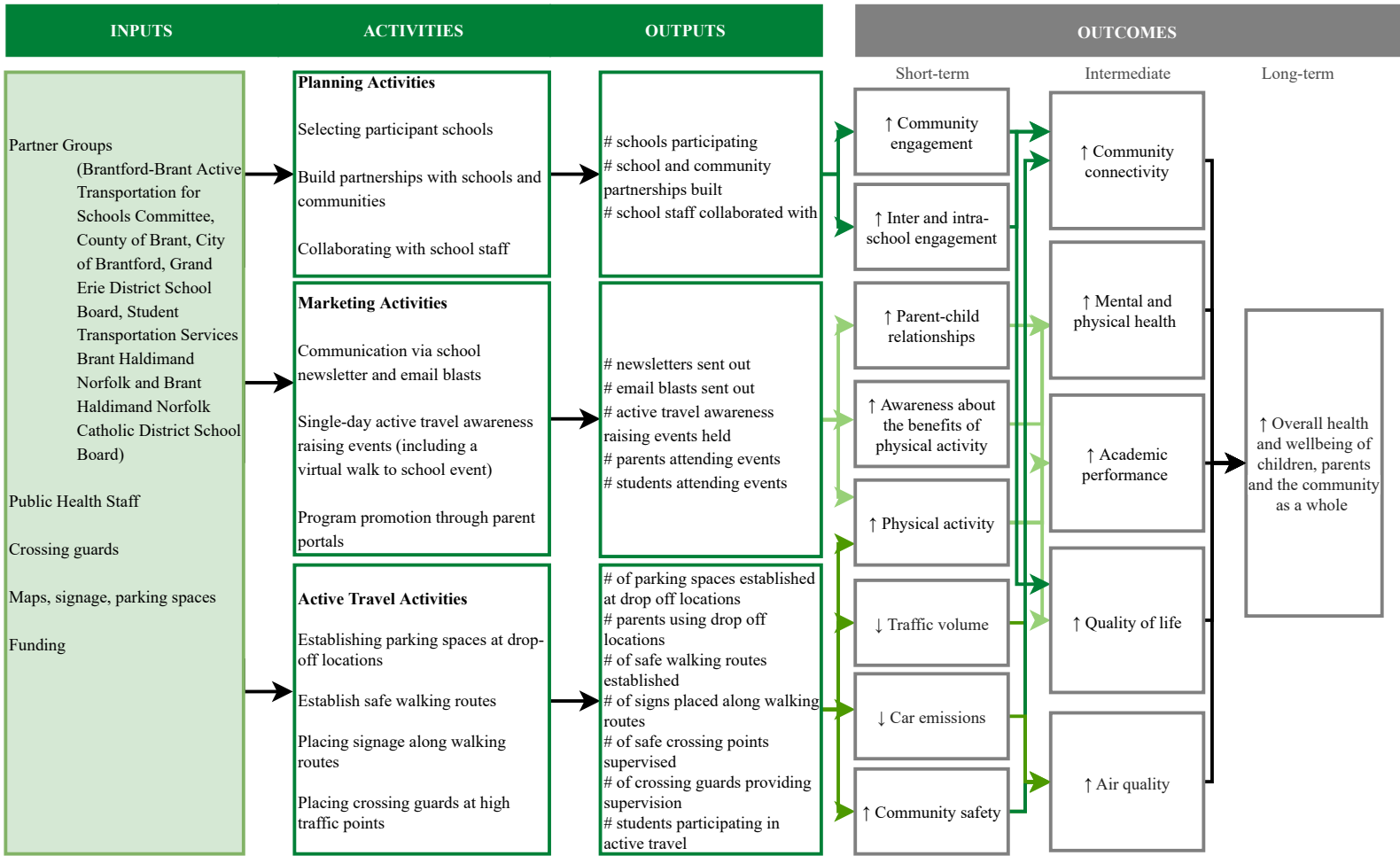## 10.0 Demonstration of Competencies for Canadian Evaluation Practice

In order to conduct a process and outcome evaluation, KEAN Solutions will follow the appropriate standards of practice, and the Credentialed Evaluator (CE) competencies of the Canadian Evaluation Society (CES) [11]. Specifically, to effectively evaluate the Drive to Five, KEAN Solutions will focus on CES competency 3.2.

| CE Competency | Evidence in Proposal |
|---|---|
| 3.2 Identifies stakeholders' needs and their capacity to participate, while recognizing, respecting, and responding to aspects of diversity. | 1) Encourage parents, students, and school staff to participate in the planning of the expansion of the Drive to Five program<br><br>2) Create an evaluation plan that is specific to the needs of BCHU and the Brant/Brantford communities<br><br>3) Inclusion of innovative data collection methods to accommodate for different groups including children, recent immigrants, Indigenous peoples, people with different abilities (e.g. activity-oriented focus groups, arts-based techniques, storytelling)<br><br>4) Ensure diversity in PEWG group<br><br>5) Use various forms of communication with different stakeholders in order to promote effective communication<br><br>6) KEAN Solutions evaluators work with PEWG group every step of the process |

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**The Brant County Health Unit's Drive to Five Program**

KEAN Solutions

| INPUTS | ACTIVITIES | OUTPUTS | OUTCOMES | | |
|---|---|---|---|---|---|
| | | | Short-term | Intermediate | Long-term |

**Partner Groups**
(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)

Public Health Staff

Crossing guards

Maps, signage, parking spaces

Funding

**Planning Activities**

Selecting participant schools

Build partnerships with schools and communities

Collaborating with school staff

**Marketing Activities**

Communication via school newsletter and email blasts

Single-day active travel awareness raising events (including a virtual walk to school event)

Program promotion through parent portals

**Active Travel Activities**

Establishing parking spaces at drop-off locations

Establish safe walking routes

Placing signage along walking routes

Placing crossing guards at high traffic points

**Outputs (Planning):**
# schools participating
# school and community partnerships built
# school staff collaborated with

**Outputs (Marketing):**
# newsletters sent out
# email blasts sent out
# active travel awareness raising events held
# parents attending events
# students attending events

**Outputs (Active Travel):**
# of parking spaces established at drop off locations
# parents using drop off locations
# of safe walking routes established
# of signs placed along walking routes
# of safe crossing points supervised
# of crossing guards providing supervision
# students participating in active travel

**Short-term outcomes:**
↑ Community engagement
↑ Inter and intra-school engagement
↑ Parent-child relationships
↑ Awareness about the benefits of physical activity
↑ Physical activity
↓ Traffic volume
↓ Car emissions
↑ Community safety

**Intermediate outcomes:**
↑ Community connectivity
↑ Mental and physical health
↑ Academic performance
↑ Quality of life
↑ Air quality

**Long-term outcomes:**
↑ Overall health and wellbeing of children, parents and the community as a whole

**Assumptions**

- Engaging in active transport will lead to improved health outcomes for children, parents and the community as a whole

**Risks**

- Potential for students to encounter unsafe situations involving traffic
- Potential for students with a different abilities to feel excluded

**External Factors**

- Funding continuity
- Variable COVID-19 provincial public health guidelines (i.e. stay at home orders)
- Family support of the program
- Community support and cooperation

**Appendix B: Evaluation Matrix**

| Evaluation Question | Indicator(s) | Data Source | Data Collection Method |
|---|---|---|---|
| **1. Resources Used to Implement the Program** | | | |
| Are the resources currently in place sufficient? | ● # of crossing guards supervising high-traffic intersections<br>● # of parking spaces available to parents<br>● # of routes marked with signage<br>● Quality of signage placed along routes | ● Existing Documents<br>● Parents | ● Program Documents<br>● Drive to Five Experience Survey |
| **2. Uptake & EDI Principles** | | | |
| How has the Drive to Five program incorporated equity, diversity, and inclusion?<br>  a. What are the demographics of the program participants? | ● # of racialized children and families participating<br>● # of Indigenous children and families participating<br>● # of participants who are recent immigrants<br>● # of lone-parent families participating<br>● # of low-income families participating<br>● # of participants with different abilities participating<br>● # of LGBTQ2IA+ children and families participating | ● Existing Documents<br>● Parents<br>● Children | ● Program Documents<br>● Census Data<br>● Drive to Five Experience Survey |
| To what extent do diverse participants feel included? | ● Confidence in joining the Drive to Five program<br>● Self-reported feelings of inclusion | ● Parents<br>● Children | ● Program Documents<br>● Arts-Based Techniques |
| **3. Participation Factors** | | | |
| What factors of the program facilitate participation? | ● # of participants who engage in the active travel activities<br>● # of parents reporting feeling comfortable leaving their children at the drop-off location<br>● Parent satisfaction with route safety | ● Parents<br>● Children | ● Activity-Oriented Focus Groups |
| What factors of the program hinder participation? | ● # of participants who felt fear for their children's safety<br>● # of parents who do not find parking upon arrival to drop-off<br>● # of participants unable to engage in active travel due to differing abilities | ● Parents<br>● Children | ● Activity-Oriented Focus Groups |
| **4. Outcomes** | | | |
| To what extent did the program promote school and community engagement and connectivity? | ● Self reported feelings of connection to school<br>● Self reported feelings of connection to community<br>● # of participants who report having built new relationships through the program | ● Parents<br>● Children<br>● Crossing-Guards | ● Arts-Based Techniques |

| | | | |
|---|---|---|---|
| To what extent did the program increase physical activity levels? | ● Self reported hours of physical activity per week<br>● Self reported feelings of living a healthy lifestyle | ● Parents<br>● Children | ● Drive to Five Experience Survey |
| To what extent did the program result in improved academic performance? | ● Increased academic performance<br>● Self reported feelings of academic improvement | ● Existing Documents<br>● Children | ● Report Cards<br>● Drive to Five Experience Survey |
| To what extent did the program lead to improved mental and physical health? | ● % of confidence in improved mental health<br>● % of confidence in improved physical health | ● Parents<br>● Children | ● Drive to Five Experience Survey |
| How did the program influence communities' feelings of pedestrian safety? | ● % of contentment with pedestrian safety<br>● % in confidence in drop-off zone safety | ● Parents<br>● Crossing-Guards | ● Drive to Five Experience Survey |
| To what extent has the program contributed to a reduction in vehicle emissions? | ● # of parents who note reducing the amount they drive as a result of participating in the program | ● Parents | ● Drive to Five Experience Survey |
| **5. Program Expansion** | | | |
| How much capacity building is necessary to expand the program to other schools in Brant/Brantford? | ● # staff-identified resources needed<br>  ○ # of parking spaces needed<br>  ○ Amount of signage needed<br>  ○ # of crossing-guards needed | ● Public Health Staff | ● Storytelling (Arts-based techniques) |
| How can the Drive to Five program be improved? | ● Parents, children, public health staff, and crossing-guards suggested improvements to program activities | ● Parents<br>● Children<br>● Crossing-Guards<br>● Public Health Staff<br>● School Staff (e.g. Principals, Teachers, and school support staff) | ● Drive to Five Experience Survey<br>● Activity-Oriented Focus Groups |

## Appendix C: Anticipated Challenges and Mitigation Strategies

| Possible Challenges | Mitigation Strategies |
|---|---|
| Ethical Considerations | <ul><li>Ensure all processes follow ethical guidelines set by BCHU</li><li>Inform parents and guardians about the processes that KEAN Solutions will undertake and ensure consent is obtained for minors under 19</li><li>Have interpreters available who speak the language participants feel most comfortable responding</li><li>KEAN Solutions team members will comply with ethics as outlined by the Canadian Evaluation Society</li></ul> |
| Lack of Engagement | <ul><li>Provide incentives for participation (e.g. honoraria or entering to win a draw for a Visa gift card)</li><li>Structure meetings to fit participants' needs and schedules</li><li>Ensure activities are purposeful, efficient, and engaging</li><li>Implement a safe and inclusive environment where diverse participants feel welcome to participate</li></ul> |
| Accessibility, language barriers and cultural differences | <ul><li>All KEAN Solutions members have completed the following training sessions:<ul><li>LGBTQ2+ Sensitivity Training, Indigenous Cultural Safety Training, and Understanding Stigma Training</li><li>Evaluators will conduct the surveys in a variety of formats including different languages for participants who are not comfortable with English, Braille, and Alternative and Augmentative Communication (AAC) software for participants who are hard of hearing. Interpretation services will be consulted on an as-need basis.</li></ul></li></ul> |
| Participants' Hesitancy to Disclose Accurate Information | <ul><li>Ensure confidentiality and anonymity of surveys by providing a safe space</li><li>Provide multiple methods of participant feedback (e.g. Surveys, Arts-Based Methods, Activity-Based Focus Group)</li><li>Allow participants to choose not to answer any questions or participate in any activities they are not comfortable with</li></ul> |
| Effects of COVID-19 | <ul><li>Ensure data collection methods are conducted on virtual platforms (e.g. Survey Monkey, Zoom, telephone)</li><li>Ensure all platforms that are being utilized are protected and secure</li><li>Ensure KEAN Solutions staff are following provincial public health guidelines for in person activities (e.g. maintaining social distancing protocols, wearing protective gear)</li></ul> |