



EVALUATION OF FUSEDURHAM: FINAL EVALUATION

SUBMITTED BY: Patricia King, Vice President of Evaluation, **Dig Insights**

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"This program has enhanced my confidence as a mother. Being able to provide them with the opportunity for extracurricular activities that promote health and wellness means so much to me. I could not afford to give them these opportunities on my own, and as a woman who came from a lower socio-economic background, I understand the importance of a healthy lifestyle and encouraging it to your children not only through speech but through action."

- Participant



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EXECUTIVE SUMMARY

BACKGROUND

The **Advanced Access to Affordable Recreation in Durham (AAARD)** was established in 2012, by over 22 multi-sector organizations all involved recreation, health, education and social service practitioners in Durham Region with the overarching goal of barrier free active lifestyles for all residents.

In line with their overarching objective for barrier free active lifestyle for residents, Durham District School Board, on behalf of AAARD, was successful in securing funding from the **Local Poverty Reduction Fund (LPRF)**. Established by the Government of Ontario in 2015, LPRF is designed to support innovative, local, community driven solutions aimed at improving the lives of those in poverty. To ensure projects targeted key initiatives, LPRF funded projects under four strategic pillars:

- Ending Homelessness
- Employment and Income Security
- Breaking the Cycle of Poverty for Children and Youth
- Indigenous Stream

In addition to these streams, funded projects also needed to identify at least two of the identified 11 poverty reduction strategy indicators including depth of poverty, school readiness, birth weight and high school graduation rates.

Durham District School Board, on behalf of AAARD, secured \$548,000 funding during the second round of funding in 2016 for the FUSEDurham Program. FUSEDurham was a three-year, quasi-experimental initiative that compared the health, social, educational, and economic impact of providing multifaceted intervention including support from the Program Facilitator to navigate the system, funding for recreational activities and lifestyle workshop for single parent families on Ontario Works as compared to a control group. Through this program design, AAARD hoped to better understand:

Does implementing a coordinated, participant-centered system of supports and services, focused on increasing the engagement of single parent families in active living:

- ***Decrease reliance on Ontario Works and other support services***
- ***Enhance personal well-being and sense of belonging; and***
- ***Improve children's attendance and achievement in school¹?***

¹ Note that 'achievement in school' is not measured given limited access to student report cards and grades for evaluation.



In addition to its overarching objective, the program aimed to address the following **Poverty Reduction Strategy Indicators** Poverty Rates of Vulnerable Populations and Dept of Poverty (LIM-40).

KEY FINDINGS

Relevance

1. FUSEDurham was seen to be **very relevant** to the primary target population (single parents on OW). This is supported through high engagement at the beginning of the program with high registration for both the experimental and control groups, the low withdrawal of experimental families, and overall satisfaction with the program.

Due to the nature of the program, the recreational aspect for both children and parents was much more sought after than the life skills training for parents. Parents were much more focused on providing their children with opportunities for social inclusion and physical activity than building their own skills to gain employment, therefore working towards **breaking the cycle of poverty** for children over parents.

Design and Delivery

2. The design of the FUSEDurham Program was **successful** in helping the program meet its intended objectives. The flexibility to enroll in programs of choice with the support of the Program Facilitator helped parents navigate systems and register in programs were the key drivers of program success. Parents noted that **additional supports** (e.g., transportation, equipment) would enhance their ability to enroll their children in programming.

While there were challenges to get the program operating, the program was delivered as planned with 108 families registering in the program and **46 of the 58 experimental families** remaining engaged throughout the lifespan of the program. With **297 program enrollments** for the family and multiple life skills training sessions for parents, the program was delivered within budget and participants were satisfied with the delivery.

Considerations for a change of design would include assisting families with **additional supports** when enrolling their children in recreational programs (e.g., transportation, equipment). This could be through additional funding but also by building partnerships with other support organizations.

To increase updates in enrollment (e.g., more consistent/every session) it is recommended that the Program Facilitator review each families' registration at the beginning of each session, and provide the parent with additional support (e.g., searching for programs, registration process) as needed.



Participants also noted that some municipal registration process (e.g., online, requiring credit cards) **hindered their ability to register quickly**, and as a result, FUSEDurham participants are at a disadvantage. This was mitigated across the duration of the program as FUSEDurham was able to successfully set up **billing with four municipalities** that allowed families to register with third party billing that went directly to FUSEDurham. While the process created a more streamlined approach, participants still experienced challenges accessing open slots in their desired time period. To overcome some of these barriers it is important that the Program Facilitator work closely with the municipalities to mitigate some of these barriers (e.g., hold spots for FUSEDurham participants, earlier registration dates).

Outcome

3. Results from the pre- and post-survey support that the FUSEDurham Program was successful in moving the needle on both of the targeted Poverty Reduction indicators. For example, in the experimental group, results show that there was **11% decrease in children** living in households below the 40% median income (**LMI-40**). Additionally, income figures show that there was a **4% decrease** in the number of households currently living in poverty (household income of less than half the median).

In addition to the Poverty Reduction indicators, the FUSEDurham Program also aimed to **improve wellbeing and belonging, improve school attendance, increase physical activity and develop new skills**. Overall, the experimental group showed improvements in all of the indicators with the exception of improving attendance in school.

RECOMMENDATIONS

Based on the findings from the report, the following considerations have been developed for Durham District School Board and AAARD to direct the design and delivery of the program moving forward and/or other initiatives for this population.

Recommendation #1: Acknowledging that families experience additional barriers to participation in recreation programming beyond registration cost, it is recommended that the program take a more holistic approach to providing support (e.g., transportation, equipment). This has begun to occur throughout the program in partnership with organizations including Canadian Tire Jumpstart and Their Opportunity. Moving forward it is recommended that more formal agreements are established, and an additional budget line is added to ensure these barriers to participate can be easily addressed.

Recommendation #2: Throughout the program, individualized, immediate support to program participants was identified as being a key component for future success. In



particular, it was seen to be effective when the Program Facilitator reviewed the family's registration at the beginning of each session, and provide the parent with additional support (e.g., searching for programs, registration process) as needed. Should the program continue to occur and expand, it is important that sufficient staff be provided to support participants. Depending upon future delivery, this could involve a representative in each municipality or additional administrative support for the Program Facilitator to ensure consistent engagement throughout the program.

Recommendation #3: The repeated changes to the person in the role of Program Facilitator impacted the delivery of the program as participants had to re-establish relationships and trust with each new individual. Given the importance of trusting relationships to these populations, it is recommended that a consistent Program Facilitator hold this position. To increase tenure, it is recommended that the position become permanent full-time and additional support be provided to reduce burn-out.

Recommendation #4: FUSEDurham Program has achieved strong outcomes despite the limited duration of the program. Since many of the indicators are long-term goals, it is important that the program be maintained long-term, for example parents only exiting the program once they leave Ontario Works or their children graduate high school. This would allow parents a greater opportunity to participate in employment and life skill programming and give them a greater opportunity to establish these positive life habits. To maintain prolonged delivery, it is important that partnerships with municipal and community organizations be maintained and strengthened.

Recommendation #5: Parent engagement in life skills programs throughout FUSEDurham remained low, with the highest engagement occurring in financial literacy events with partner organizations or therapeutic art expression. To help increase engagement in future programming, it is recommended that FUSEDurham focus on financial literacy and skills-based programs that are offered with partners, instead of recreation focused programming.

Recommendation #6: Efforts were made by Program Facilitators and municipal staff throughout the three years to help mitigate some of the challenges participants faced when enrolling in programming. However, participants continued to face barriers in securing ideal time slots for desired programming. To mitigate this challenge, FUSEDurham should explore creative options as a Steering Committee towards registration including providing an earlier enrollment date or holding a limited number of spots. Through discussing the opportunities as a Steering Committee, it is hoped that increased collaboration and, where feasible, consistency of approaches would be established.



Recommendation #7: At the end of the program, participants remained unsure of their next steps. To help mitigate this, the Steering Committee, in partnership with their community organizations, should review the present available resources in the community and provide tailored and individualized support to help participants transitioning out the program to understand what and how to access the remaining supports.

1.0 BACKGROUND

1.1 ADVANCING ACCESS TO AFFORDABLE RECREATION IN DURHAM (AAARD)

Established in 2012, the Advanced Access to Affordable Recreation in Durham (AAARD) is a region-wide committee of education, health and social service practitioners committed to increasing the number of Durham residents who are able to access recreational pursuits². The committee is a partnership comprised of multi-sector organizations including over 22 recreation, health, education and social service practitioners in Durham Region who believe in the value of barrier free active lifestyles for all residents. Below are some of the organizations that are involved with AAARD:

- Durham Region Public Health Department;
- Recreational Department of the Town of Whitby;
- Department of Recreation and Cultural Services of the City of Oshawa;
- Boys and Girls Club of Durham;
- Canadian Tire Jumpstart;
- YMCA- Oshawa;
- Their Opportunity;
- Town of Ajax;
- Town of Whitby;
- Township of Brock;
- Township of Scugog;
- Township of Uxbridge;
- Tucker Reid & Associates;
- Abilities Centre Durham; and
- Grandview Children's Centre.³

Together these organizations work to advocate, make change to public policy and increase community investment by documenting the positive impact of increased access to recreation for low-income families. The top barriers to recreation and physical activity have been found to include cost, transportation, and the lack of knowledge and equipment, families with low income are at higher risk of experiencing these barriers⁴. This is especially important in the Durham region as the 2013 AAARD report indicates that 11% of residents in Durham live at, or below, the Low-Income Measure cut-off.⁵



² <https://www.whitby.ca/en/residents/resources/CMS04-14Attachment1.pdf>

³ <https://www.whitby.ca/en/residents/resources/AAARDCommunicationNewsletterFeb2014.pdf>

⁴ <http://www.cflri.ca/sites/default/files/node/110/files/pip04.pdf>

⁵ AAARD presentation

Since their establishment in 2012, AAARD has helped to increase the provision of program subsidy provided in the region by 36.9% over 2014-2015 with a 4.2% increase in usage. This committee has also established a region-wide charter that includes all partners that recognizes and advances the rights of all residents' access to recreational services in the area. Finally, a tool kit was developed to given to at risk and low-income clients to help them access subsidized programs.

Subsidized Programs

Assistance programs are available to Whitby residents wishing to access recreation programs or facilities. These include the Access Program and Canadian Tire Jumpstart Program.



1.2 LOCAL POVERTY REDUCTION FUND (LPRF)

In April 2015, the Government of Ontario announced the establishment of the Local Poverty Reduction Fund (LPRF) designed to support innovative, local, community-driven solutions that measurably improve the lives of those most affected by poverty.⁶ This was created in response to *Realizing Our Potential: Ontario's Poverty Reduction Strategy, 2014-2019*, which committed to expand the province's poverty reduction effort and use this fund to "help good ideas get a head start," to build evidence, reward existing solutions and expand upon them to help achieve the goal of cutting the child poverty level by 25% based on 2008 base data.

Administered by the Ontario Trillium Foundation (OTF), this \$50 million investment over six years was designed to support and evaluate poverty reduction initiatives, create partnerships and build a body of evidence-based programming that adds to the effectiveness of reducing, removing or eradicating poverty for Ontarians living in poverty. To address key areas of concern identified in the Poverty Reduction Strategy funding was provided under four strategic pillars:

- Ending Homelessness
- Employment and Income Security
- Breaking the Cycle of Poverty for Children and Youth
- Indigenous Stream

Projects funded under each stream had to also identify at least two of the 11 poverty reduction strategy indicators that their project would address.⁷ These indicators are used to determine the state of poverty in Ontario, or proven risk factors that increase a person's chances of experiencing poverty later in life. These indicators include:

1. **Child Poverty Target** (PRS Fixed Low Income Measure 50 or "LIM-50")
 - a. The percentage of children living in households where income is below 50% of medium income adjusted for family size.

⁶ <https://otf.ca/what-we-fund/other-programs/local-poverty-reduction-fund>

⁷ https://otf.ca/sites/default/files/lprf_prs_indicators_en.pdf



2. **Depth of Poverty** (PRS Fixed Low Income Measure 40 or “LIM-40”)
 - a. The percentage of children living in households where income is below 40% of median income, adjusted for family size. Fixed to a base year of 2008 and adjusted for inflation.
3. **Birth Weight**
 - a. Percentage of newborns born at what is considered to be a healthy weight.
4. **School Readiness**
 - a. The Early Development Instrument (EDI) measures the percentage of children aged five to six who demonstrate they are on track across five domains of child development and are ready to learn at school.
5. **Educational Progress**
 - a. Percentage of students in Grades 3 and 6 who score in the highest two levels on province-wide reading, writing and math tests.
6. **High School Graduation Rates**
 - a. Percentage of students entering high school at the same time who graduate within five years of having started Grade 9.
7. **Ontario Housing Measure**
 - a. Percentage of households with children under 18 that have incomes below 40 percent of the median household income and spend more than 40 percent of their income on housing.
8. **Youth Not in Education, Employment or Training**
 - a. Percentage of young people aged 15-29 who are not in education, employment or training.
9. **Long-Term Unemployment**
 - a. Percentage of adults in the labour force aged 25-64 who have been unemployed for 27 weeks or more.
10. **Poverty Rates of Vulnerable Populations**
 - a. Percentage of adults in five populations considered to be vulnerable who have a household income of less than half the median. The vulnerable groups include newcomers, persons with disabilities, female lone parents, unattached individuals aged 45 to 64 and Indigenous people living off-reserve
11. **Homeless Indicator**
 - a. Rate of chronic homelessness per 10,000 people.

Over the course of the grant, three rounds of funding were provided in 2015, 2016, and 2017. Funded projects included one-, two- and three-year program funding for non-profit organizations across the province of Ontario.



1.3 FUSEDURHAM LOCAL POVERTY REDUCTION

During the second round of funding (2016) the Durham District School Board (DDSB), on behalf of AAARD, was successful in receiving \$548,000 to design and implement the FUSEDurham Program. FUSEDurham was a three-year, quasi-experimental initiative that compared the health, social, educational, and economic impact of:

- A multi-faceted active living intervention which proactively engages single parent families receiving Ontario Works (OW); versus
- The current self-directed approach in which these families inform themselves of opportunities.

For the remainder of the report, the participants who receive supporting during the intervention will be referred to as the “experimental” group, and the participants using a self-directed approach referred to as the “control” group.

The FUSEDurham Program was based on the research completed by Dr. Gina Browne, **“When the Bough Breaks”**⁸. This study was a collaborative university community project that demonstrated the health, social, economic and educational benefits of providing single mothers on social assistance and their children with a comprehensive, customized set of supports and services (e.g., home visit by a public health nurse, employment retraining, age appropriate after school program for their children). The study found a decrease reliance on Ontario Works and other support services, with a one year saving of \$300,000 due to the decrease in social assistance payments to the participants. Children with behavioural disorders in the study were found to require less professional and probation services resulting in a \$500 savings per family.⁹

FUSEDurham was designed to extend Dr. Browne’s findings by conducting the first ever coordinated, evidence-based approach to poverty reduction through active learning in the Durham Region. This was to be done by providing the experimental group (single parent families) with three years of direct personal administrative support and financial stipends to enroll in recreational programming. FUSEDurham was unique as it also provided tailored supports and services to caregivers such as life skills workshops, support group workshops and guided recreation registration support.

The FUSEDurham Program, through its quasi-experimental design, aimed to answer:

Does implementing a coordinated, participant-centered system of supports and services, focused on increasing the engagement of single parent families in active living:

⁸ Brown, G., Bryne, C., Gafni, A. & Whittake, S. (2001). When the bough breaks: provider-initiative comprehensive care is more effective and less expensive for sole-support parents on social assistance, *Social Science & Medine*. 3(12).

⁹ Brown, G., Bryne, C., Gafni, A. & Whittake, S. (2001). When the bough breaks: provider-initiative comprehensive care is more effective and less expensive for sole-support parents on social assistance, *Social Science & Medine*. 3(12).



- *Decrease reliance on Ontario Works and other support services*
- *Enhance personal well-being and sense of belonging; and*
- *Improve children's attendance and achievement in school¹⁰?*

In addition to its overarching objective, the program aimed to address the following **Poverty Reduction Strategy indicators** as noted in DDSB's application to OTF:

- Poverty Rates of Vulnerable Populations
- Dept of Poverty (LIM-40)

The program also aimed to support the following **Poverty Reduction Strategy target populations**:

- Single parents and children
- People with disabilities

To achieve this, the planning included recruiting **120 lone parent families on OW** (50% in each of the control and experimental groups) each from one of the seven Priority Neighbourhoods in Durham Region¹¹ to participate in the program. The **Priority Neighbourhoods** were part of the Durham Public Health Department's initiative design to identify key areas to focus on to build health equity as they were seen to have lower income levels and poor health status.

These neighbourhoods were:

- Downtown Ajax;
- Downtown Whitby;
- Lakeview in Oshawa;
- Gibb West in Oshawa;
- Downtown Oshawa;
- Central Part Oshawa; and
- Beatrice North Oshawa.

Acknowledging the multiple barriers this population experiences, the FUSEDurham Program anticipated a **35% drop out rate** resulting in retaining 39 families in each group over the three years of the project.

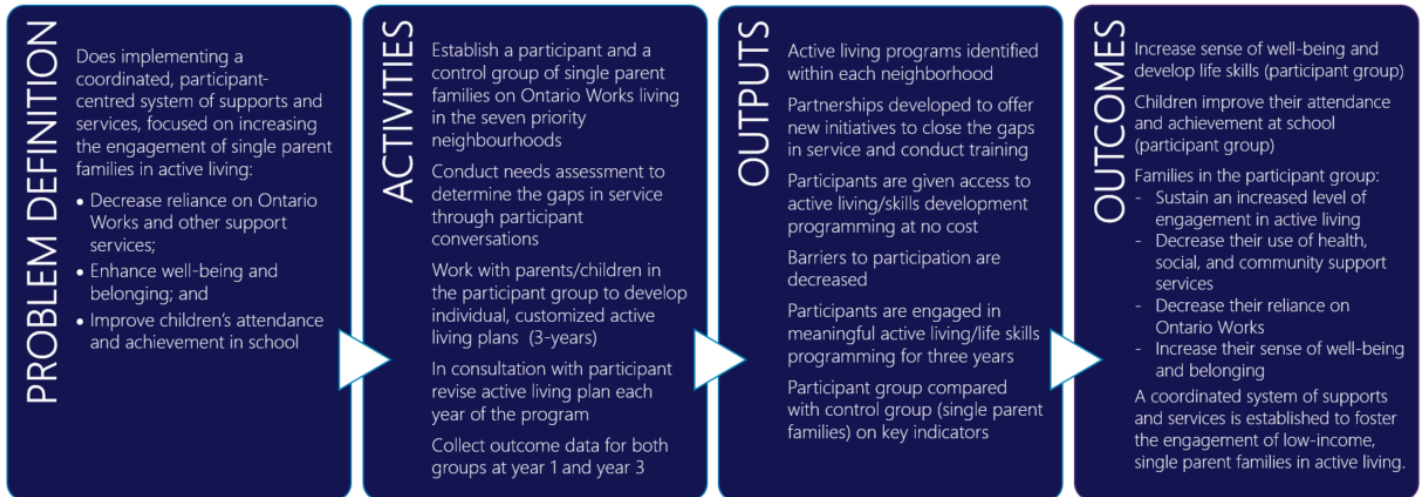
Through engaging this population and providing tailored supports and funding, it was believed that the FUSEDurham Program would result in parents and children becoming engaged in **meaningful active living and lifestyle programming**, as a result of decreased barriers to participation as seen in the **Theory of Change** below (Figure 1). It was anticipated that the participation in programming would result in increased wellbeing and attendance in school,

¹⁰ Note that 'achievement in school' is not measured given limited access to student report cards and grades for evaluation.

¹¹<https://www.durham.ca/en/health-and-wellness/resources/Documents/HealthInformationServices/HealthNeighbourhoods/PriorityNeighbourhoodsReportEarlyChildhood.pdf>

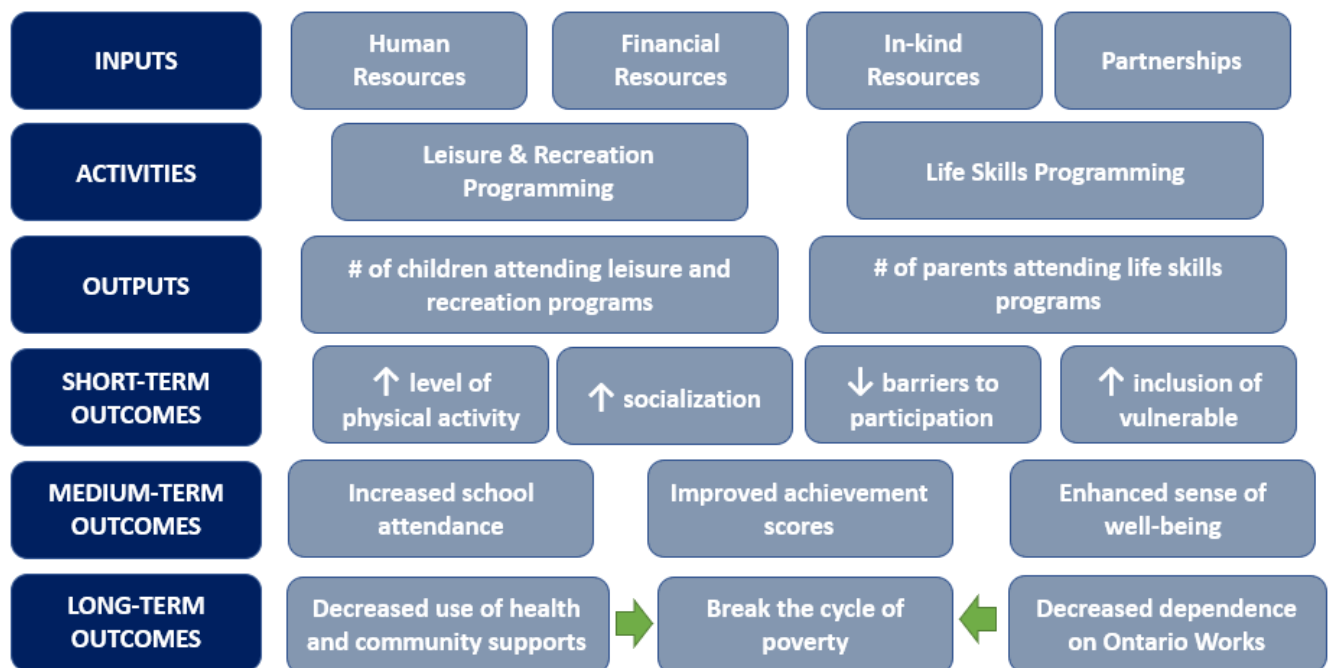
improved life skills, decreased reliance on OW and other health, social and community support services, and sustained levels of active living.

Figure 1: Theory of Change



The relationship of the program to the intended outcomes can also be seen through the logic model provided below (Figure 2).

Figure 2: Logic Model





Beyond the impact on participants, the FUSEDurham Program was also designed to extend the work of AAARD by:

- Adopting a broader definition of recreation to include informal recreation, arts and leisure activities, and life skills development programs (Active Living);
- Addressing a wider range of barriers to participation;
- Piloting a coordinated, participant-centered, system of supports and services; and
- Measuring the return-on-investment of increased participation in Active Living for single parent families receiving Ontario Works.

1.4 PARTNERSHIP DETAILS

In order to effectively implement the FUSEDurham Program, some organizations on the AAARD Committee established informal agreements to leverage each other strengths and collaborate to best support the participants (table 1). Members from each organization in the table below have previously worked together on another initiative led by DDSB, called 'Make a Difference', a poverty strategy aimed at addressing the impact of poverty on student achievement and well-being. These previously established partnerships were seen to be beneficial as members from these organizations were ready, willing and able to work together again on the FUSEDurham Steering Committee.

Table 1: Partnerships for FUSEDurham

Organization Name	Role	Benefits of Partnership
Durham District School Board	Lead Applicant	Mitigating the impact of poverty on student achievement and wellbeing
Durham Region Public Health	Overseeing and assisting with implementation of the project work plan, evaluation plan, and sustainability plan	Mitigating the impact of poverty on health and wellbeing
Recreation Department, Town of Whitby	Overseeing and assisting with implementation of the project work plan, evaluation plan, and sustainability plan	Increasing the engagement of low-income families in recreation and cultural activities
Department of Recreation and Cultural Services, City of Oshawa	Overseeing and assisting with implementation of the project work plan, evaluation plan, and sustainability plan	Increasing the engagement of low-income families in recreation and cultural activities
Department of Recreation and Culture, town of Ajax	Overseeing and assisting with implementation of the project work plan, evaluation plan, and sustainability plan	Increasing the engagement of low-income families in recreation and cultural activities



Organization Name	Role	Benefits of Partnership
Abilities Centre	Overseeing and assisting with implementation of the project work plan, evaluation plan, and sustainability plan; advising on ensuring accessibility and engagement of people with disabilities	Increasing the engagement of people of all abilities in active living
Grandview Children's Centre	Overseeing and assisting with implementation of the project work plan, evaluation plan, and sustainability plan; advising on ensuring accessibility and engagement of people with disabilities	Increasing the engagement of people of all abilities in active living
Region of Durham Social Services Department	Overseeing and assisting with implementation of the project work plan, evaluation plan, and sustainability plan	Increasing the engagement of low-income families in programming

1.5 EVALUATION CONTEXT

As FUSEDurham was the first coordinated, evidence-based approach to reduce poverty through providing access to active living initiatives in the Durham Region, and as per requirement by OTF, FUSEDurham hired Dig Insights Inc. (Dig) to conduct the three-year evaluation of the program. The evaluation sought to answer the following questions:

Relevance

1. Is FUSEDurham responsive to the needs of its target audience?
2. Does FUSEDurham align with the program objectives of the Local Poverty Reduction Fund?

Design and Delivery

3. Has the program been implemented and delivered as intended?
4. Does the program have the appropriate administrative procedures in place for the efficient and effective delivery of the program?

Performance

5. Did the FUSEDurham Program address the identified Poverty Reduction Strategy indicators?
6. Did the FUSEDurham Program decrease parents' reliance on Ontario Works and other support services?



7. Did the FUSEDurham Program enhance participants (children and parents) well-being and belonging?
8. Did the FUSEDurham Program contribute to improve children's attendance and achievement in school?
9. Did the FUSEDurham Program contribute to increased physical activity and skill development?



2.0 OVERVIEW OF EVALUATION METHODOLOGY

The team at Dig worked closely with FUSEDurham to develop a participatory approach to complete the evaluation. Acknowledging that the program was new, Dig conducted a **developmental evaluation** providing constant feedback and guidance throughout the process, with a **process evaluation** being conducted in the first two years, to assess the relevance, design and delivery of the project. An **impact evaluation** was conducted in the third year (with this report as a result), at the end of the of funding, to assess the achievement of longer-term outcomes and to provide recommendations for future programming and supports for low income single parent families.

To ensure the evaluations were comprehensive and addressed the key evaluation questions (section 1.5), Dig worked with FUSEDurham to create an evaluation framework (table 2). The framework clearly identifies the research questions, specific performance indicators and tailored methodology that was used to complete the evaluation. For the FUSEDurham Program, this included a document review, administrative data analysis, participant surveys, key informant interviews, and focus groups as seen in the figure 3.

Table 2: Evaluation Framework

	Performance Indicator	Data Source
Evaluation Issue 1: Relevance		
Is FUSEDurham responsive to the needs of its target audience?	<ul style="list-style-type: none">The extent to which FUSEDurham is responsive to the needs of children and parents from OW single parent families	Key informant interviews Focus groups
Does FUSEDurham align with the program objectives of the Local Poverty Reduction Fund?	<ul style="list-style-type: none">Alignment of FUSEDurham outcomes with Local Poverty Reduction Fund's objectives for the fund	Document Review Key Informant Interviews
Evaluation Issue 2: Design/Delivery		
Has the program been implemented and delivered as intended?	<ul style="list-style-type: none">The extent to which the program design elements meet the needs of single parent families receiving OWThe extent to which all components of FUSEDurham were implemented as planned (as per the LRPF application)<ul style="list-style-type: none">Number of families participating in the programType of families participating (e.g., size, single families, persons with disabilities, indigenous)Types of activities/life skills programs registered for	Survey Focus groups Administrative data Key informant interviews

	Performance Indicator	Data Source
	<ul style="list-style-type: none"> The delivery of the program within budget Challenges incurred due to design issues Lessons learned during implementation 	
Does the program have the appropriate administrative procedures in place for the efficient and effective delivery of the program?	<ul style="list-style-type: none"> Perceived view on the administrative structure to effectively and efficiently deliver the program 	Key informant interviews
Evaluation Issue 3: Performance		
Did the FUSEDurham Program meet its short-term outcomes?	<ul style="list-style-type: none"> Number of children participating in physical/recreation/leisure activities Number of parents participating in life skills programs Type of families participating (single families, disabilities, indigenous) Pre/post level of physical activity Pre/post level of socialization Perceived barriers to participation 	Administrative data review Survey Focus groups Key informant interviews
Did the FUSEDurham Program meet its medium-term outcomes?	<ul style="list-style-type: none"> Pre/post attendance in school Pre/post achievement scores in school Enhanced sense of well-being 	Survey Focus groups
Did the FUSEDurham Program contribute to decreased reliance on Ontario Works?	<ul style="list-style-type: none"> Employment status Total household income 	Survey

Figure 3: Evaluation Approach





This report combines the findings and data collected across all three years of the program to provide a comprehensive understanding of the impact of the program and recommendations to direct future decision making.

2.1 DOCUMENT REVIEW

Dig conducted a document review to gain an understanding of the objectives of the FUSEDurham Program and its alignment to OTF priorities, its intended design, and the resources and advertisements sent to program participants.

Documents reviewed included:

- Program description documents
- Grant application
- Steering Committee meeting minutes
- Program intake forms
- FUSEDurham advertisements (e.g., flyers, advertisements to clients)
- Budget documents

2.2 ADMINISTRATIVE DATA REVIEW

FUSEDurham's administrative data was provided to Dig to analyze the effectiveness of the program's design, implementation and preliminary achievement of outcomes.

Dig was provided the program administrative tracker which detailed:

- Family composition (e.g., size, age)
- Self-disclosed mental or physical health concerns
- Postal codes
- Total funding per family
- Programs enrolled per season
- Cost per program

In addition, Dig was given administrative data related to program budgeting and the implementation of workshops or programming for parents (e.g., financial literacy, art workshop, yoga).

2.3 PARTICIPANT SURVEYS

As mentioned earlier in section 1.3, the FUSEDurham Program was designed to test whether the intervention made greater changes in the participant experimental group (those receiving support) than the participant control group (those not receiving support).



As a result, surveys were completed with each group at three times throughout the program:

- **Baseline survey:** at the enrollment into the program;
- **Mid-point survey:** occurred six months after the first program for the experimental group, and at the year two mark for the control group; and
- **Post program survey:** administered at the end of the program.

A copy of all participant surveys can be found in appendix A.

All surveys tracked both groups' engagement in recreational activities for parents and children, their wellbeing and socialization, child's engagement in school, and parents' employment and financial status. With the exception of the baseline survey, all surveys were administered to participants online with periodic email reminders sent to participants and reminder phone calls from the Program Facilitator. To increase engagement for the baseline survey, telephone surveys were used in addition to emails.

Experimental Group: As seen in table 3, survey completion for the experimental group ranged from 52% to 81%.

Table 3: Experimental Group Survey Completion

Survey	Sample Size	Completion Rate	Field Dates
Baseline	58	81% (N=47)	Sept-Nov 2017
Mid-point	41 ¹²	80% (N=34)	June 2018- Feb 2019
Post	58	52% (N=30)	Nov -Dec 2019

Through the baseline survey, 97% of the parents noted being single parents, and 38% disclosed that someone in their family had a disability.

The average family had approximately two children with one family having six children (Table 4). Of the 47 families that completed the survey, they collectively had 104 children that ranged in age from under one year of age to twenty-two, with 24% of children enrolled in a recreation, active living and/or leisure program at the time of intake (Table 5).

Table 4: Experimental Baseline: How many children are in your family and what are their respective ages? (N=47)

Response Number of Children	% (N)
One	28% (13)
Two	34% (16)
Three	32% (15)
Four	4% (2)

¹² Some participants at the time of the survey implementation had not participated in activities yet and therefore we did not send the survey.



Response Number of Children	% (N)
Five	-
Six	2% (1)

Table 5: Experimental Baseline: Is your child currently enrolled in any recreation, active living, and/or leisure programs? (N=102)

Response	Yes	No
% (N)	24% (24)	76% (78)

Control Group: As seen in table 6, survey completion for the control group ranged from 80% to 38%. Given that these participants had very low interaction after project start-up with FUSEDurham, it was expected that there would be a lower response rate in comparison to the experimental group as the Program Facilitator may not be given updated addresses or contact information, which is common within this transient community. Acknowledging that this group did not get to benefit from the financial stipend, a \$25-\$50 gift card was given to each family as an honorarium for completing the survey each year.

Table 6: Control Group Survey Completion¹³

Survey	Sample Size	Completion Rate	Field Dates
Baseline	50	80% (N=40)	Sept-Nov 2017
Mid-point	50	62% (N=31)	Nov-Dec 2018
Post	50	38% (N=19)	Nov -Dec 2019

Through the baseline survey, 98% of the control parents reported being single parents, with 30% disclosing that someone in their family had a disability.

The average family had approximately two children with two families having four children (table 7). Of the 40 families that completed the survey, they collectively had 66 children that ranged in age from under one year of age to sixteen with only 29% of children enrolled in a recreation, active living and/or leisure program (Table 8).

Table 7: Control Baseline: How many children are in your family and what are their respective ages? (N=40)

Response Number of Children	% (N)
One	55% (22)
Two	30% (12)
Three	10% (4)
Four	5% (2)

¹³ Common challenges of a transient population including Ontario Works clients include survey participant drop-off due to change in address, emails and phone numbers.



Table 8: Control Baseline: Is your child currently enrolled in any recreation, active living, and/or leisure programs? (N=66)

Response	Yes	No
% (N)	29% (19)	71% (47)

2.4 KEY INFORMANT INTERVIEWS

Key informant interviews were conducted to gather a deeper understanding of the design and delivery of the program and outcomes achieved to date and also to explore any questions that emerged upon analysis of findings. In total, 5 key informant interviews were conducted with key stakeholders including:

- Steering Committee Members
 - Stacey Lepine, Senior Manager Early Years, Poverty Strategy, Durham District School Board
 - Stacey Gray-McQuat, Supervisor, City of Oshawa
- Program Facilitators¹⁴
 - Claire Morgan Dyer
 - Debbie Nickerson
 - Jacquie-Lynn Dever

All interviews were conducted over the phone and lasted between one to two hours in length.

Detailed interview guides can be found in Appendix A.

2.5 FOCUS GROUPS

To increase participants' engagement in the evaluation process and to collect feedback on the strengths and areas of opportunity for the program's implementation and outcomes achieved, focus groups were conducted with participants throughout the program. To increase participants engagement in the program, child minding and drawing-based evaluation activities were provided for the children to allow parents the ability to fully engage in the focus group discussion. Focus groups were held in community centres including the Boys and Girls Club, Whitby's Ability Centre and a local high school to increase attendance. Each focus group lasted two hours in length. In total, five to ten parents attended each focus group with between two and twelve children attending (Table 9).

Detailed focus group guides can be found in Appendix A.

¹⁴ One Program Facilitator was unable to attend the interview and did not provide a time to reschedule.



Table 9: Focus Group Attendance

Focus Group	Parents attended	Children attended
September 2018	8	12
June 2019	6	5
November 2019	5	2
November 2019	10	6

Pictures from focus groups



Image 1: Sample advertisement for the focus group



2.6 METHODOLOGICAL LIMITATIONS

The following were the limitations to the evaluation methodology. Please note, where possible, mitigation strategies such as triangulating evidence across multiple lines of evidence were used to address these limitations.

Attrition: The FUSEDurham Program was designed to support individuals who experience multiple barriers including low income and single parent families. As this program was a three-year initiative, it was expected that participants from this population would experience a lot of change and/or crisis and would become disconnected from the program overtime. This was especially seen with the control group who experienced no contact beyond the annual survey.

Despite following best practices including providing incentives for the participants in the control group and reaching out multiple times to participants by phone and email, lower than anticipated survey responses were collected from both groups for the final survey. This was especially true for the control group which had only 19 responses, likely due to the fact that participants had little incentive to participate beyond the gift card for completing.

Additionally, not all participants completed each survey resulting in only 22 of the experimental group having completed all three surveys (although 46 families received funding throughout the



three years). Due to the limited responses, the analysis has been conducted to compare participants collectively as a control or experimental group during each stage of the program.

Duration of Program: Due to unforeseen challenges in the unexpected need for a public health ethics review and establishing the policies and procedures, the program was delayed in implementation by almost a year. While the approach for the evaluation was adjusted to reflect this new timeline, it did further limit the amount of time available for experimental participants to access the supports and services provided in the program than originally intended – so outcomes of the program are based on approximately two instead of three years of funding.

Facilitator Turnover: Throughout the implementation of the FUSEDurham Program, there were a total of four Program Facilitators. This lack of consistency had varying effects on the program for participants as well as on administrative tasks. It is important to note, that this high level of turnover is consistent with the social services sector in Durham Region.

Participants were required to establish new relationships and trust with each new Program Facilitator. This caused a slight delay each time as the Program Facilitator worked to understand what each participant and their family needed and how to best support them.

Through the changeover in staffing, administrative tasks including participant tracking and enrollment data was not always consistently tracked as each Program Facilitator had their own approach. Efforts were made by the newest Program Facilitator to understand their predecessor approach and merge this with their work, however some enrollment data may have been lost throughout the process.

Dig worked with each Program Facilitator closely to update them on the evaluation process and keep procedures and data collection as consistent as possible. Given that no one Program Facilitator could speak to the impact that the program had on the families from beginning to end, a group interview was conducted with all Program Facilitators to get a better understanding of impacts for the final evaluation.



3.0 FINDINGS

This section presents the findings and supporting evidence from the evaluation of FUSEDurham.

3.1 RELEVANCE

Finding: FUSEDurham was seen to be **very relevant** to the primary target population (single parents on OW). This is supported through high engagement at the beginning of the program with high registration for both the experimental and control groups, the low withdrawal of experimental families, and overall satisfaction with the program.

Due to the nature of the program, the recreational aspect for both children and parents was much more sought after than the life skills training for parents. Parents were much more focused on providing their children with opportunities for social inclusion and physical activity than building their own skills to gain employment, therefore working towards **breaking the cycle of poverty** for children over parents.

3.1.1 Relevance to the Target Audience

As stated earlier in section 1.3, the FUSEDurham Program was designed to support single parent families receiving OW who live in one of the seven Priority Neighbourhoods identified by the Durham Public Health Department.

The FUSEDurham Program was very relevant to this population as 18% of all homes in Durham were single parent families in 2016¹⁵ with 8,821 single individuals or families in Durham region on OW.¹⁶

Its relevance was further illustrated by participant uptake. Due to the targeted population, FUSEDurham sent letters to potential participants on OW in the priority neighbourhoods introducing the program, its benefits, an invitation to join the program and next steps should the parent be interested in participating. The program was able to secure 108 families to participate in the program. As reported in the baseline survey, prior to the program, only 26% of the children and 11% of the parents from all families engaged in the program enrolled in recreation, active living and/or leisure programs, which may be a reason for the high engagement.

¹⁵ <https://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/details/page.cfm?B1=All&Code1=3518&Code2=35&Data=Count&Geo1=CD&Geo2=PR&Lang=E&SearchPR=01&SearchText=Durham&SearchType=Begins&TABID=1>

¹⁶ https://www.mcass.gov.on.ca/en/mcass/open/sa/trends/ow_trends.aspx



The relevance from the program was further illustrated by participants engagement throughout the three-year program. The administrative data illustrated that throughout the program, each family received funding on average six times with the more engaged families receiving funding up to eighteen times (across all children and parent). Each frequency of funding corresponds to a child, parent or family enrolling in a recreational or life skills programming during a program season or for a quarterly/yearly membership.

In the focus group, parents spoke highly of the program acknowledging that without the program, they would not have been able to afford to put their children in recreational programs, and that it had made a difference in their family lives with their children becoming more active. They also noted that the additional money and supports had also helped to decreased stress and increase their overall wellbeing.

"I am very very grateful for this program as I know there are many people who do not have access to programs like these."
- Participant

"I used to play hockey in my home country. Since moving here I can't afford it. I am so grateful this program allowed my children the ability to try this great sport."
- Participant

Program Facilitators and Steering Committee members also agreed on the relevance of this program to individuals on OW, as it provided them the support, administrative guidance and financial contributions to be able to enroll their children and themselves into community programs that they otherwise would not have joined. It was also felt that through the inclusion of two community individuals with lived experience on the Steering Committee, the program was able to ensure that the program remained relevant and real to those engaged.

"I think it's very essential, very important. We knew that there was an under served population in Durham, families that weren't accessing for multiple different reasons and being able to set a purposeful plan to find creative ways to access them was something that the project allowed us to do and was valid."
- Facilitator

It is worth noting that the life skills training component of FUSEDurham saw much less uptake than recreational, active living and leisure programs, with at most nine parents attending most of the life skills workshops offered throughout the life of the program (e.g., Winter Fun Break, no attendees; Financial Literacy, 9 attendees). More detailed information on the life skills events can be found in section 3.2.2.



3.1.2 Alignment with the Local Poverty Reduction Fund

The FUSEDurham Program was seen to be well-aligned with the objectives of the LPRF. The program intended to support parents in securing employment through life skills programming and provide opportunities for their children and themselves to engage in recreational programs. As the program continued to be implemented, the focus of supporting parents in securing employment was seen to be less relevant to their success as parents primarily focused the funding on allowing their children to participate in programming that they would have otherwise not been able to access.

This change in focus was seen by interviewees as continuing to align with the objectives of the LPRF as literature suggests that children who are able to participate in physical activity are more likely to break the cycle of poverty than their peers through improved habits, better perception of self, improved mental health, increased socialization and the development of key skills (e.g., working with others, time management)^{17, 18}. Therefore, the interviewees felt that in the long run, the program would contribute to decreased poverty in the province.

"The research shows that if you have people involved in recreation at a younger age, they notice that it becomes more of a lifestyle trend that helps them be successful later in life."

- Interviewee

"I think it was a longer-term approach. As opposed to two cohorts in to sample group I think that if this was, continuous funding from the government that it actually would assist in breaking the cycle of poverty because it's going to help people that are experiencing some mental health challenges and getting some respite and getting their kids engaged and developing skills to move beyond poverty."

- Interviewee

In addition, the evaluation did focus on two of the eleven indicators listed above including: Poverty Rates of Vulnerable Populations and Dept of Poverty (LIM-40). The achievements of these indicators are provided in section 3.3.

¹⁷ <https://www.acefitness.org/>

¹⁸ Bailey, R. (2006). Physical education and sport in schools: A review of benefits and outcomes. *Journal of school health*, 76(8), 397-401.



3.2 DESIGN AND DELIVERY

Finding: The design of the FUSEDurham Program was **successful** in helping the program meet its intended objectives. The flexibility to enroll in programs of choice with the support of the Program Facilitator helped parents navigate systems and register in programs were the key drivers of program success. Parents noted that **additional supports** (e.g., transportation, equipment) would enhance their ability to enroll their children in programming.

While there were challenges to get the program operating, the program was delivered as planned with 108 families registering in the program and **46 of the 58 experimental families** remaining engaged throughout the lifespan of the program. With **297 program enrollments** for the family and multiple life skills training sessions for parents, the program was delivered within budget and participants were satisfied with the delivery.

Considerations for a change of design would include assisting families with **additional supports** when enrolling their children in recreational programs (e.g., transportation, equipment). This could be through additional funding but also by building partnerships with other support organizations.

To increase updates in enrollment (e.g., more consistent/every session) it is recommended that the Program Facilitator review each families' registration at the beginning of each session, and provide the parent with additional support (e.g., searching for programs, registration process) as needed.

Participants also noted that some municipal registration process (e.g., online, requiring credit cards) **hindered their ability to register quickly**, and as a result, FUSEDurham participants are at a disadvantage. This was mitigated across the duration of the program as FUSEDurham was able to successfully set up **billing with four municipalities** that allowed families to register with third party billing that went directly to FUSEDurham. While the process created a more streamlined approach, participants still experienced challenges accessing open slots in their desired time period. To overcome some of these barriers it is important that the Program Facilitator work closely with the municipalities to mitigate some of these barriers (e.g., hold spots for FUSEDurham participants, earlier registration dates).

3.2.1 Governance

As mentioned earlier, a Steering Committee was established with representatives from AAARD to provide strategic guidance and support for FUSEDurham. This included a representative from Durham District School Board, Durham Region Public Health Department¹⁹, Recreational

¹⁹ The committee member from the Durham Region Public Health stepped down in the first year. This was due to the project scope (randomized control trial). The representative felt that the internal policies, procedures and approval process in dealing with a project of this nature would impact the overall project timelines.



Department of the Town of Whitby, Department of Recreation and Cultural Services of the City of Oshawa, City of Ajax, Abilities Centre, and Grandview Children's Centre. In addition, two parents in the program with lived experience were on the committee to provide context and a strong voice for those the program was supporting. Both interviewees shared that they felt that the Steering Committee was comprised of all the key members in the region.

"We had representation from non-profit sector. We had representation from municipal sector, we had representation from Ontario works. Originally, we had representation from public health who's responsible for the priority neighborhoods in Durham Region did understands the pockets of poverty in Durham. We had representation from inclusive services in special needs agencies who understood um, diverse needs of our population and then we also had the school board and recreation people with recreation background. The two most important people at the table were, the individuals that are (receiving) Ontario Works because they brought their lived experience."
- Interviewee

While this representation was seen as a large benefit to the program, unfortunately, because the committee positions were tied to job positions of partnered organizations, there was change over in almost all of the staff assigned to the Committee during the three years (e.g., members changed job positions so their replacements were tasked with joining the board). This change in Steering Committee staff caused a delay in program administration as staff needed to become familiar with the project and objectives.

"What team had put in (place) didn't transpire and carry over to the Steering Committee very well and it took a long time for the Steering Committee to get caught up on what exactly was the writing team saying in their proposal that got approved so there was a disconnect in goals of the program."
- Interviewee

Despite the changeover in members, the Steering Committee was seen to be able to achieve their required tasks including:

- Overseeing and monitoring the implementation of the project workplan and the evaluation plan; facilitating the development and implementation of the new or adapted initiatives;
- Ensuring that all aspects of the proposed intervention are fully accessible to people of all abilities;
- Actively participating in the project steering committee and contributing to its work.

However, it was noted that while for efficiencies, the day-to-day operations were managed by the Program Facilitator, that the Steering Committee could have been more engaged than they were. The meetings were felt to be used more to share information instead of strategic thinking which could have added value to the program.



"No, I don't think we used the steering committee to its full potential. I think we use the steering committee as an information sharing table as opposed to an actual steering committee that was guiding the work."

- Interviewee

3.2.2 Program Design

The FUSEDurham Program was designed to provide single parent families on OW with tailored supports and services to help them and their family enroll in recreational programming and life skills workshops. This was achieved through a Program Facilitator providing one-on-one support throughout the three years in selecting, registering and enrolling in the program.

Recreational Programs

Overall the program design was seen to be effective in encouraging participants to enroll into recreational programming as it provided individualized support to each family. This was especially important as each family had unique circumstances and experiences which required different levels of support including meeting in-person, as compared to email or phone calls. Additionally, the flexibility of the program allowed participants to use the funding however they chose to. This meant that participants could use their family allocation for a gym membership, community programs or towards a private program, depending upon their own interest and needs. This provided families with a sense of power and control.

"This program allowed me to choose what I wanted to participate in. I could choose anything I wanted. That was a nice change."

- Participant

While the program provided flexibility in programs to enroll in, the funding did not help to eliminate all barriers faced by participants to participate in the program, mainly including transportation and equipment. This was further supported through the survey, where 34% of parents did not feel they had sufficient access to supports (table 10).

Through the focus groups, parents shared that while they wanted to enroll their children in particular programs, even with the cost of the programming covered, they were still unable to afford the cost of bus tickets to attend a few times a week for them and their children. This was originally not included in the original design of the program due to top costs, administrative burden and the need for a partnership with the Durham Region Transit. However due to the need to improved transportation access, staff did begin to provide bus tickets for those requested later in the program.

"Taking a bus two times for 12 weeks to attend a program is expensive. I just can't afford that."

- Participant



Similarly, other noted to sign their children up for programs such as hockey, the cost of equipment outweighed the cost of the registration. Similarly, the Program Facilitator worked with other community agencies to help address this challenge to provide individuals with the necessary equipment, it is recommended that if the program were to be continued or scaled up, that transportation and equipment costs be considered as a line item in the overall budget or have plans to leverage existing partnerships such as Canadian Tire JumpStart, Make a Difference, or Their Opportunity to provide these additional supports (e.g., bathing suits, soccer shin guards).

Table 10: Experimental: How satisfied were you with the following aspects of the FUSEDurham Program? (N=30)

	Not at all	A little	Somewhat	A lot	Not Applicable
The support from the staff in selecting programs	3% (1)	23% (7)	10% (3)	60% (18)	3% (1)
The support from the staff in registering in the programs	3% (1)	17% (5)	7% (2)	73% (22)	-
The type of programs available for your child/children to participate in	7% (2)	7% (2)	30% (9)	57% (17)	-
The type of programs available for you to participate in	10% (3)	10% (3)	47% (14)	33% (10)	-
The adult workshops offered	10% (3)	10% (3)	33% (10)	23% (7)	23% (7)
The amount of funding provided	3% (1)	3% (1)	23% (7)	63% (19)	7% (2)
Access to additional supports (e.g., bus passes)	17% (5)	17% (5)	10% (3)	20% (6)	37% (11)
The support on how to access support after FUSEDurham	30% (9)	10% (3)	20% (6)	30% (9)	10% (3)

Life Skills Workshops

While the program's design was effective in enrolling participants in recreation programs, the program was less successful in engaging parents for the life skills programming. Throughout the life of the program, FUSEDurham delivered programming including a weekly yoga class, healthy living workshop, therapeutic art expression as well as how to apply for RESPs.



To increase engagement, food and childminding were offered at many of these programs, and a survey was sent to parents to identify topics of interest. However, despite these efforts, enrollment ranged from zero to nine participants (table 11). When reflecting on the program offerings, Program Facilitators and Steering Committee members were unsure of what programming would have better supported this population with some proposing offering programming on entrepreneurship or different mediums including an online forum or webinar. When speaking to parents, again they suggested that transportation supports would help, but overall, it was hard for them to take time for themselves as a single parent. This was further echoed by the high number of last-minute cancellations received for events with parents attributing it to an unforeseen situation or a ride falling through.

"Some of them have since started a business. I am wondering if that would have been something they would have attended a workshop on."
- Facilitator

Table 11: Life Skills Workshops

Title	Description	Number Attended	Dates	Partners
Off the Mat	Weekly yoga class during the summer to provide options for managing stress	6 people ²⁰	August 7 th -30 th , 2018	-
Winter Break Fun	Health Living Activities including smoothie making and how to cook on a budget	No attendees ²¹	January 4 th , 2018	Abilities Centre
Winter Break Fun	Participate in various sports and activities to determine what was of interest for them	2 people	December 29 th , 2018	YMCA Oshawa
Station Gallery "Self Expression" Art	Families participated in therapeutic art expressions to learn how to express their feelings and wellbeing	8 people	June 2019	-
Financial Literacy event	Participants learn how to be financially literate including how to use credit wisely	9 people	November 30 th , 2019	Community Development Council of Durham
Financial Empowerment Event	Participants learned how to apply for RESPs, the Canadian Learning Bond and open a free savings account	6 people	November 21 st and 22 nd 2019	Region of Durham & Service Canada
Paint Night	Participants were able to explore their creative side and learn what activities interest them	5 people	December 9 th , 2019	-

²⁰ Total six people attended across all weeks

²¹ Poor weather that day



Title	Description	Number Attended	Dates	Partners
Holiday Night	Participants were able to engage in an evening of winter activities	2 people	December 6 th , 2019	Canadian Caribbean Cultural Association of Durham
Deck the Walls Holiday Event	Participants spent the day with their children working together on various holiday activities through baking and cooking	4 people	December 14 th , 2019	-

Below are some photos from these events.



3.2.3 Program Delivery

Governance and Project Start-up

As noted earlier, the FUSEDurham Program did see some delays at the outset of the program. This delay was encountered to ensure proper processes were put in place for recruitment of participants.

FUSEDurham was overseen by a Steering Committee of 12 Durham Region community organization partners. Each committee member had their own approval processes to undertake when releasing and interacting with the public. One of the requirements was to conduct a formal ethics review. While necessary, this was not accounted for in the project timelines and caused a 1-2-month delay while decisions were being made and the ethics proposal was under review.

In addition, as this project was targeting single families on OW, the project partnered with Region of Durham Social Services Department to develop flyers to send to OW clients via mail (image 2). All information had to be reviewed and approved in advance of being sent and the mail out had to be completed by a Social Services Department staff member. So again, while all necessary to ensure the integrity of the project, this also caused an administrative delay.

Image 2: Initial advertisement sent to families about FUSEDurham



In the end, this delay did not have a significant impact on the delivery of the program, with FUSEDurham being able to fund families more often (e.g., more sessions) per year than originally budgeted and provided staff a key insight into the complexities and administrative burden of government and community groups working collaboratively during a project.

"It was kind of written with a great intent, but the delivery was very challenging because we weren't given what to do. We had to actually double back and use social services as our outreach, which did bring out a good population of people and awareness".
- Interviewee

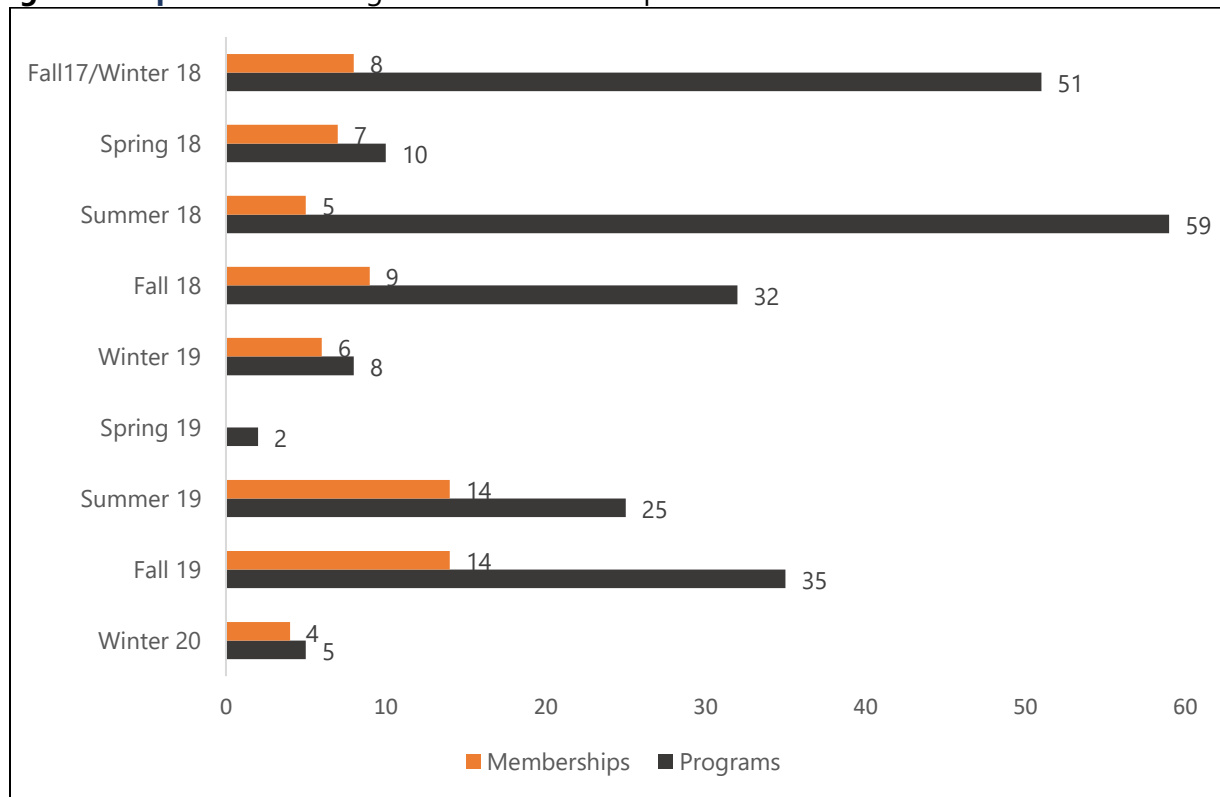
Enrollment: Recreation

FUSEDurham recruited 58 families into the experimental group and 50 families into the control group. This resulted in 129 children and 58 single parents having the opportunity to access to funding for recreational programs throughout the program.

Overall, FUSEDurham was successful in its delivery with 46 of those families engaged in the experimental condition enrolling in over 220 programs and almost 70 memberships during the past three years (figure 4). In particular, this meant that 94 children were able to enroll in at least one extracurricular recreation program as a result of FUSEDurham.



Figure 4: Experimental: Program and membership enrollment



Over the life of the program, families were able to receive funding for up to 10 sessions (once per season) for each child in the family. On average, each family received funding 6 times, with the lower end showing only receiving funding once or twice, and the high end being having one child in the family receiving support for seven registrations and the family total being 18.

Example of programs enrolled in include:

- Swimming
- Hockey
- Basketball
- Dance
- Drum lessons
- Martial arts
- Gym memberships
- Art
- Gymnastics
- Piano
- Soccer

While many families were very engaged throughout the lifespan of the program, it is recommended that the Program Facilitator review each family's registration at the beginning of



each session, and follow-up with the parent if the child is not currently enrolled in a program to find out why the child did not register for anything in that session and provide the parent with additional support (e.g., searching out programs, registration process) as needed. This required caused the Program Facilitator to “dig deeper” with each family taking up a large amount of administrative and program delivery time. While taxing for the Program Facilitator this approach did result in increased engagement efforts and helped to ensure that all families are taking full advantage of the program.

Enrollment: Life Skills (parents)

Following the design of the program implemented by the AAARD partners and Steering Committee, the Program Facilitators put classes in place such as yoga for parents. However, due to a lack of engagement of parents and lack of buy-in to the program, classes were not attended. In lieu of financial support, FUSEDurham considered a different approach and began offering compensation for transportation public transportation, food and childcare which were seen as barriers to engagement and attendance of classes. Attendance improved after these changes were made and more classes were offered such as art class and financial literacy.

As the program progressed, parents increased their engagement and began taking advantage of the opportunities. Parents participated in photography classes, financial literacy, First Aid/CPR, mental health courses, art workshops and took advantage of gym memberships to improve their mental and physical health. Some parents were unaware that FUSEDurham could fund programs for themselves and perceived it to be focused on their children’s activities.

“I went to an art work shop and it’s nice to get out of the house and learn to take care of myself more.”

-Participant

When compared to the parent focused classes, there was high engagement from children in activities such as dance, swimming, basketball and music.

“Learned how to play the drums with someone who was motivated and inspiring.”

- Participant

Partnership Training

In addition to programming and workshops for parents, FUSEDurham also provided training for staff in the sector. As seen in table 12 below, staff were able to learn how to better support participants needs and strategize on future programming.



Table 12: Partner Workshops

Title	Description	Number Attended	Date	Partners
Municipal Camp Inclusion Training	Front line staff from various municipalities learned how to interact with marginalized families through having an inclusive lens.	360 people	June 21 & 23 2018 (2 sessions)	Grandview, Abilities Centre & Kerry's Place
Bridges Out of Poverty	Learn how to move individuals from poverty to self-sufficiency by strengthening connections within the community, such as access to education, employment and housing.	20 people	June 7 th 2018	
AAARD Training Rack Card	Staff from various organizations and agencies in the Durham Region learned how to better support families by increasing access to services through FUSEDurham experience and introduction of Rack card.	92 people	September 20 th , 2018 and January 25 th 2019	Town of Ajax, Region of Durham Social Services, Grandview & Town of Whitby
Municipal Camp Inclusion Training	In partnership with Grandview and other organizations to train staff who worked 1:1 with children with special needs in summer camps to understand and support their development in a positive way.	20 people	June 20 th and 22 nd 2019 (2 sessions)	Grandview, Abilities Centre & Kerry's Place
LPRF Sustainability & Wrap Up	In order to focus on sustainability and the importance of connection with families, partnership agencies came together to focus on next steps, challenges and celebrate the successes of the program.	30 people	January 20 th 2020	

Training for sector staff was seen to be key by interviewees in the success of the program, and more specifically the Municipal Camp Inclusion Training, which provided front line staff with information on how to interact with marginalized family through an inclusive lens. This was seen by program staff to be a key program activity that will have long lasting impact as staff are now better equipped to support these participants and others from marginalized groups as they hopefully continue to access service across the Durham Region.

This training resulted in feedback from the process evaluation in the first year. At the beginning of the program, participants had challenges signing up for programming in person as individuals were not aware of FUSEDurham and the appropriate policies for enrolling a participant through this program. This led to participants feeling alienated and lost trust with the program. After this



training and further discussions with the Program Facilitators and staff across the Durham region, front line staff were made more aware of the appropriate protocol. Additionally, FUSEDurham was able to successfully set up billing with four municipalities that allowed families to register with third party billing that went directly to FUSEDurham.

Despite these advancements, the enrollment process still faced some challenges as participants had trouble following through the appropriate process (e.g., contacting the correct person, signing necessary forms) to secure a spot before they filled up. To overcome some of these barriers it is important that the Program Facilitator work closely with the municipalities to mitigate some of these barriers (e.g., hold spots for FUSEDurham participants, providing a two phased registration process with oral consent needed for securing the position).

Satisfaction with Delivery

When reflecting on the program delivery, almost all (90%) of the participants in the experimental condition were satisfied with the program (table 13). Most of participants were also satisfied with the support they received from the Program Facilitator when selecting the programs (70%) and registering (80%). This satisfaction was driven by the selection flexibility and ease of contacting the Program Facilitators outside of working hours.

Table 13: Experimental: Overall, how satisfied were you with your experience in the FUSEDurham Program? (Post N=30)

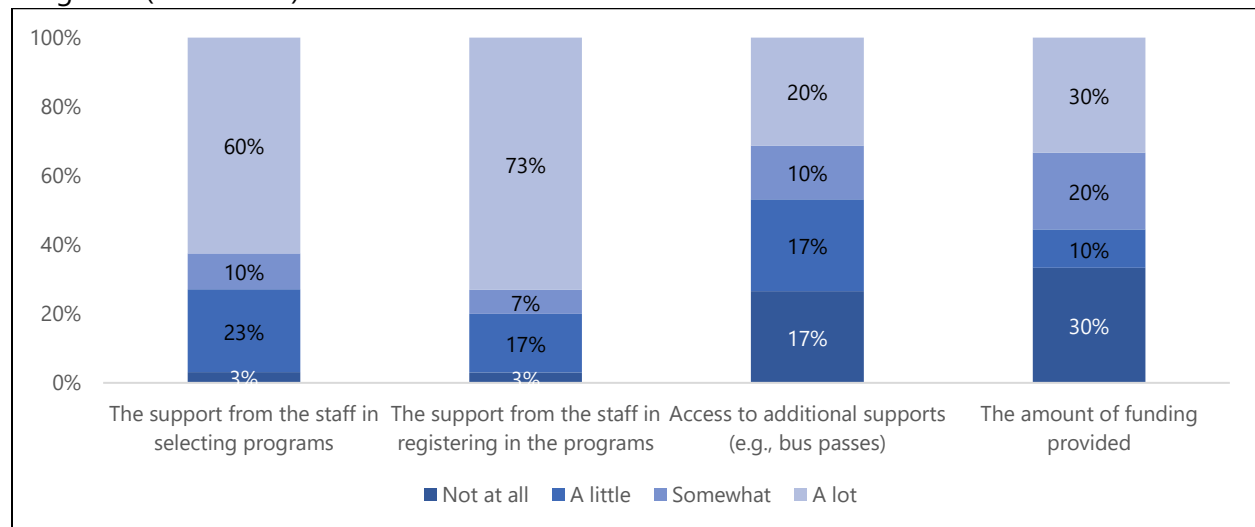
Response	%
Very	80%
Somewhat	10%
A little	7%
Not at all	3%

The ability for parents to select their ideal programming and get support from the staff in choosing and registering for the program was seen to be a key driver to the success of the program (figure 5). However, it is worth noting that many participants indicated confusion around how often they could receive funding and how it could be used. Some participants felt that funding could only be used for municipal programming, others were not aware it could be used for a gym membership. This led to frustration in participants as they later found out from other participants how the funds could be used and wished they had allocated their funds differently. Moving forward, a clear document or program handbook that outlines what each individual is able to access or use their funding for would be encouraged.

"We can use our money for a gym membership? I didn't know that. I would have gotten that had if I had known."
- Participant



Figure 5: Experimental: How satisfied were you with the following aspects of the FUSEDurham Program? (Post N=30)



When speaking with the participants, the relationship between them and the Program Facilitator was important to the overall experience with the FUSEDurham Program. As parents had experienced being abused by social systems and lacked trust in the system, a key part of the program effectiveness was to reaffirm that the program and system were there to support them. This was conveyed through constant and immediate feedback from the Program Facilitator, being offered support which led to action (e.g., registering for their child's activity) and building a caring and trust-based relationship with the Program Facilitators through in-person contact and follow-ups.

Across the four different Program Facilitators, parents felt that having a Program Facilitator who provided in-person contact, and immediate and constant feedback helped them remain engaged in the program and ensured that they were aware of upcoming registration dates and next steps.

"There were multiple occasions where I reached out for support to enroll my children in activities with a specific staff member, who ignored my efforts via phone and email, therefore my children missing the opportunity to participate for a season of the program. There were weeks that would go by that I tried to connect numerous times with no response, when I received responses, they were not helpful or promised support soon, that did not come until I had to connect to a supervisor for assistance."
- Participant

"I think this is partial in part to ensuring that staff understand and respect the participants from this program, their history, their background and their needs. Often, support workers or those who serve the community sometimes can be out of touch with the realities that those who do not have the same opportunities, incomes, upbringing and support in their lives. Those who are in the



position to help others - whether by choice or they are being paid to do so, need to provide that support and do so respectfully and professionally.”
- Participant

Budget

FUSEDurham Program ended up sending over its allotted budget over the three-year period for a total of \$558,948.94, almost \$11,000 over the given amount. Spending was on target for all line items (table 14).

Table 14: FUSEDurham Budget

OTF Category	Amount Given	Spent to Date	Variance
Direct Personal Costs	\$236,000.00	\$238,563.88	\$-2,563.88
Purchased Services	\$134,900.00	\$134,564.44	\$335.56
Workshops, Meetings, Convening	\$30,300.00	\$26,838.62	\$3461.38
Supplies & Materials	\$6,600.00	\$6,563.28	\$36.72
Travel	\$7,100.00	\$6,853.62	\$246.38
Evaluation	\$125,300.00	\$138,594.52	\$-13,294.52
Equipment/Capital	\$3,200.00	\$2,338.08	\$861.92
Other	\$4,600.00	\$4,632.50	\$-32.50
TOTAL	\$548,000.00	\$558,948.94	\$-10,948.94

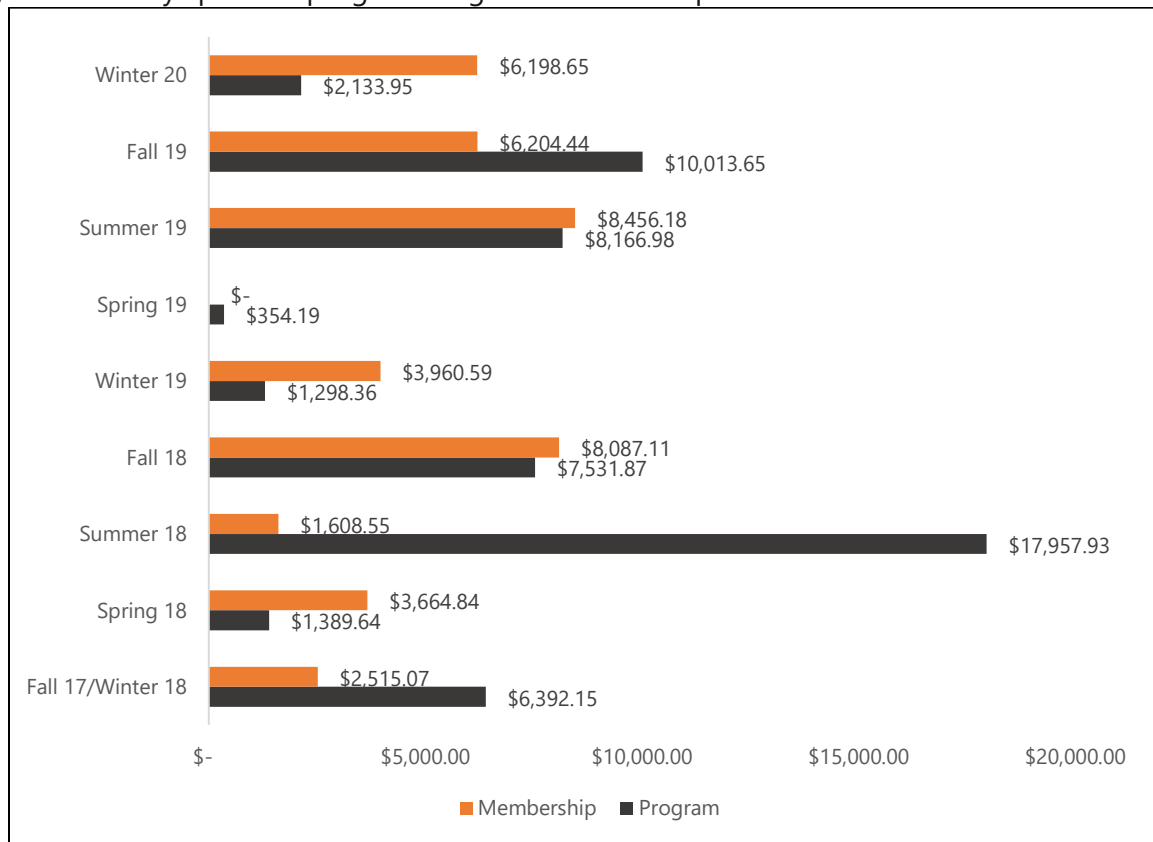
As a result of the 294 registrations in recreational or life skills programming, FUSEDurham directly spent \$94,816.17 on the families in the experimental group. This is in line with the projected budget line “Purchased Services”, with the additional funds used to provide of childcare services and additional supports for children with disabilities during camp. This use of the budget was seen by parents and FUSEDurham staff to be key in the program delivery as the childcare during workshops and evaluation events reduced a key barrier for many of the parents to attend, and the one-on-one support for children with disabilities allowed these children to be able to successfully and fully participate in summer camp.

On average each family in the experimental condition received \$1,975.34 across the three years with ten families not receiving any funding due to a lack of engagement. Through this funding participants were able to enroll in on average 6 programs or memberships including swimming, Kids Xfit, gymnastics, skating, hockey, summer camps, art classes, basketball and dance.

As seen in figure 6 below, spending remained fairly consistent across each season with higher participant enrollment in fall and summer each year. Of note the higher spending on participant programming in Summer 2018 was due in part to the delayed start and the push for greater participant engagement.



Figure 6: Money spent on programming and memberships



3.3 OUTCOMES

Finding: Results from the pre- and post-survey support that the FUSEDurham Program was successful in moving the needle on both of the targeted Poverty Reduction indicators. For example, in the experimental group, results show that there was **11% decrease in children** living in households below the 40% median income (**LMI-40**). Additionally, income figures show that there was a **4% decrease** in the number of households currently living in poverty (household income of less than half the median).

In addition to the Poverty Reduction indicators, the FUSEDurham Program also aimed to **improve wellbeing and belonging, improve school attendance, increase physical activity and develop new skills**. Overall, the experimental group showed improvements in all of the indicators with the exception of improving attendance in school.



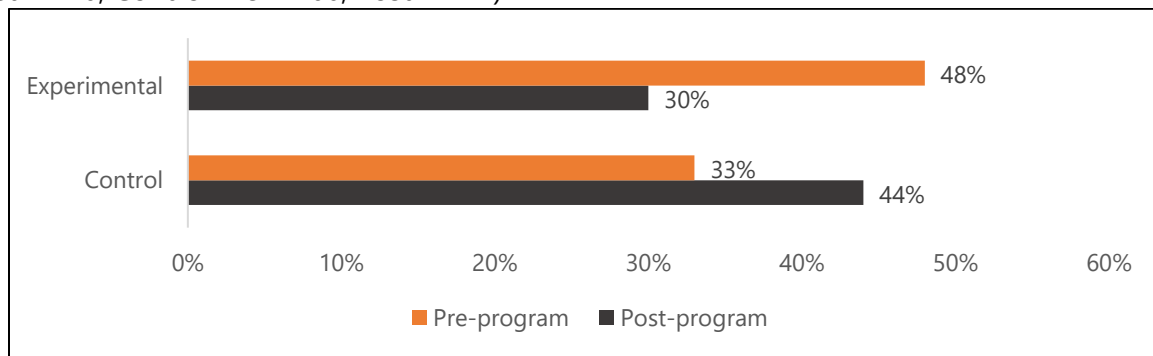
4.3.1 Impact on Depth of Poverty (LMI-40)

As stated in section 1.3, the primary Poverty Reduction Indicator that the FUSEDurham Program was designed to address the Depth of Poverty indicator (LMI-40). This indicator looks at the percentage of children living in households where income is below 40% of median income²², adjusted for family size.

According to participants self-reported monthly income from the beginning to the end of the program, survey results show that at the beginning of the program, 48% of children were living below LMI-40, with only 30% reporting living below the LMI-40 at the end of the program. This is a 18% decrease in children living in households below 40% of median income (figure 7).

The opposite trend was found in the control group, with reported incomes going down over the length of the program. Survey results show that at the beginning of the program, 33% of children were living in households below the LMI-40, with an increase to 44% of children living in household below the LMI-40 at the end of the program. This is a 11% increase in children living in households below the 40% median income.

Figure 7: Percent of children living in households below the LIM-40. (Experimental Pre N=104, Post N=70, Control Pre N=66, Post N=27)



The LMI-40 indicator is highly dependent upon income levels of parents; table 15 shows the average monthly income of the parents.

Table 15: Average self-reported monthly income

Group	Pre-program	Post-program
Experimental	\$1,755.30 (N=47)	\$2,050.43 (N=30)
Control	\$1,973.13 (N=40)	\$1,779.05 (N=19)

²² <https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=1110001301>



Reading this data is cautioned due to the self-reported data, and because of the large attrition rate. For example, the pre-program numbers are based on all participants that completed the baseline survey (experimental, N=47; control, N=40) and the post program results are based on those that completed the final survey (experimental, N=30; control, N=19).

4.3.2 Impact on Poverty Rates of Vulnerable Populations

FUSEDurham's secondary Poverty Reduction indicator was to address the Depth of Poverty. This indicator looks at percentage of adults from five vulnerable groups (newcomers, persons with disabilities, female lone parents, unattached individuals aged 45 to 64 and Indigenous people living off-reserve) who have a household income of less than half the median²³.

According to participants self-reported monthly income there was a slight improvement in individuals' income from priority groups with the experimental group seeing a decrease from 73% of participants have a household income of less than half the median, to 59% (figure 8).

Similar trends were seen amongst the control group, with only 2% of the participants reporting an increase in income as compared to 14% in the experimental.

Figure 8: Percent of adults who are from a vulnerable group whose income is below 50% of the median household income. (Experimental Pre N=45, Post N=29, Control Pre N=40, Post N=19)

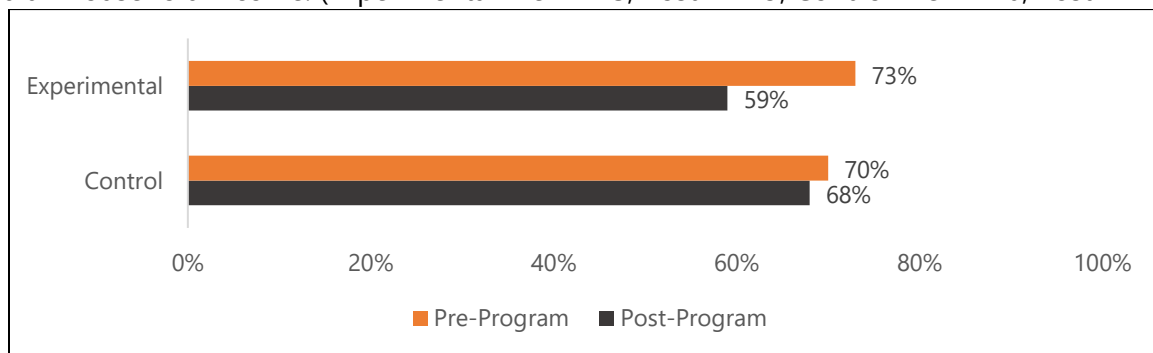


Table 16: Average self-reported monthly income

Group	Pre-program	Post-program
Experimental	\$1,751.09 (N=45)	\$2,000.45 (N=29)
Control	\$1,973.13 (N=40)	\$1,779.05 (N=19)

²³ <https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=1110001301>



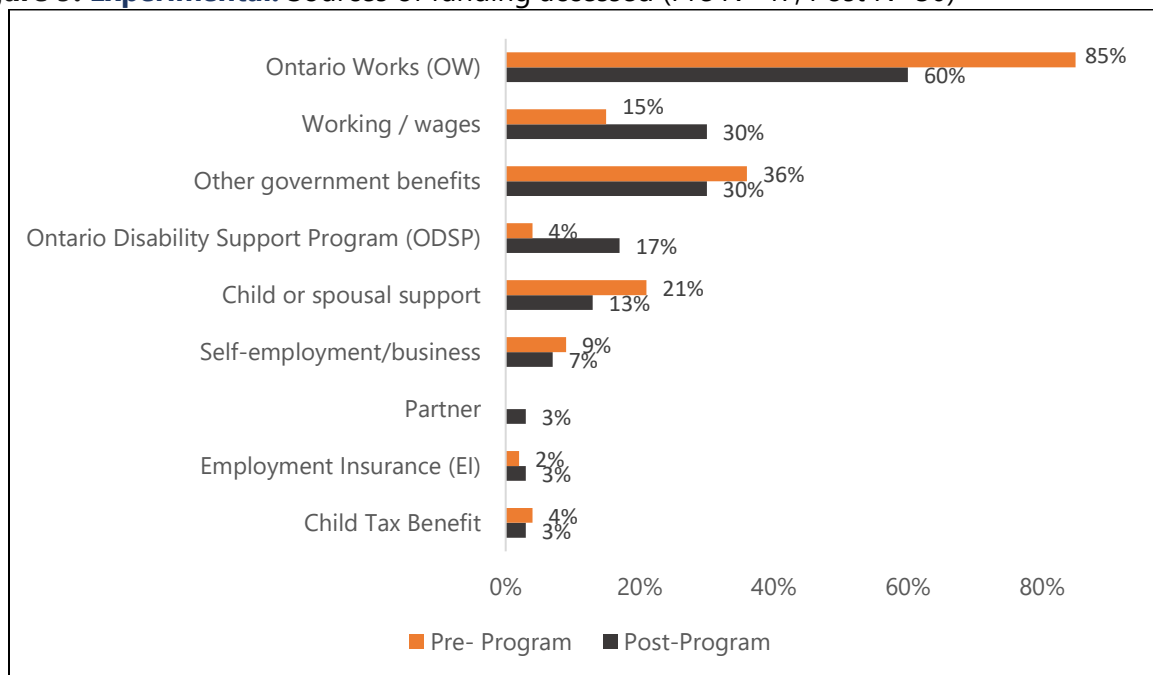
4.3.3 Decrease Reliance on Ontario Works and Other Supports

Throughout the lifespan of the FUSEDurham Program, participants in the experimental group identified a decreased use of Ontario Works and other support services (figure 9). Before joining the FUSEDurham, 85% of the participants in the experimental group accessed Ontario Works. After this program, there was a decrease of 20%, with now only 60% of participants accessing Ontario Works. Less participants in the experimental condition also accessed other government benefits (decrease of 6%) and child or spousal support (decrease of 8%) after the program (figure 9).

In line with the decreased use of support, the number of participants who reporting earning income from working wages doubled from 15% to 30% post program. This newfound employment was also shared by participants during the focus groups. There two parents shared that they each created their own start-up business with one being a part-time photographer and the other selling home-made health care products.

It is interesting to note, that while there is a decrease in services access overall, there was an increase in participants accessing ODSP, which may be due to increase awareness of appropriate services for participants provided by the Program Facilitator.

Figure 9: Experimental: Sources of funding accessed (Pre N=47, Post N=30)



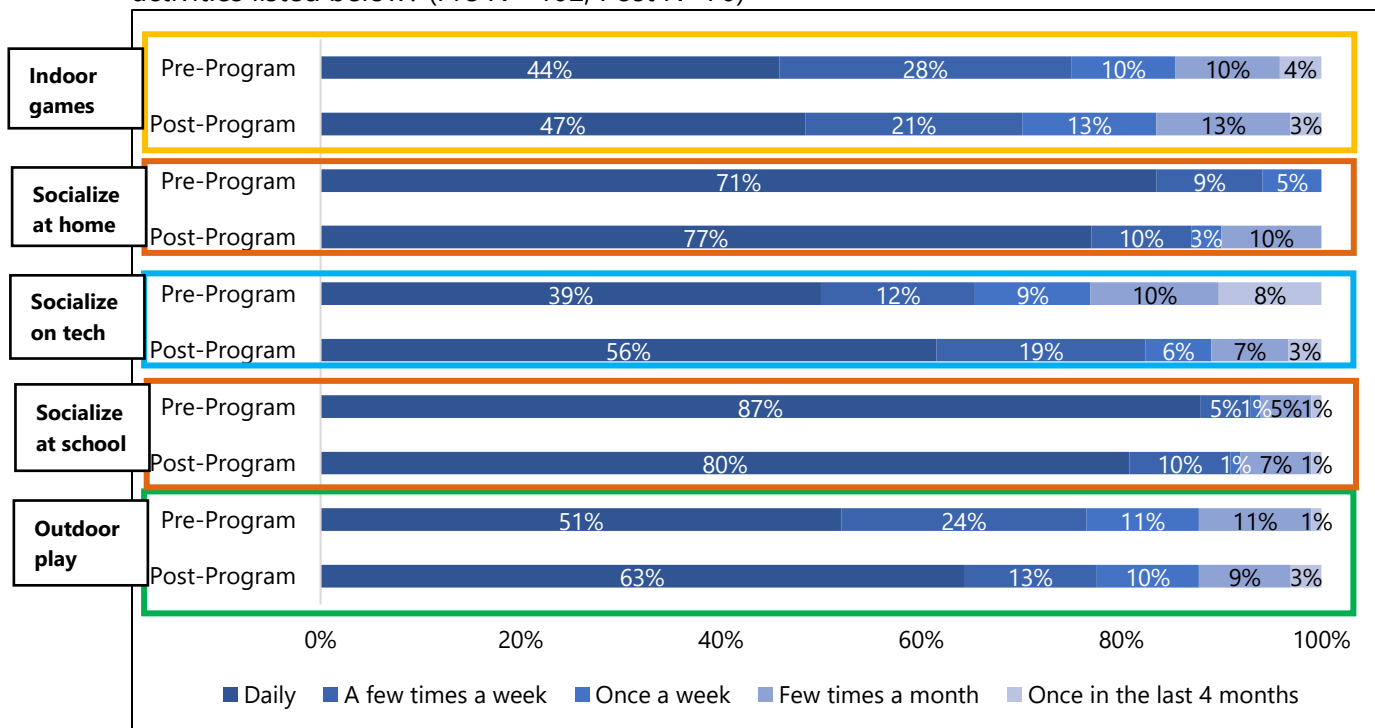


4.3.4 Improved Wellbeing and Belonging

Over the course of the three years, both children and parents in the experimental group illustrated improved wellbeing and belonging as a result of participating in the FUSEDurham Program.

Children: The program was seen to facilitate positive change on the children in the experimental group. Parents reported that as a result of the program, their children were able to socialize better at home with agreeance increasing from 71% before the program to 77% post. Children were also seen to play more after the program with a 12% increase in the number of children who participate in outdoor play after the program (51% pre; 63% post), and a 3% increase in the number of children who participate in indoor play during the same time (44% pre; 47% post; figure 10).

Figure 10: Experimental: Typically, how often does your *child* participate in the type of activities listed below? (Pre N= 102, Post N=70)

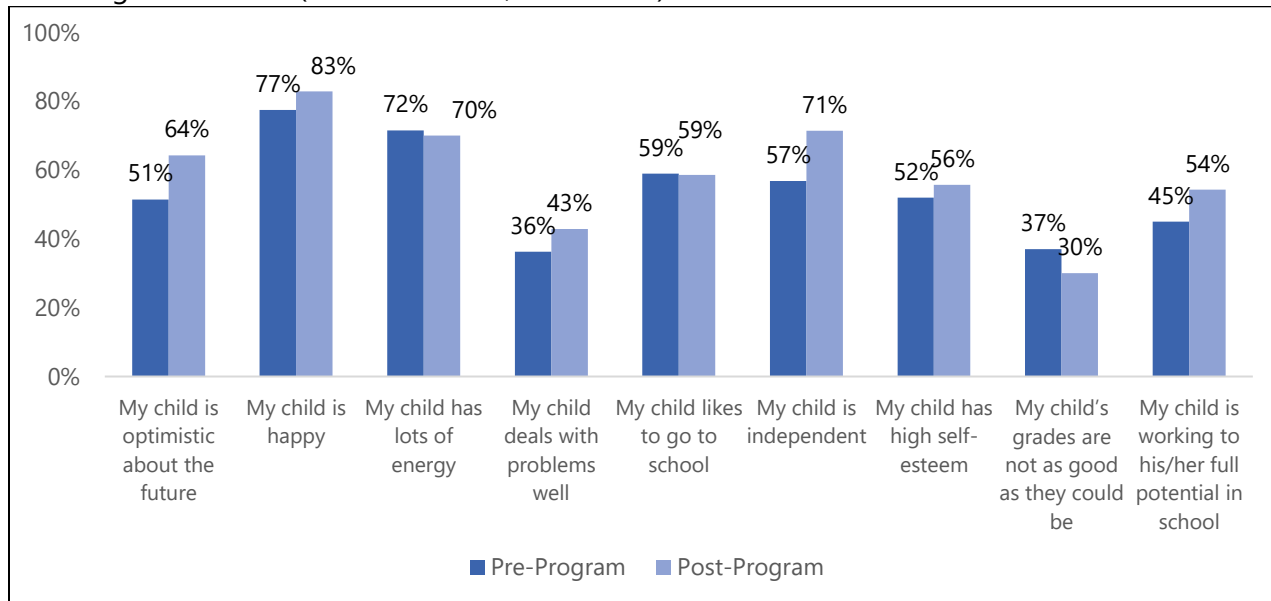


The program was also seen to impact participants wellbeing as parents felt that their children were more optimistic about their future. As seen in figure 11, slightly more parents agreed to six of the below statements after the program than before. The greatest improvement was seen in the following statements:

- My child is independent (57% pre; 71% post);
- My child is optimistic about the future (51% pre; 64% post);
- My child is working to his/her full potential in school (45% pre; 54% post); and
- My child is happy (77% pre; 83% post).



Figure 11: Experimental: Thinking of your child, how much do you agree or disagree with the following statements: (Pre N=100-102, Post N=70)



Children also shared through the focus group the impact the program had on them. As seen in the image to the right, one child shared that her favourite part of the new programs she was able to be enrolled in was making new friends.



Similarly, a teenage boy shared that without this program he would have spent all summer playing video games with little social interactions. As a result of this program he was able to attend zoo camp where he was able to interact with children his own age and with similar passions.

Parents: After participating in FUSEDurham, parents reported feeling happier more often, with fewer parents experiencing periods of sadness (figure 12). In addition to their more positive mental state, parents in the experimental condition were more satisfied with their life (17% pre; 34% post) and over half were optimistic about their future (55% pre vs. 57% post). While the majority of the other statements regarding one's outlook on life (e.g., I am free to decide how to live my life; figure 13) were relatively stable from the beginning to the end of the program.



Figure 12: Experimental: How much of the time during the past week were you...? (Pre N=27, Post N=30)

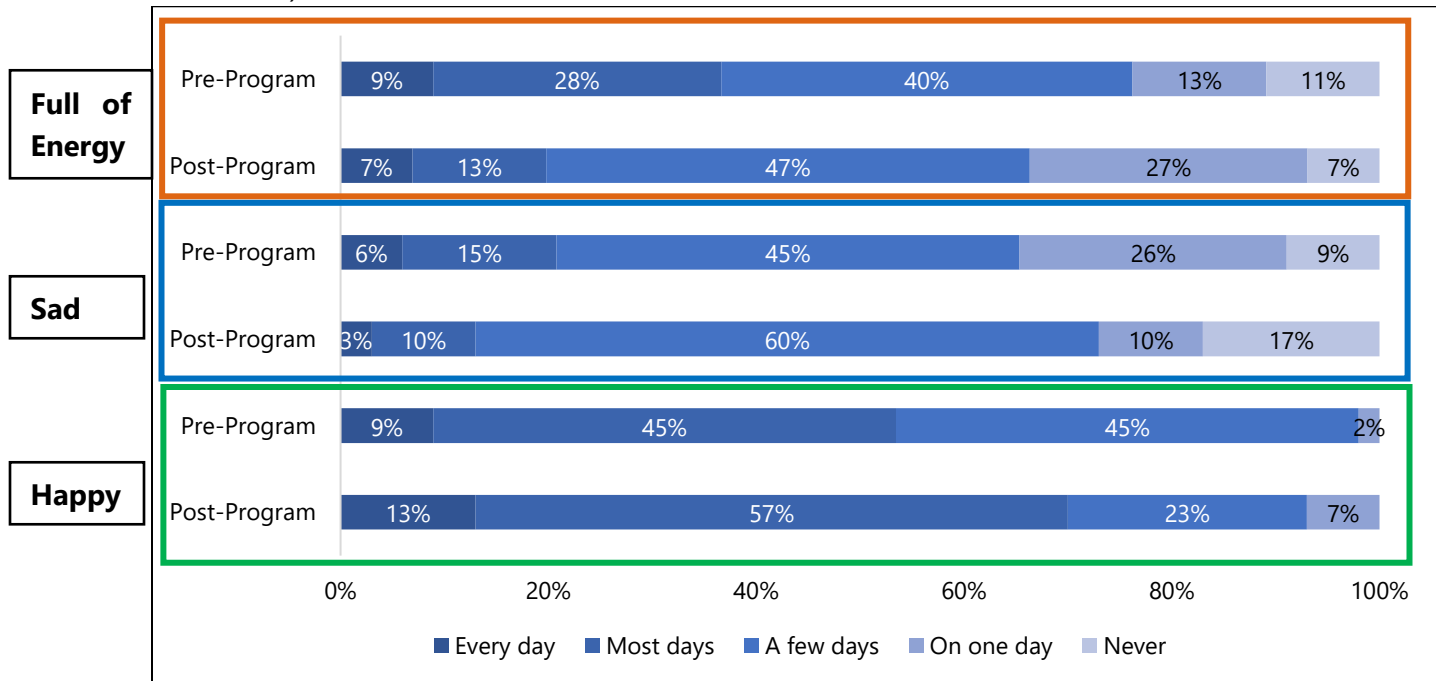
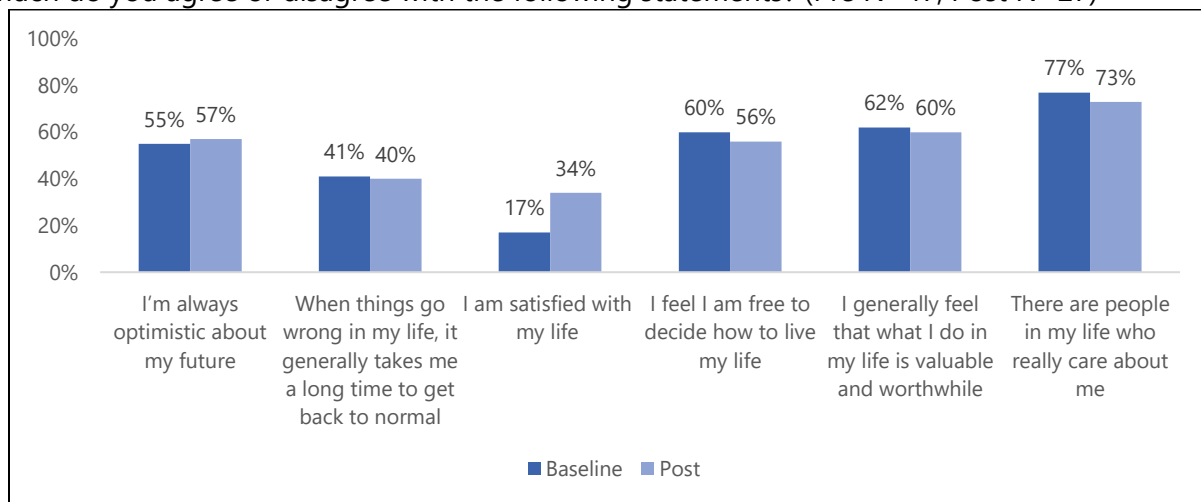


Figure 13: Experimental: Below are some statements about your feelings and thoughts. How much do you agree or disagree with the following statements? (Pre N=47, Post N=27)²⁴



²⁴ Strongly Agree" and "Agree" responses combined



4.3.5 Improved School Attendance

Overall, the FUSEDurham Program did not have an impact on school attendance for the experimental group. Parents reported their children missed on average more school (previous 6 months) at the beginning of the program (1.4 days/month) than the did at the end of the program (2.2 days/month).

It is worth noting that this same trend was seen in the control group (pre-program, 1.23 days; post-program, 1.6 days).

4.3.6 Other Outcomes

FUSEDurham also resulted in other outcomes for participants including:

- Increased physical activity
- Develop new skills

Increased Physical Activity

Parents from the experimental group reported that their children spent more time engaging in physical activity as a result of the FUSEDurham Program. This was attributed to funding from the FUSEDurham Program, giving them greater access and support to take part in activities such as dance, swimming and sport lessons, that otherwise may not be available to them.

"I could have never afforded to put my child in these dance classes. I recently moved to Canada and am struggling to make my ends meet. I am so grateful to this program to be able to let my boys do things they wanted to participate in."

- Participant

Through the focus group, both the parent of a child with autism, as well as the child themselves noted that the funding from FUSEDurham over the past three years was invaluable in and outside the program. This child used the funding for a gym membership where he would go when he is was feeling stress and anxious and it helped to let out his energy. This was seen by his mother to have been a major benefit to his well-being and the dynamics at home as he had a safe place to express his emotions and was also more focused at school as a result of it.

Furthermore, parents reported that since the beginning of the FUSEDurham Program, 59% of children experienced an increase in the amount of activity their child gets a day (table 17). Whereas, the control group only noted a 19% increase in physical activity over the past 3 years.

Table 17: Since participating in the FUSEDurham Program, would you say the amount of activity that your child gets per day has:



Response	Experimental N=70	Control N=27
Increased	59%	19%
Stayed the same	36%	26%
Decreased	1%	7%
Not sure	4%	48%

Develop New Skills

FUSEDurham also provided children and parents the ability to participate in programs for them to develop new skills. As a result of enrolling in different programs children were able to learn new skills like swimming or dancing or develop their existing passions like basketball or drama.



Pictures of participants learning to swim through the program

For one child, the program allowed him to be able to explore a future career opportunity. Prior to FUSEDurham, this child hoped to become a zoologist and through the program he was able to attend a week-long zoo camp this past summer. This camp provided him the opportunity to interact and feed different animals including snakes and mountain lions and determine whether this is an appropriate career for him.



4.0 CONCLUSION AND RECOMMENDATIONS

In 2016, the Durham District School Board, on behalf of AAARD, was successful in receiving \$548,000 from the Local Poverty Reduction Fund to design and implement the FUSEDurham Program. The program was a three-year, quasi-experimental initiative that provided funding to single parent families across the priority neighbourhoods in Durham Region on Ontario Works so that they and their children could enroll in recreation and active living programming.

The program was able to engage **108 families** in the program with 50 families in the control group (receiving no incentives) and the remaining 58 families from the experimental group. This meant that **129 children had access to paid recreation and life skill program as a result of FUSEDurham**. Throughout the program, 46 of these 58 families were able to access **294**



programs and gym memberships across the three years. This increased access to recreation and life skill programming resulted in improvements in participants' financial situation, wellbeing and level of physical activity.

The randomized control study program, FUSEDurham, was designed to address two of LPRF's poverty reduction strategy indicators, **Depth of Poverty** and **Poverty Rates of Vulnerable Populations**.

This project was successful in achievement of the **Depth of Poverty** outcomes as the percentage of children living in households that qualify as LMI-40 **reduced from 48% to 30%** by the end of the program for the experimental group. In contrast, the control group increased at the end of the three years from 33% to 44%, further supporting the impact of the FUSEDurham Program.

Similarly, the parents who were able to access programs through the FUSEDurham Program in the experimental group have **made progress** in their financial status with only 59% of the parents below the **poverty rate for vulnerable populations** at the end of the program, as compared to 73% at the beginning. Participants in the control group were seen to make some progress as well, though with only a 2% change (70% pre to 68% post).

Finding #1: FUSEDurham was seen to be very relevant to the primary target population (single parents on OW). This is supported through the high engagement at the beginning of the program with high registration for both the experimental and control groups, the low withdrawal of experimental families, and overall satisfaction with the program.

Due to the nature of the program, the recreational aspect for both children and parents was much more sought after than then the life skills training for parents. Parents were much more focused on providing their children with opportunities for social inclusion and physical activity than building skills to gain employment. Therefore, starting to break the cycle of poverty for the children over their parents.

Finding #2: The design of the FUSEDurham Program was successful in helping the program meet its objectives. As an individualized program, the flexibility to enroll in their desired programs and the support of the Facilitator to help parents navigate the system and register in these activities were the key drivers of success. Parents noted that additional supports (e.g., transportation, equipment) would enhance their ability to enroll their children in programming.

While there were challenges in the organization phase of the program, it was ultimately delivered as planned with 108 families registering and 46 of the 58 experimental families remaining engaged throughout the program lifespan. With 297 enrollments and multiple life-skills training sessions for parents, the program was delivered within budget and participants were satisfied with the delivery.



Recommendation #1: Acknowledging that families experience additional barriers to participation in recreation programming beyond registration cost, it is recommended that the program take a more holistic approach to providing support (e.g., transportation, equipment). This has begun to occur throughout the program in partnership with organizations including Canadian Tire Jumpstart and Their Opportunity. Moving forward it is recommended that more formal agreements are established, and an additional budget line is added to ensure these barriers to participate can be easily addressed.

Recommendation #2: Throughout the program, individualized, immediate support to program participants was identified as being a key component for future success. In particular, it was seen to be effective when the Program Facilitator reviewed the family's registration at the beginning of each session, and provide the parent with additional support (e.g., searching for programs, registration process) as needed. Should the program continue to occur and expand, it is important that sufficient staff be provided to support participants. Depending upon future delivery, this could involve a representative in each municipality or additional administrative support for the Program Facilitator to ensure consistent engagement throughout the program.

Recommendation #3: The repeated changes to the person in the role of Program Facilitator impacted the delivery of the program as participants had to re-establish relationships and trust with each new individual. Given the importance of trusting relationships to these populations, it is recommended that a consistent Program Facilitator hold this position. To increase tenure, it is recommended that the position become permanent full-time and additional support be provided to reduce burn-out.

Recommendation #4: FUSEDurham Program has achieved strong outcomes despite the limited duration of the program. Since many of the indicators are long-term goals, it is important that the program be maintained long-term, for example parents only exiting the program once they leave Ontario Works or their children graduate high school. This would allow parents a greater opportunity to participate in employment and life skill programming and give them a greater opportunity to establish these positive life habits. To maintain prolonged delivery, it is important that partnerships with municipal and community organizations be maintained and strengthened.

Recommendation #5: Parent engagement in life skills programs throughout FUSEDurham remained low, with the highest engagement occurring in financial literacy events with partner organizations or therapeutic art expression. To help increase engagement in future programming, it is recommended that FUSEDurham focus on financial literacy and skills-based programs that are offered with partners, instead of recreation focused programming.



Recommendation #6: Efforts were made by Program Facilitators and municipal staff throughout the three years to help mitigate some of the challenges participants faced when enrolling in programming. However, participants continued to face barriers in securing ideal time slots for desired programming. To mitigate this challenge, FUSEDurham should explore creative options as a Steering Committee towards registration including providing an earlier enrollment date or holding a limited number of spots. Through discussing the opportunities as a Steering Committee, it is hoped that increased collaboration and, where feasible, consistency of approaches would be established.

Recommendation #7: At the end of the program, participants remained unsure of their next steps. To help mitigate this, the Steering Committee, in partnership with their community organizations, should review the present available resources in the community and provide tailored and individualized support to help participants transitioning out the program to understand what and how to access the remaining supports.

Finding #3: As highlighted earlier in the section, the FUSEDurham Program was successful in addressing two of the LPRP indicators, Depth of Poverty and Poverty Rates of Vulnerable Populations.

In addition to the Poverty Reduction indicators, the FUSEDurham Program also aimed to improve wellbeing and belonging, improve school attendance, increase physical activity and develop new skills. Overall, the experimental group showed improvements in all of the indicators with the exception of improving attendance in school.



APPENDIX A: DATA COLLECTION TOOLS



BASELINE PARTICIPANT SURVEY

Invitation and Introduction

Dear <fname> <lname>,

[If experimental group]

As you know, you have been selected to be a participant of the FUSEDurham Program which includes 2 years of access to recreation, active living, and leisure programs offered by our Durham Region partners.

As this project is a research project funded by the Government of Ontario, this project requires a two-year commitment from participants to complete an annual survey to contribute to the evaluation of the project.

[If control group]

As you know, you have been selected to be a part of the control group for the FUSEDurham Program.

As this project is a research project funded by the Government of Ontario, this project requires a two-year commitment from participants in the control group to complete an annual survey to contribute to the evaluation of the project. You will receive an honorarium of \$100 for your participation.

[All]

This survey should take about 10 minutes to complete depending upon your responses. Please note that the deadline for completing this survey is XXXX.

Please click on the link below to start the survey.

MQO Research is a Corporate Member of the Canadian Marketing Research Intelligence Association (MRIA) which is responsible for regulating marketing research practices in Canada. MQO adheres very strictly to all MRIA guidelines of professionalism and privacy. If you would like to contact the MRIA to verify the legitimacy of this research study or our company please call 1-888-602-6742 ext. 8728 toll free or visit www.surveyverification.ca and reference survey Number: XXXXXXXXXX.

If you require assistance in completing the survey, please reply to this email and the survey administrator will respond to any technical issues or concerns you may have.

When you are ready to begin, please click on the link below:

<http://survey.m> >



Introduction screen

We would like to thank you for your participation in this survey. We very much appreciate your help with this research.

Please be assured that we are not selling or promoting any products or services but are simply interested in your opinions. This survey will take approximately 10 minutes to complete depending on your answers.

Please use the navigation buttons at the bottom of the screen to navigate throughout the survey.

You must answer each question before proceeding to the next screen. Please refrain from using the back button of your web browser or the enter key or your information may be lost.

Please note that the deadline for completing this survey is XXXX.

This online survey allows you the opportunity of completing it all in one sitting, or completing part of the survey and finishing it at a later date. To exit the survey, simply close your web browser and when you are ready to continue, just click on the link again to complete the remainder of the survey.



SECTION A: SCREENING

First, a few general questions about you and your family.

A1. Are you a parent of a single parent family?

- ☐ Yes
- ☐ No.....

A2. Do you or anyone in your immediate family have a disability?

- ☐ Yes
- ☐ No

A3. Do you or anyone in your family identify as indigenous?

- ☐ Yes
- ☐ No

A4. How many children are in your family and what are their respective ages?

Drop down age options

- ☐ 1
 - Age of child: ____
- ☐ 2
 - Age of child #1: ____
 - Age of child #2: ____
- ☐ 3
 - Age of child #1: ____
 - Age of child #2: ____
 - Age of child: #3 ____
- ☐ Other: _____

SECTION B: Questions about your child

[Repeat section B for each child – Recall from A4]

B1. Is your child currently enrolled in any recreation, active living, and/or leisure programs?

- ☐ Yes
- ☐ No – **SKIP TO QUESTION B4**



B2. How many recreation, active living, and/or leisure programs is your child currently enrolled in?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 or more

B3. Which activity/activities is your child currently involved in and through which organization is the activity offered (e.g., Activity: Basketball, Organization: Whitby Recreation)?

(RECALL # OF OPTIONS BASED ON B2)

Program/Activity: _____

Organization: _____

Program/Activity: _____

Organization: _____

B4: Do you experience any barriers when it comes to your child participating in recreation, active living, or leisure programs?

- ☐ Yes
- ☐ No – **SKIP TO QUESTION B6**

B5a: What are these barriers?

B5b: To what extent do you feel that participating in FUSEDurham as helped to decrease these barriers?

[Only to be asked in follow-up survey with experimental group]

- ☐ Very much
- ☐ Somewhat
- ☐ Very little
- ☐ Not at all

B6. For children and young people, physical activity includes play, games, sports, transportation, chores, recreation, physical education, or planned exercise, in the context of family, school, and community activities.



How many minutes of **physical activity**²⁵ would you say that your child gets per day?

- ☐ 0-20 minutes
- ☐ 20-40 minutes
- ☐ 40-60 minutes
- ☐ 1 – 2 hours
- ☐ More than 2 hours

B7. Typically, how often does your child participate in in 1 or more activities of this type²⁶?

[ROTATE OPTIONS]

	Daily	A few times a week	Once a week	Few times a month	Once in the last 4 months	Never
Indoor play and games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialize with other people at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialize using technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialize with other people at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outdoor play and games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B8: Thinking of your child, how much do you agree or disagree with the following statements²⁷:

[ROTATE OPTIONS]

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
My child is optimistic about the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child has lots of energy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child deals with problems well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child likes to go to school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

²⁵ World Health Organization, http://www.who.int/dietphysicalactivity/factsheet_young_people/en/

²⁶ Questions derived from the Participation and Environment Measure for Children and Youth

²⁷ Well-being questions derived from NEF.

http://b3cdn.net/nefoundation/094c9bd92c79f7129f_w5m6i2zzh.pdf



	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
My child is independent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child has high self-esteem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's grades are not as good as they could be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is working to his/her full potential in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B8. Thinking of the last 4-months (**RECALL PAST FOUR MONTHS**), on average how many days of school has your child missed per month? _____

SECTION C: Questions about you

C1. Are you currently enrolled in any recreation, active living, and/or leisure programs?

- ☐ Yes
- ☐ No – **SKIP TO QUESTION C4**

C2. How many recreation, active living, and leisure programs are you currently enrolled in?

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 or more

C3. Which activity/activities are you currently involved in and through which Organization is the activity offered? (e.g., Activity: Baseball, Organization: City of Oshawa)?

(RECALL # OF OPTIONS BASED ON C2)

Program/Activity: _____

Organization: _____

Program/Activity: _____

Organization: _____

C4. Are you currently enrolled in any skills learning programs?

- ☐ Yes
- ☐ No – **SKIP TO QUESTION C7**



C5. How many skills learning programs are you currently enrolled in?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 or more

C6. Which skills learning program are you involved in and through which Organization is the activity offered (e.g., Activity: eLearning for Adults, Organization: Durham District School Board)?

(RECALL # OF OPTIONS BASED ON C5)

Program: _____

Organization: _____

Program: _____

Organization: _____

C7: Do you experience any barriers when it comes to participating in recreation, active living, leisure and/or skills life programs?

- ☐ Yes
- ☐ No – **SKIP TO QUESTION C9**

C8a: What are these barriers?

C8b: To what extent do you feel that participating in FUSEDurham as helped to decrease these barriers?

[Only to be asked in follow-up survey with experimental group]

- ☐ Very much
- ☐ Somewhat
- ☐ Very little
- ☐ Not at all

C9: How much of the time during the past week were you...²⁸?

[ROTATE OPTIONS]

²⁸ Well-being questions derived from NEF.

http://b3cdn.net/nefoundation/094c9bd92c79f7129f_w5m6i2zzh.pdf



	Every day	Most days	A few days	On one day	Never
Happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Full of energy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

C10: Below are some statements about your feelings and thoughts. How much do you agree or disagree with the following statements²⁹?

[ROTATE OPTIONS]

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
I'm always optimistic about my future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When things go wrong in my life, it generally takes me a long time to get back to normal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I am free to decide how to live my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I generally feel that what I do in my life is valuable and worthwhile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are people in my life who really care about me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

²⁹ Well-being questions derived from NEF.
http://b3cdn.net/nefoundation/094c9bd92c79f7129f_w5m6i2zzh.pdf



SECTION D: Your Work/Income

D1. How many jobs have you held in the last 5 years?

_____ jobs

D2. What is the single longest duration of employment you have held?

_____ years / _____ months

D3. What is the longest duration of unemployment you have had?

_____ years / _____ months

D4. Are you currently... **CHECK ALL THAT APPLY**

- ☐ Not working
- ☐ Working part-time
- ☐ Working full-time
- ☐ Volunteering / doing an unpaid internship
- ☐ In school
- ☐ Unemployed and wanting to work
- ☐ Unemployed and not in a position to work
- ☐ Other: _____

D5. Are you currently looking for work? **CHECK ALL THAT APPLY**

- ☐ Yes
- ☐ No

D6. What are your current sources of income? **CHECK ALL THAT APPLY.**

- ☐ No income
- ☐ Partner
- ☐ Ontario Works (OW)
- ☐ Ontario Disability Support Program (ODSP)
- ☐ Employment Insurance (EI)
- ☐ Child or spousal support
- ☐ Other government benefits
- ☐ Working / wages
- ☐ Self-employment/business
- ☐ Other: _____



D7. How much total income do you receive a month?

Amount: _____

D8. What is your household income a month?

- ☐ Same as above **[RECALL D6]**
- ☐ Total household income (if different from above): _____

D9. Do you have enough income to pay for your basic needs (i.e., food, housing, heat, clothes for you and your family)?

- ☐ No, I don't have enough
- ☐ Yes, I have just enough for what I need
- ☐ Yes, and I have some left over to spend or save

Section E: Demographics

The following information will be used only to help us analyse the results and will be kept in the strictest confidence.

E1. How old are you?

- ☐ Under 18
- ☐ 18 - 24
- ☐ 25 - 29
- ☐ 30 - 40
- ☐ 41 - 50
- ☐ 51 - 60
- ☐ 61 or older
- ☐ Prefer not to say

E2. Are you

- ☐ Male
- ☐ Female
- ☐ Other: _____

Thank you for taking part in our survey.

If you have any other comments or suggestions regarding the FUSEDurham Program, please let us know below.



ANNUAL PARTICIPANT SURVEY

*to be distributed just to experimental group

Invitation and Introduction

Dear <fname> <lname>,

Thank-you for taking part in the FUSEDurham Program for the past 6 months. It has been an exciting year!

As you know, this project is a research project funded by the Government of Ontario, and as a participant in this program, we ask that you take some time to fill out this mid-term survey. Your responses will contribute to the evaluation of the project and will help to strengthen the program going forward.

Please complete the survey by clicking on the next button below. It should only take about 10 minutes to complete depending upon your responses.

Your responses will not be reported on individually but will be compiled with other participants in the program for confidentiality purposes, so please be honest.

Please use the navigation buttons at the bottom of the screen to navigate throughout the survey. You must answer each question before proceeding to the next screen. Please refrain from using the back button of your web browser or the enter key as your information may be lost.

If you require assistance in completing the survey, please email Marshal at marshal@diginsights.com or call 416-471-4005.

Recreation Levels (children)

1. How many children are in your family
 drop down 1-10

[Repeat Questions 2 – 8-for each child]

Next you will see questions regarding the activities that your child/children are involved in (e.g., child #1, child #2). Please think about each child individually as you answer the questions below.



2. How many recreation, active living, and/or leisure programs has **child #1** been enrolled in the past 6 months (since January 2018)?
 - ☐ 1
 - ☐ 2
 - ☐ 3
 - ☐ 4
 - ☐ 5 or more
3. **[RECALL #2]** Of the **[RECALL #2]** activities **child #1** is enrolled in, how many are partially or completely paid for through the FUSEDurham Program?
 - ☐ None of them
 - ☐ Some of them
 - ☐ All of them
4. For children and young people, physical activity includes play, games, sports, transportation, chores, recreation, physical education, or planned exercise, in the context of family, school, and community activities.

How many minutes of **physical activity**³⁰ would you say that **child #1** gets per day?

 - ☐ 0-20 minutes
 - ☐ 20-40 minutes
 - ☐ 40-60 minutes
 - ☐ 1 – 2 hours
 - ☐ More than 2 hours
5. Since participating in the FUSEDurham Program, would you say the amount of activity that **child #1** gets per day has:
 - ☐ Increased
 - ☐ Stayed the same
 - ☐ Decreased
 - ☐ Not sure
6. Typically, how often does **child #1** participate in the type³¹ of activities listed below?
[ROTATE OPTIONS]

³⁰ World Health Organization, http://www.who.int/dietphysicalactivity/factsheet_young_people/en/

³¹ Questions derived from the Participation and Environment Measure for Children and Youth



	Daily	A few times a week	Once a week	Few times a month	Once in the last 4 months	Never
Indoor play and games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialize with other people at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialize using technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialize with other people at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outdoor play and games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Thinking of **child #1**, how much do you agree or disagree with the following statements³²:
[ROTATE OPTIONS]

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
My child is optimistic about the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child has lots of energy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child deals with problems well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child likes to go to school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is independent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child has high self-esteem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's grades are not as good as they could be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is working to his/her full potential in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Thinking of the last 6-months (January – June 2018), on **average** how many days of school has **child #1** missed per month? _____ days/per month

³² Well-being questions derived from NEF.

http://b3cdn.net/nefoundation/094c9bd92c79f7129f_w5m6i2zzh.pdf



Barriers (children)

9. Before participating in the EDGE program, did you experience any of the following barriers when it came to your child/children participating in recreation, active living, or leisure programs?
- ☐ Cost
 - ☐ Transportation
 - ☐ Finding appropriate programs to meet need
 - ☐ Needing one-on-one support for your child
 - ☐ Child care (for other children not in program)
 - ☐ Other (please specify): _____
 - ☐ I did not encounter any barriers [SKIP TO QUESTION 11](#)
10. To what extent do you feel that participating in FUSEDurham has helped to decrease these barriers?
- ☐ Very much
 - ☐ Somewhat
 - ☐ Very little
 - ☐ Not at all
11. Are you presently encountering any of these barriers when it came to your child/children participating in recreation, active living, or leisure programs?
- ☐ Cost
 - ☐ Transportation
 - ☐ Finding appropriate programs to meet need
 - ☐ Needing one-on-one support for your child
 - ☐ Child care (for other children not in program)
 - ☐ Other (please specify): _____
 - ☐ I no longer have barriers to participation.

Questions about you

12. Are you currently enrolled in any recreation, active living, and/or leisure programs?
- ☐ Yes
 - ☐ No [SKIP TO QUESTION 14](#)
13. How many recreation, active living, and leisure programs are you currently enrolled in?
- ☐ 0
 - ☐ 1
 - ☐ 2
 - ☐ 3



- ☐ 4
- ☐ 5 or more

14. Are you currently enrolled in any skills learning programs?

- ☐ Yes
- ☐ No **SKIP TO QUESTION 16**

15. How many skills learning programs are you currently enrolled in?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 or more

16. How many of these activity/activities or skills learning programs are partially or completely paid for through the FUSEDurham Program?

- ☐ None of them
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 or more

17. Before participating in the EDGE program, did you experience any of the following barriers when it came to participating in recreation, active living, leisure and/or skills life programs?

- ☐ Cost
- ☐ Transportation
- ☐ Finding appropriate programs to meet need
- ☐ Child care
- ☐ Other (please specify): _____
- ☐ I did not encounter any barriers **SKIP TO QUESTION 19**

18. To what extent do you feel that participating in FUSEDurham as helped to decrease these barriers?

- ☐ Very much
- ☐ Somewhat
- ☐ Very little
- ☐ Not at all

19. Are you presently encountering any of the following barriers when it comes to participating in recreation, active living, leisure and/or skills life programs?

- ☐ No. I am no longer encountering any barriers



- ☐ Cost
- ☐ Transportation
- ☐ Finding appropriate programs to meet need
- ☐ Child care
- ☐ Other (please specify): _____

20. How much of the time during the past week were you...³³?

[ROTATE OPTIONS]

	Every day	Most days	A few days	On one day	Never
Happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Full of energy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Below are some statements about your feelings and thoughts. How much do you agree or disagree with the following statements³⁴?

[ROTATE OPTIONS]

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
I'm always optimistic about my future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When things go wrong in my life, it generally takes me a long time to get back to normal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I am free to decide how to live my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I generally feel that what I do in my life is valuable and worthwhile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

³³ Well-being questions derived from NEF.

http://b.3cdn.net/nefoundation/094c9bd92c79f7129f_w5m6i2zzh.pdf

³⁴ Well-being questions derived from NEF.

http://b.3cdn.net/nefoundation/094c9bd92c79f7129f_w5m6i2zzh.pdf



	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
There are people in my life who really care about me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your Work/Income

22. Are you currently... **Check All That Apply**

- ☐ Not working
- ☐ Working part-time
- ☐ Working full-time
- ☐ Volunteering / doing an unpaid internship
- ☐ In school
- ☐ Unemployed and wanting to work
- ☐ Unemployed and not in a position to work
- ☐ Other: _____

23. Are you currently looking for work?

- ☐ Yes
- ☐ No

24. What are your current sources of income? **CHECK ALL THAT APPLY.**

- ☐ No income
- ☐ Partner
- ☐ Ontario Works (OW)
- ☐ Ontario Disability Support Program (ODSP)
- ☐ Employment Insurance (EI)
- ☐ Child or spousal support
- ☐ Other government benefits
- ☐ Working / wages
- ☐ Self-employment/business
- ☐ Other: _____

25. How much total income do you receive a month?

Amount: _____



26. What is your household income a month?

- ☐ Same as above [\[RECALL QUESTION 25\]](#)
- ☐ Total household income (if different from above): _____ -

27. Do you have enough income to pay for your basic needs (i.e., food, housing, heat, clothes for you and your family)?

- ☐ No, I don't have enough
- ☐ Yes, I have just enough for what I need
- ☐ Yes, and I have some left over to spend or save

Thank you for taking part in our survey.

If you have any other comments or suggestions regarding the FUSEDurham Program, please let us know below.



1-YEAR CONTROL GROUP SURVEY

Invitation and Introduction

Dear <fname> <lname>,

Thank-you for taking part in the FUSEDurham Program!

As you know, this project is a research project funded by the Government of Ontario, and as a participant in this program, we ask that you take some time to fill out this mid-term survey. Your responses will to contribute to the evaluation of the project and will help to strengthen the program going forward.

Please complete the survey by clicking on the next button below. It should only take about 10 minutes to complete depending upon your responses.

Your responses will not be reported on individually but will be compiled with other participants in the program for confidentiality purposes, so please be honest.

Please use the navigation buttons at the bottom of the screen to navigate throughout the survey. You must answer each question before proceeding to the next screen. Please refrain from using the back button of your web browser or the enter key as your information may be lost.

As a thank you for completing the survey you will be given a \$50 online gift card to a store of your choice (e.g., Amazon, Wal-mart) for your time.

If you require assistance in completing the survey, please email Marshal at marshal@diginsights.com or call 416-471-4005.

Recreation Levels (children)

1. How many children are in your family
 - a. drop down 1-10

[Repeat Questions 2 – 8-for each child]

Next you will see questions regarding the activities that your child/children are involved in (e.g., child #1, child #2). Please think about each child individually as you answer the questions below.



2. How many recreation, active living, and/or leisure programs has **child #1** been enrolled in the past 6 months (since May 2018)?

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 or more

3. Of the [RECALL #2] activities **child #1** is enrolled in, how many do you receive subsidy for?

- ☐ None of them
- ☐ Some of them
- ☐ All of them

3b. Which recreational subsidy programs are you currently benefiting from?

- ☐ Pickering
- ☐ Ajax
- ☐ Whitby
- ☐ Oshawa
- ☐ Clarington
- ☐ Scugog
- ☐ Uxbridge
- ☐ Abilities Centre
- ☐ Boys and Girls Club of Durham
- ☐ Girls Inc. Durham
- ☐ Grandview Children's Centre
- ☐ YMCA Durham
- ☐ Canadian Tire Jumpstart
- ☐ Their Opportunity
- ☐ Other: (please specify)

3c. How did you find out about these subsidy programs? _____

4. For children and young people, physical activity includes play, games, sports, transportation, chores, recreation, physical education, or planned exercise, in the context of family, school, and community activities.

How many minutes of **physical activity**³⁵ would you say that **child #1** gets per day?

- ☐ 0-20 minutes
- ☐ 20-40 minutes
- ☐ 40-60 minutes
- ☐ 1 – 2 hours

³⁵ World Health Organization, http://www.who.int/dietphysicalactivity/factsheet_young_people/en/



☐ More than 2 hours

5. Over the past year, would you say the amount of activity that **child #1** gets per day has:
- a. Increased
 - b. Stayed the same
 - c. Decreased
 - d. Not sure

6. Typically, how often does **child #1** participate in the type³⁶ of activities listed below?

[ROTATE OPTIONS]

	Daily	A few times a week	Once a week	Few times a month	Once in the last 4 months	Never
Indoor play and games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialize with other people at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialize using technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialize with other people at school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Outdoor play and games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Thinking of **child #1**, how much do you agree or disagree with the following statements³⁷:

[ROTATE OPTIONS]

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
My child is optimistic about the future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child has lots of energy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child deals with problems well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child likes to go to school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

³⁶ Questions derived from the Participation and Environment Measure for Children and Youth

³⁷ Well-being questions derived from NEF.

http://b3cdn.net/nefoundation/094c9bd92c79f7129f_w5m6i2zzh.pdf



	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
My child is independent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child has high self-esteem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's grades are not as good as they could be	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child is working to his/her full potential in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Thinking of the last 6-months (January – June 2018), on **average** how many days of school has **child #1** missed per month? _____ days/per month

Barriers (children)

9. Are you presently encountering any barriers when it came to your child/children participating in recreation, active living, or leisure programs?

- ☐ Cost
- ☐ Transportation
- ☐ Finding appropriate programs to meet need
- ☐ Needing one-on-one support for your child
- ☐ Child care (for other children not in program)
- ☐ Other (please specify): _____
- ☐ I have no barriers to participation.

10. Of the barriers that you experiencing when it came to your child/children participating in recreation, active living or leisure programs, have they changed since last year?

	Have gotten worse	Stayed the same	Gotten Better
Recall barriers from previous question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Recall barriers from previous question</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Recall barriers from previous question</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Questions about you

11. Are you currently enrolled in any recreation, active living, and/or leisure programs?

- ☐ Yes
- ☐ No

SKIP TO QUESTION 14



12. How many recreation, active living, and leisure programs are you currently enrolled in?

- ☐ 0
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 or more

13. How many of these recreation, active living, and leisure programs do you receive subsidy for?

- ☐ None of them
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 or more

13b. Which recreational subsidy programs are you currently benefiting from?

- ☐ Pickering
- ☐ Ajax
- ☐ Whitby
- ☐ Oshawa
- ☐ Clarington
- ☐ Scugog
- ☐ Uxbridge
- ☐ Abilities Centre
- ☐ Boys and Girls Club of Durham
- ☐ Girls Inc. Durham
- ☐ Grandview Children's Centre
- ☐ YMCA Durham
- ☐ Canadian Tire Jumpstart
- ☐ Their Opportunity
- ☐ Other: (please specify)

13c. How did you find out about these subsidy programs?

14. Are you currently enrolled in any skills learning programs?

- ☐ Yes
- ☐ No [SKIP TO QUESTION 17](#)

15. How many skills learning programs are you currently enrolled in?

- ☐ 1



- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 or more

16. How many of these skills learning programs do you receive subsidy for?

- ☐ None of them
- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5 or more

17b. Which recreational subsidy programs are you currently benefiting from?

- ☐ Pickering
- ☐ Ajax
- ☐ Whitby
- ☐ Oshawa
- ☐ Clarington
- ☐ Scugog
- ☐ Uxbridge
- ☐ Abilities Centre
- ☐ Boys and Girls Club of Durham
- ☐ Girls Inc. Durham
- ☐ Grandview Children's Centre
- ☐ YMCA Durham
- ☐ Canadian Tire Jumpstart
- ☐ Their Opportunity
- ☐ Other: (please specify)

17c. How did you find out about these subsidy programs?

17. Are you presently encountering any of the following barriers when it comes to participating in recreation, active living, leisure and/or skills life programs?

- ☐ No. I am not encountering any barriers
- ☐ Cost
- ☐ Transportation
- ☐ Finding appropriate programs to meet need
- ☐ Child care
- ☐ Other (please specify): _____



18. Of the barriers that you are experiencing when it came to you participating in recreation, active living, leisure and/or skills life programs, have they changed since last year?

	Have gotten worse	Stayed the same	Gotten Better
Recall barriers from previous question	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Recall barriers from previous question</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Recall barriers from previous question</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. How much of the time during the past week were you...³⁸?

[ROTATE OPTIONS]

	Every day	Most days	A few days	On one day	Never
Happy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Full of energy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Below are some statements about your feelings and thoughts. How much do you agree or disagree with the following statements³⁹?

[ROTATE OPTIONS]

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
I'm always optimistic about my future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When things go wrong in my life, it generally takes me a long time to get back to normal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I am free to decide how to live my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

³⁸ Well-being questions derived from NEF.

http://b.3cdn.net/nefoundation/094c9bd92c79f7129f_w5m6i2zzh.pdf

³⁹ Well-being questions derived from NEF.

http://b.3cdn.net/nefoundation/094c9bd92c79f7129f_w5m6i2zzh.pdf



	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
I generally feel that what I do in my life is valuable and worthwhile	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are people in my life who really care about me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your Work/Income

21. Are you currently... **Check All That Apply**

- ☐ Not working
- ☐ Working part-time
- ☐ Working full-time
- ☐ Volunteering / doing an unpaid internship
- ☐ In school
- ☐ Unemployed and wanting to work
- ☐ Unemployed and not in a position to work
- ☐ Other: _____

22. Are you currently looking for work?

- ☐ Yes
- ☐ No

23. What are your current sources of income? **CHECK ALL THAT APPLY.**

- ☐ No income
- ☐ Partner
- ☐ Ontario Works (OW)
- ☐ Ontario Disability Support Program (ODSP)
- ☐ Employment Insurance (EI)
- ☐ Child or spousal support
- ☐ Other government benefits
- ☐ Working / wages
- ☐ Self-employment/business
- ☐ Other: _____



24. How much total income do you receive a month?

Amount: _____

25. What is your household income a month?

- ☐ Same as above [\[RECALL QUESTION 24\]](#)
- ☐ Total household income (if different from above): _____

26. Do you have enough income to pay for your basic needs (i.e., food, housing, heat, clothes for you and your family)?

- ☐ No, I don't have enough
- ☐ Yes, I have just enough for what I need
- ☐ Yes, and I have some left over to spend or save

If you have any other comments or suggestions regarding the FUSEDurham Program, please let us know below.

Thank you for taking part in our survey.



FOCUS GROUP GUIDE (PARENTS)

Introduction

Thank you for taking the time to meet with me. I am in evaluation consultation with Dig Insights and I am conducting the evaluation of the FUSEDurham Program.

The primary objective of this meeting is to talk about what you, as participants in the program, think about the program in terms of the relevance, design and delivery of the program, early achievements, and if you feel this program is meeting both yours and your child's (or children's) needs.

The information you provide in this group is for evaluation purposes. Your specific responses will not be attributed to you as an individual in any evaluation report resulting from this study.

Relevance

1. To what extent do you think the FUSEDurham Program responsive to the needs of children from single parent families?
2. To what extent do you think the program is responsive to the needs of you, the parent, in a single parent family?

Program Design and Delivery

3. Thinking about the design of the program – for example the application process or the program available to take part in – is the FUSEDurham Program adequate to meet yours and your children's needs?
4. Did you encounter any challenges when taking part in FUSEDurham?
 - a. What were they?
 - b. What would you like to see changed in the future?

Achievement of Outcomes

5. Has taking part in the FUSEDurham Program helped overcome barriers for you and your family when participating in active living, recreation and leisure programming? Why or why not?



6. While, it is early in the program, it would be good to get a sense of any outcomes you may already be seeing as a result of your child, or children, taking part in recreation or leisure programming of their choice as a part of the FUSEDurham Program.
 - a. Have you seen an increase in their physical activity levels?
 - b. Have you seen a change in the amount they are socializing with other children?

Closing

7. Based on what you know about the program, is there anything that you would change to make it more relevant or useful to you or your child/children?
8. Is there anything else you would like to add?

Thank you for your input in this evaluation process.



PARENT ACTIVITY SURVEY

Invitation and Introduction

Dear <fname> <lname>,

Thank you for taking part in the FUSEDurham Program.

As you know, part of the program is to provide programming for parents, so we are inviting you complete this short survey to let us know what type of activities you would like to see offered.

Note: The survey is completely confidential, and only rolled up results will only be provided to FUSEDurham.

If you require assistance in completing the survey, please email Marshal at marshal@diginsights.com or call 416-471-4005.

1. What type of activity would you like to participate in? *Select all that you are interested in*
 - a. Financial literacy/budgeting session
 - b. Art class
 - c. Music class
 - d. Fitness class
 - e. Resume writing session
 - f. Job search session
 - g. Session on available community supports in the Durham Region
 - h. Session on available financial supports in Durham Region (e.g., recreation supplements)
 - i. Other (please specify): _____



2. What time of day would be best for you to attend an activity or information session? *Select all times that work for you*

	Morning (9-11 am)	Lunch (11 am – 2 pm)	Afternoon (2-5pm)	Evening (5-8 pm)
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Sunday				

3. Would you need childminding/care to participate in the activity or information session?
- Yes, if during school hours
 - Yes, if in the evening
 - Yes, I will always need childminding
 - No, I do not need childminding
4. Will you need bus tickets to access the activity or information session?
- Yes
 - No
5. Which city(s) would be the most convenient for you to attend an activity or information session?
- Oshawa
 - Whitby
 - Pickering
 - Ajax
 - Clarington
 - Oxbridge
 - Brock
 - Scugog
6. What city do you live in?
- Oshawa
 - Whitby
 - Pickering
 - Ajax
 - Clarington
 - Oxbridge
 - Brock



h. Scugog

7. Thank you for completing this survey. Do you have anything else you would like to add?



FOCUS GROUP/ INTERVIEW GUIDE

Introduction

Thank you for taking the time to meet with me. As you know we are reaching the end of the 3-year FUSEDurham Program and as part of the final evaluation, we wanted to bring the Program Facilitators together to capture your insights and experience coordinating the program.

The information you provide is for evaluation purposes only. Whatever you share will remain anonymous and will be reported collectively in the final report.

I also want to acknowledge that the program has evolved a great deal over the past three years, so feel free to speak to your own experiences, and how your experience is different than your peers - we are not looking for consensus.

Relevance

1. In your opinion, how relevant do you think the FUSEDurham Program is the children and single parent families on Ontario Works?
 - a. Why do you think this?
2. Do you think the program was effective in reaching its target audience (single parent families on OW)?
 - a. Was it more effective reaching one population (e.g., parents, children) than another?
 - b. How about by location? Or age groups?
3. The Local Poverty Reduction Fund is designed to focus on breaking the cycle of poverty for children and youth and employment and income security for people in, or at risk of, poverty. How well do you think FUSEDurham aligns with these priorities?

Program Design and Delivery

4. How effective do you think the design of the FUSEDurham Program was in respect to program deliver?
 - a. Recruitment
 - b. Contact/ participant engagement
 - c. Registering participants
 - d. Sustainability planning



- e. Administrative structure (e.g., board, data tracking and entry)
- 5. Thinking about the delivery of the program, what do you think was effective or key aspects to the delivery in reaching its intended outcomes?
 - a. Was this originally planned or maintained throughout the program?
 - b. Why do you think this was effective?
- 6. What challenges or barriers did the program experience when delivering the program?
 - a. How, if at all, were you able to address this?
 - b. How do you think this could be addressed if this program was to be delivered again?
- 7. What parts of the design and delivery of the program really helped to achieve the outcomes of the program? Which components do you think hindered it or could have helped it be more successful?

Achievement of Outcomes

- 8. Thinking about the intended outcomes of the program, how effective do you think the program was in increasing children's...
 - a. Engagement in physical/recreation/leisure activities
 - b. Socialization skills
 - c. Achievement and attendance in school
 - d. Well-being

How do you know this? How do you think the program could have better reached these outcomes?

- 9. Are there any other changes you have seen in children who participated in the program?
- 10. Thinking about the intended outcomes of the program, how effective do you think the program was in increasing parent's...
 - a. Employment status
 - b. Well being
 - c. Household income
 - d. Engagement in physical/recreation/leisure activities



How do you know this? How do you think the program could have better reached these outcomes?

11. Are there any other changes you have seen in children who participated in the program?
12. Thinking back on the program over the three years, aspects of the program do you think were key in facilitating this success?
 - a. What changes do you think should be made if this program was to be delivered again to help strengthen the program?

Closing

13. In your opinion, is a program like FUSEDurham still needed going forward?
14. Is there anything else you would like to add?

Thank you for your input in this evaluation process.



APPENDIX B: BASELINE CONTROL SURVEY RESULTS



CONTROL BASELINE SURVEY RESULTS

SECTION A: SCREENING

First, a few general questions about you and your family.

1. Are you a parent of a single parent family? (N=40)

Response	Yes	No
% (N)	98% (39)	3% (1)

2. Do you or anyone in your immediate family have a disability? (N=40)

Response	Yes	No
% (N)	30% (12)	70% (28)

3. Do you or anyone in your family identify as indigenous? (N=40)

Response	Yes	No
% (N)	3% (1)	98% (39)

4. How many children are in your family and what are their respective ages? (N=40)

Response Number of Children	% (N)
One	55% (22)
Two	30% (12)
Three	10% (4)
Four	5% (2)
Five	-
Six	-

Response Age of Children (N=66)	% (N)
Less than one	2% (1)
One	5% (3)
Two	8% (5)
Three	6% (4)
Four	9% (6)
Five	5% (3)
Six	18% (12)
Seven	6% (4)
Eight	6% (4)
Nine	8% (5)
Ten	3% (2)
Eleven	11% (7)
Twelve	5% (3)



Response Age of Children (N=66)	% (N)
Thirteen	8% (5)
Fourteen	-
Fifteen	2% (1)
Sixteen	-
Seventeen	2% (1)

SECTION B: Questions about your child

5. Is your child currently enrolled in any recreation, active living, and/or leisure programs? (N=66)

Response	Yes	No
% (N)	29% (19)	71% (47)

6. How many recreation, active living, and/or leisure programs is your child currently enrolled in? (N=19)

Response	One	Two
% (N)	89% (17)	11% (2)

7. Which activity/activities is your child currently involved in and through which organization is the activity offered (e.g., Activity: Basketball, Organization: Whitby Recreation)? (N=19)

Response Type of Activity	% (N)
Ballet	5% (1)
Basketball	5% (1)
Dance	16% (3)
Food for thought	5% (1)
Gymnastics	11% (2)
hockey	5% (1)
Karate	11% (2)
Music lessons	5% (1)
Play group	11% (1)
Soccer	5% (1)
Swimming	21% (4)

Response Organization	% (N)
Ajax FC	5% (1)
Dance Inc.	5% (1)
Durham school of ballet and contemporary dance	11% (2)
Early years Ontario	11% (2)
Foot Note Dance Academy	5% (1)



Response Organization	% (N)
Legends Centre (sponsored by Ontario Works office)	5% (1)
Municipality of Clarington	5% (1)
NASC Hockey	5% (1)
Private lessons	5% (1)
Scugog recreation	11% (2)
Taylor Gymnastics (got help from jumpstart Canada)	5% (1)
Through the city	5% (1)
Town of Pickering	5% (1)
Whitby Wildcats	5% (1)
YMCA	11% (2)

8. Do you experience any barriers when it comes to your child participating in recreation, active living, or leisure programs? (N=66)

Response	Yes	No
% (N)	71% (47)	29% (19)

9. What are these barriers? (N=47)

- Cost
- Transportation
- Child's disability
- Parent's disability
- Under socialized

10. For children and young people, physical activity includes play, games, sports, transportation, chores, recreation, physical education, or planned exercise, in the context of family, school, and community activities.

How many minutes of **physical activity** would you say that your child gets per day? (N=66)

Response Organization	% (N)
0-20 minutes	6% (4)
20-40 minutes	33% (22)
40-60 minutes	21% (14)
1 – 2 hours	29% (19)
More than 2 hours	11% (7)

11. Typically, how often does your child participate in in 1 or more activities of this type? (N=66)



	Daily	A few times a week	Once a week	Few times a month	Once in the last 4 months	Never
Indoor play and games	59% (39)	32% (21)	2% (1)	3% (2)	5% (3)	-
Socialize with other people at home	76% (50)	6% (4)	2% (1)	6% (4)	2% (1)	5% (6)
Socialize using technology	36% (24)	14% (9)	15% (10)	14% (9)	-	21% (14)
Socialize with other people at school	68% (45)	18% (12)	2% (1)	-	2% (1)	11% (7)
Outdoor play and games	50% (33)	35% (23)	3% (2)	8% (2)	5% (3)	-

12. Thinking of your child, how much do you agree or disagree with the following statements:
(N=66)

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
My child is optimistic about the future	2% (1)	5% (3)	27% (18)	50% (33)	5% (3)
My child is happy	-	3% (2)	9% (6)	48% (32)	39% (26)
My child has lots of energy	-	11% (7)	8% (5)	32% (21)	33% (50)
My child deals with problems well	6% (4)	30% (20)	27% (18)	32% (21)	5% (3)
My child likes to go to school	3% (2)	6% (4)	23% (15)	35% (23)	33% (22)
My child is independent (N=102)	5% (3)	12% (8)	14% (9)	56% (37)	14% (9)
My child has high self-esteem	3% (2)	20% (13)	30% (20)	35% (23)	12% (8)
My child's grades are not as good as they could be	11% (7)	36% (24)	32% (21)	8% (5)	14% (9)
My child is working to his/her full potential in school	9% (6)	11% (7)	24% (16)	45% (30)	11% (7)

13. Thinking of the last 4-months (**RECALL PAST FOUR MONTHS**), on average how many days of school has your child missed per month? (N=57⁴⁰)

⁴⁰ Those not attending school have been removed



Response	% (N)
Zero	37% (21)
One	28% (16)
Two	21% (12)
Three	7% (4)
Four	5% (3)
Five	2% (1)

SECTION C: Questions about you

14. Are you currently enrolled in any recreation, active living, and/or leisure programs? (N=40)

Response	Yes	No
% (N)	13% (5)	88% (35)

15. How many recreation, active living, and leisure programs are you currently enrolled in? (N=5)

Response	One
% (N)	100% (5)

16. Which activity/activities are you currently involved in and through which Organization is the activity offered? (e.g., Activity: Baseball, Organization: City of Oshawa)? (N=5)

Response Activity	% (N)
Membership at Gym	40% (2)
Swimming	20% (1)
Yoga	20% (1)
Food for Thought	20% (1)

Response Organization	% (N)
Legends Centre	20% (1)
Moksha Yoga Brooklin	20% (1)
The Whitby Civic Centre	20% (1)
YMCA	40% (2)

17. Are you currently enrolled in any skills learning programs? (N=40)

Response	Yes	No
% (N)	10% (4)	90% (36)

18. How many skills learning programs are you currently enrolled in? (N=4)

Response	One
% (N)	100% (4)



19. Which skills learning program are you involved in and through which Organization is the activity offered (e.g., Activity: eLearning for Adults, Organization: Durham District School Board)? (N=6)

Response Activity	% (N)
ESL	25% (1)
Online learning	25% (1)
PEERs program	25% (1)
Workability	25% (1)

Response Organization	% (N)
Autism Ontario	25% (1)
ELT	25% (1)
ILC	25% (1)
Ontario Works	25% (1)

20. Do you experience any barriers when it comes to participating in recreation, active living, leisure and/or skills life programs? (N=40)

Response	Yes	No
% (N)	73% (29)	28% (11)

21. What are these barriers? (N=29)

22. How much of the time during the past week were you...? (N=40)

	Every day	Most days	A few days	On one day	Never
Happy	10% (4)	43% (17)	43% (17)	5% (2)	-
Sad	-	28% (11)	35% (14)	28% (11)	10% (4)
Full of energy	3% (1)	20% (8)	60% (24)	5% (2)	13% (5)

23. Below are some statements about your feelings and thoughts. How much do you agree or disagree with the following statements? (N=40)

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
I'm always optimistic about my future	-	15% (6)	18% (7)	50% (20)	18% (7)



	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
When things go wrong in my life, it generally takes me a long time to get back to normal	5% (2)	28% (11)	28% (11)	35% (14)	5% (2)
I am satisfied with my life	13% (5)	33% (13)	45% (18)	10% (4)	13% (5)
I feel I am free to decide how to live my life	5% (2)	18% (7)	18% (7)	45% (18)	15% (6)
I generally feel that what I do in my life is valuable and worthwhile	-	15% (6)	33% (13)	45% (18)	8% (3)
There are people in my life who really care about me	-	5% (2)	13% (5)	43% (17)	40% (16)

SECTION D: Your Work/Income

24. How many jobs have you held in the last 5 years? (N=40)

Response	% (N)
None	30% (12)
One	25% (10)
Two	25% (10)
Three	8% (3)
Four	3% (1)
Five	5% (2)
Six	-
Seven	3% (1)
Eight	3% (1)

25. What is the single longest duration of employment you have held? (N=40)

Response	% (N)
Zero	5% (2)
1-6 months	10% (4)
7-12 months	15% (6)
13-18 months	-
19-24 months	10% (4)
25-30 months	-



Response	% (N)
31-36 months	8% (3)
37+ months	53% (21)

Average	Min	Max
55.9 months	No months	192 months

26. What is the longest duration of unemployment you have had? (N=40)

Response	% (N)
Zero	5% (2)
1-6 months	8% (3)
7-12 months	13% (5)
13-18 months	-
19-24 months	23% (9)
25-30 months	-
31-36 months	15% (6)
37+ months	38% (15)

Average	Min	Max
44.8 months	No months	144 months

27. Are you currently...**CHECK ALL THAT APPLY** (N=40)

Response	% (N)
Not working	68% (27)
Working part-time	8% (3)
Working full-time	8% (3)
Volunteering / doing an unpaid internship	15% (6)
In school	20% (8)
Unemployed and wanting to work	43% (17)
Unemployed and not in a position to work	28% (11)

28. Are you currently looking for work? **CHECK ALL THAT APPLY** (N=40)

Response	Yes	No
% (N)	55% (22)	45% (18)

29. What are your current sources of income? **CHECK ALL THAT APPLY.** (N=40)

Response	% (N)
No income	-
Partner	-
Ontario Works (OW)	100% (40)



Response	% (N)
Ontario Disability Support Program (ODSP)	5% (2)
Employment Insurance (EI)	-
Child or spousal support	25% (10)
Other government benefits	45% (18)
Working / wages	10% (4)
Self-employment/business	5% (2)
Child Tax Benefit	

30. How much total income do you receive a month? (N=40)

Response	% (N)
\$1-\$499	-
\$500-\$999	13% (5)
\$1,000-\$1,499	20% (8)
\$1,500-\$1,999	43% (17)
\$2,000-\$2,499	13% (5)
\$2,500-\$2,999	3% (1)
\$3,000-\$3,499	-
\$3,500-\$3,999	3% (1)
\$4,000+	8% (3)

Average	Min	Max
\$1,973.13	\$625.00	\$12,000.00

31. What is your household income a month? (N=40)

Response	% (N)
Same as above	85% (34)
Different than above *	15% (6)

*Average increase of \$1,032.83

32. Do you have enough income to pay for your basic needs (i.e., food, housing, heat, clothes for you and your family)? (N=40)

Response	% (N)
No, I don't have enough	55% (22)
Yes, I have just enough for what I need	5% (2)
Yes, and I have some left over to spend or save	40% (16)

SECTION E: DEMOGRAPHICS

The following information will be used only to help us analyse the results and will be kept in the strictest confidence.



33. How old are you? (N=40)

Response	% (N)
18 - 24	13% (5)
25 - 29	23% (9)
30 - 40	43% (17)
41 - 50	23% (9)

34. Are you (N=40)

Response	% (N)
Male	3% (1)
Female	98% (39)



APPENDIX C: FINAL CONTROL GROUP SURVEY RESULTS



FINAL CONTROL SURVEY RESULTS

RECREATION LEVELS (CHILDREN)

1. How many children are in your family? (N=19)

Response	% (N)
One	68% (13)
Two	21% (4)
Three	11% (2)

Next you will see questions regarding the activities that your child/children are involved in (e.g., child #1, child #2). Please think about each child individually as you answer the questions below.

2. How many recreation, active living, and/or leisure programs has **your children** been enrolled in the past 6 months (since April 2019)? (N=27)

Response	% (N)
None	44% (12)
One	30% (8)
Two	15% (4)
Three	11% (3)

3. Of the activities your child is enrolled in, how many do you receive subsidy for? (N=15)

Response	% (N)
All of them	6% (1)
Some of them	20% (3)
None of them	73% (11)

4. Which recreational subsidy programs are you currently benefiting from? (N=4)

- Ajax
- Whitby
- Girl Guides of Canada
- Canadian Tire Jumpstart
- Grandview Children's Centre

5. For children and young people, physical activity includes play, games, sports, transportation, chores, recreation, physical education, or planned exercise, in the context of family, school, and community activities.

How many minutes of **physical activity** would you say that your child gets per day? (N=27)



Response	% (N)
0-20 minutes	7% (2)
20-40 minutes	19% (5)
40-60 minutes	44% (12)
1 – 2 hours	7% (2)
More than 2 hours	22% (6)

6. Since participating in the FUSEDurham Program, would you say the amount of activity that **your child** gets per day has: (N=27)

Response	% (N)
Increased	19% (5)
Stayed the same	26% (7)
Decreased	7% (2)
Not sure	48% (13)

7. Typically, how often does your **child** participate in the type of activities listed below? (N=27)

	Daily	A few times a week	Once a week	Few times a month	Once in the last 4 months	Never
Indoor play and games	41% (11)	33% (9)	7% (2)	7% (2)	-	11% (3)
Socialize with other people at home	74% (20)	11% (3)	4% (1)	-	-	11% (3)
Socialize using technology	59% (16)	22% (6)	4% (1)	-	-	15% (4)
Socialize with other people at school	78% (21)	7% (2)	-	-	-	15% (4)
Outdoor play and games	33% (9)	33% (9)	4% (1)	11% (3)	4% (1)	15% (4)

8. Thinking of your **child**, how much do you agree or disagree with the following statements: (N=27)



	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
My child is optimistic about the future	4% (1)	11% (3)	30% (8)	41% (11)	15% (4)
My child is happy	4% (1)	15% (4)	11% (3)	56% (15)	15% (4)
My child has lots of energy	4% (1)	11% (3)	19% (5)	26% (7)	41% (11)
My child deals with problems well	11% (3)	30% (8)	33% (9)	22% (6)	4% (1)
My child likes to go to school	4% (1)	15% (4)	30% (8)	33% (9)	19% (5)
My child is independent	11% (3)	19% (5)	15% (4)	37% (10)	19% (5)
My child has high self-esteem	7% (2)	15% (4)	33% (9)	30% (8)	15% (4)
My child's grades are not as good as they could be	7% (2)	22% (6)	37% (10)	26% (7)	7% (2)
My child is working to his/her full potential in school	7% (2)	22% (6)	37% (10)	22% (6)	11% (3)

9. Thinking of this past school year (September– November 2019), on **average** how many days of school has your **child** missed per month? (N=27)

Response	% (N)
None	41% (11)
One	19% (5)
Two	19% (5)



Three	11% (3)
Four	-
Five	7% (2)
Eight	4% (1)

10. Thinking back to your child's grades three years ago, has your child's grades at school changed? (N=27)

Response	% (N)
Yes, they have gotten better	48% (13)
No, they have not changed	19% (5)
Yes, they have gotten worse	11% (3)
Not sure	22% (6)

11. Why do you think your child's grades have changed?

- Gotten older and has been able to study better
- Made an IEP
- Trouble getting support at school
- Taking school more seriously
- Medication for focus and attention

BARRIERS (CHILDREN)

12. Are you presently encountering any of the following barriers when it comes to your child/children participating in recreation, active living, or leisure programs? (N=19)

Response	% (N)
Cost	68% (13)
Transportation	26% (5)
Finding appropriate programs to meet need	32% (6)
Needing one-on-one support for your child	21% (4)
Childcare (for other children not in program)	11% (2)
Lack of time	5% (1)
I do not have barriers to my child/children participating	11% (2)



13. Of the barriers that you experiencing when it came to your child/children participating in recreation, active living or leisure programs, have they changed over the last 3 years?

	Have gotten worse	Stayed the same	Gotten better
Cost (N=13)	46% (6)	46% (6)	8% (1)
Transportation (N=5)	40% (2)	60% (3)	-
Finding appropriate programs to meet need (N=6)	17% (1)	67% (4)	17% (1)
Needing one-on-one support for your child (N=4)	50% (2)	50% (2)	-
Childcare (for other children not in program) (N=2)	100% (2)	-	-
Lack of time (N=1)	100% (1)	-	-

QUESTIONS ABOUT YOU

14. Over the past 3 years, have you enrolled in any recreation, active living, and/or leisure programs? (N=19)

	Yes	No
N (%)	42% (8)	58% (11)

15. How many recreation, active living, and leisure programs have you enrolled in? (N=8)

	One	Two
N (%)	88% (7)	13% (1)

16. How many of these recreation, active living, and leisure programs did you receive subsidy for? (N=8)

	None of them	One
N (%)	75% (6)	25% (2)

17. Which recreational subsidy programs did you benefit from? (N=2)

	Oshawa	Boys and Girls Club of Durham
N (%)	50% (1)	50% (1)

18. Over the past three years, have you enrolled in any skills learning programs? (N=19)

	Yes	No
N (%)	26% (5)	74% (14)



19. How many skills learning programs have you enrolled in? (N=5)

	One	Two
N (%)	80% (4)	20% (1)

20. How many of these skills learning programs did you receive subsidy for? (N=5)

	None of them	One
N (%)	80% (4)	20% (1)

21. Which recreational subsidy programs did you benefit from? (N=1)

- Whitby

22. Thinking back over the past three years, have you encountered any of the following barriers when it comes to participating in recreation, active living, leisure and/or skills life programs?

Response	% (N)
Cost	68% (13)
Transportation	32% (6)
Finding appropriate programs to meet need	26% (5)
Needing one-on-one support for your child	-
Childcare (for other children not in program)	42% (8)
Other*	11% (2)
No. I did not encounter any barriers	11% (2)

*child's mental health, personal medical issues

23. Of the barriers that you are experiencing when it came to you participating in recreation, active living, leisure and/or skills life programs, have they changed in the last three years?

	Have gotten worse	Stayed the same	Gotten better
Cost (N=13)	69% (9)	31% (4)	-
Transportation (N=6)	33% (2)	67% (4)	-
Finding appropriate programs to meet need (N=5)	40% (2)	40% (2)	20% (1)
Childcare (for other children not in program) (N=8)	63% (5)	38% (3)	-
Child's mental health (N=1)	-	100% (1)	-
Personal health issues (N=1)	100% (1)	-	-



24. How much of the time during the past week were you...? (N=19)

	Every day	Most days	A few days	On one day	Never
Happy	-	26% (5)	58% (11)	5% (1)	11% (2)
Sad	21% (4)	16% (3)	42% (8)	16% (3)	5% (1)
Full of energy	-	11% (2)	32% (6)	11% (2)	47% (9)

25. Below are some statements about your feelings and thoughts. How much do you agree or disagree with the following statements? (N=19)

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
I'm always optimistic about my future	5% (1)	26% (5)	37% (7)	26% (5)	5% (1)
When things go wrong in my life, it generally takes me a long time to get back to normal	-	32% (6)	21% (4)	37% (7)	11% (2)
I am satisfied with my life	21% (4)	32% (6)	32% (6)	11% (2)	5% (1)
I feel I am free to decide how to live my life	11% (2)	26% (5)	32% (6)	26% (5)	5% (1)
I generally feel that what I do in my life is valuable and worthwhile	-	11% (2)	42% (8)	37% (7)	11% (2)
There are people in my life who really care about me	5% (1)	-	26% (5)	32% (6)	37% (7)



YOUR WORK/INCOME

26. How many jobs have you held in the last 3 years? (N=19)

	None	One	Two	Three
% (N)	26% (5)	53% (10)	11% (2)	11% (2)

27. What is the single longest duration of employment you have held in the last 3 years? (N=19)

Response	% (N)
None	26% (5)
1-5 months	11% (2)
6-10 months	5% (1)
11-15 months	5% (1)
16-20 months	11% (2)
21-25 months	11% (2)
26-30 months	5% (1)
3 years	26% (5)

28. What is the longest duration of **unemployment** you have experienced in the last 3 years? (N=19)

Response	% (N)
None	5% (1)
1-5 months	5% (1)
6-10 months	11% (2)
11-15 months	21% (4)
16-20 months	11% (2)
21-25 months	5% (1)
26-30 months	-
3 years	37% (7)

29. Are you currently...Select all that apply. (N=19)

Response	% (N)
Not working	32% (6)
Working part-time	32% (6)
Working full-time	16% (3)
Volunteering / doing an unpaid internship	5% (1)
In school	11% (2)
Unemployed and wanting to work	5% (1)
Unemployed and not in a position to work	16% (3)

30. Are you currently looking for work? (N=19)



	Yes	No
% (N)	37% (7)	63% (12)

31. What are your current sources of income? Select all that apply. (N=19)

Response	% (N)
No income	-
Partner	-
Ontario Works (OW)	68% (13)
Ontario Disability Support Program (ODSP)	11% (2)
Employment Insurance (EI)	5% (1)
Child or spousal support	21% (4)
Other government benefits	26% (5)
Working / wages	37% (7)
Self-employment/business	11% (2)
OSAP	5% (1)

32. How much total income do you receive a month? (N=19)

Mean	Min	Max
\$1,705.63	\$285	\$3,000

33. What is your household income a month? (N=19)

	Different as above	Same as above
% (N)	5% (1)*	95% (18)

*was \$450, total household \$1,845

34. Over the past three years, has your household income changed? (N=19)

Response	% (N)
Yes, it has increased	32% (6)
No, it has stayed the same	47% (9)
Yes, it has decreased	21% (4)

35. Do you have enough income to pay for your basic needs (i.e., food, housing, heat, clothes for you and your family)? (N=19)

Response	% (N)
No, I don't have enough	47% (9)
Yes, I have just enough for what I need	47% (9)
Yes, and I have some left over to spend or save	5% (1)



APPENDIX D: EXPERIMENTAL GROUP BASELINE SURVEY RESULTS

PARTICIPANT SURVEY BASELINE RESULTS

SECTION A: SCREENING

First, a few general questions about you and your family.

1. Are you a parent of a single parent family? (N=47)

Response	Yes	No
% (N)	98% (46)	2% (1)

2. Do you or anyone in your immediate family have a disability? (N=47)

Response	Yes	No
% (N)	38% (18)	62% (29)

3. Do you or anyone in your family identify as indigenous? (N=47)

Response	Yes	No
% (N)	6% (3)	94% (44)

4. How many children are in your family and what are their respective ages? (N=47)

Response Number of Children	% (N)
One	28% (13)
Two	34% (16)
Three	32% (15)
Four	4% (2)
Five	-
Six	2% (1)

Response Age of Children (N=104)	% (N)
Less than one	4% (4)
One	4% (4)
Two	4% (4)
Three	6% (6)
Four	6% (6)
Five	7% (7)
Six	9% (9)
Seven	5% (5)
Eight	8% (8)
Nine	8% (8)
Ten	6% (6)
Eleven	6% (6)



Response Age of Children (N=104)	% (N)
Twelve	8% (8)
Thirteen	4% (4)
Fourteen	6% (6)
Fifteen	5% (5)
Sixteen	3% (3)
Seventeen	2% (2)
Eighteen	1% (1)
Nineteen	1% (1)
Twenty-Two	1% (1)

SECTION B: Questions about your child

**Questions were only asked for up to 4 children so N=102*

5. Is your child currently enrolled in any recreation, active living, and/or leisure programs?

(N=102)

Response	Yes	No
% (N)	24% (24)	76% (78)

6. How many recreation, active living, and/or leisure programs is your child currently enrolled in?

(N=24)

Response	One	Two
% (N)	79% (19)	21% (5)

7. Which activity/activities is your child currently involved in and through which organization is the activity offered (e.g., Activity: Basketball, Organization: Whitby Recreation)? (N=24)

Response Type of Activity	% (N)
Dance	8% (2)
Basketball	13% (3)
Crossfit	13% (3)
Cubs	4% (1)
Gymnastics	13% (3)
Karate	4% (1)
Preschool	4% (1)
Salsa	4% (1)
Scouts	4% (1)
Swimming	33% (8)
Track	4% (1)
YWCA	4% (1)



Response Type of Activity	% (N)
Piano	8% (2)
Ringette	4% (1)

Response Organization	% (N)
Active Oshawa	4% (1)
Anti-Gravity Acro Sports	4% (1)
Civic centre	8% (2)
Crossfit dioxide	13% (3)
Fused Durham	4% (1)
Gladiator	8% (2)
John Dryden playhouse	4% (1)
Legend centre	17% (4)
Oshawa recreation	13% (3)
Pickering rec	4% (1)
Recreational program	8% (2)
School	4% (1)
Scouts Canada	8% (2)
Whitby circus and gymnastics school	4% (1)
YWCA	4% (1)
Long & McQuade	8% (2)
OSRA	4% (1)

8. Do you experience any barriers when it comes to your child participating in recreation, active living, or leisure programs? (N=102)

Response	Yes	No
% (N)	73% (74)	27% (28)

9. What are these barriers? (N=74)

- Cost
- Transportation
- Lack of childcare
- Support for child in program
- Age appropriate programs/what interests them
- Mental health

10. For children and young people, physical activity includes play, games, sports, transportation, chores, recreation, physical education, or planned exercise, in the context of family, school, and community activities.



How many minutes of **physical activity** would you say that your child gets per day? (N=102)

Response Organization	% (N)
0-20 minutes	12% (12)
20-40 minutes	17% (17)
40-60 minutes	33% (34)
1 – 2 hours	21% (21)
More than 2 hours	18% (18)

11. Typically, how often does your child participate in in 1 or more activities of this type?
(N=102)

	Daily	A few times a week	Once a week	Few times a month	Once in the last 4 months	Never
Indoor play and games	51% (52)	24% (24)	11% (11)	11% (11)	1% (1)	3% (3)
Socialize with other people at home	87% (89)	5% (5)	1% (1)	5% (5)	1% (1)	1% (1)
Socialize using technology	39% (40)	12% (12)	9% (9)	10% (10)	8% (8)	23% (23)
Socialize with other people at school (N=101)	71% (72)	9% (9)	5% (5)	-	-	15% (15)
Outdoor play and games	44% (45)	28% (29)	10% (10)	10% (10)	4% (4)	4% (4)

12. Thinking of your child, how much do you agree or disagree with the following statements:⁴¹

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
My child is optimistic about the future (N=101)	1% (1)	10% (10)	38% (38)	34% (34)	18% (18)
My child is happy (N=102)	1% (1)	4% (4)	18% (18)	45% (45)	34% (34)
My child has lots of energy (N=102)	3% (3)	9% (9)	17% (17)	22% (22)	50% (51)
My child deals with problems well (N=102)	15% (15)	18% (18)	32% (32)	31% (31)	6% (6)

⁴¹ Not applicable have been removed from the survey



	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
My child likes to go to school (N=100)	8% (8)	11% (11)	22% (22)	29% (29)	30% (30)
My child is independent (N=102)	9% (9)	14% (14)	21% (21)	36% (36)	22% (22)
My child has high self-esteem (N=102)	1% (1)	22% (22)	26% (26)	30% (30)	23% (23)
My child's grades are not as good as they could be (N=100)	10% (10)	22% (22)	31% (31)	28% (28)	9% (9)
My child is working to his/her full potential in school (N=100)	4% (4)	20% (20)	31% (31)	26% (26)	19% (19)

13. Thinking of the last 4-months (**RECALL PAST FOUR MONTHS**), on average how many days of school has your child missed per month? (N=84⁴²)

Response	% (N)
Zero	45% (38)
Half day	1% (1)
One	26% (22)
Two	17% (14)
Three	1% (1)
Four	2% (2)
Five	1% (1)
Six	2% (2)
Seven	-
Eight	1% (1)
Ten	1% (1)
Twenty	1% (1)

SECTION C: Questions about you

14. Are you currently enrolled in any recreation, active living, and/or leisure programs?

Response	Yes	No
% (N)	11% (5)	89% (42)

15. How many recreation, active living, and leisure programs are you currently enrolled in? (N=5)

Response	One
% (N)	100% (5)

⁴² Those not attending school have been removed



16. Which activity/activities are you currently involved in and through which Organization is the activity offered? (e.g., Activity: Baseball, Organization: City of Oshawa)? (N=5)

Response Activity	% (N)
Bowling League	20% (1)
Crossfit	20% (1)
Easyfit	20% (1)
Gym	20% (1)
Zumba	20% (1)

Response Organization	% (N)
Civic	20% (1)
Crossfit dioxide	20% (1)
Friendship Bowling League	20% (1)
FUSEDurham	20% (1)
Ontario Works	20% (1)

17. Are you currently enrolled in any skills learning programs? (N=47)

Response	Yes	No
% (N)	13% (6)	87% (41)

18. How many skills learning programs are you currently enrolled in? (N=6)

Response	One
% (N)	100% (6)

19. Which skills learning program are you involved in and through which Organization is the activity offered (e.g., Activity: eLearning for Adults, Organization: Durham District School Board)? (N=6)

Response Activity	% (N)
Day Program	17% (1)
P and P program	17% (1)
Part time Study	17% (1)
Plar	17% (1)
Sales Strategies	17% (1)
Sewing Class	17% (1)

Response Organization	% (N)
CAREA Community Centre	17% (1)
CAS	17% (1)
CIS Bowmanville	17% (1)



Response Organization	% (N)
Coursera.org	17% (1)
Mental Health Department @ Lakeridge Health	17% (1)
Trent University	17% (1)

20. Do you experience any barriers when it comes to participating in recreation, active living, leisure and/or skills life programs? (N=47)

Response	Yes	No
% (N)	79% (37)	21% (10)

21. What are these barriers?

- Cost
- Transportation
- Lack of childcare
- Lack of time
- Applicable programing
- Physical health concerns

22. How much of the time during the past week were you...? (N=47)

	Every day	Most days	A few days	On one day	Never
Happy	9% (4)	45% (21)	45% (21)	2% (1)	-
Sad	6% (3)	15% (7)	45% (21)	26% (12)	9% (4)
Full of energy	9% (4)	28% (13)	40% (19)	13% (6)	11% (5)

23. Below are some statements about your feelings and thoughts. How much do you agree or disagree with the following statements? (N=47)

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
I'm always optimistic about my future	2% (1)	15% (7)	28% (13)	34% (16)	21% (10)
When things go wrong in my life, it generally takes me a long time to get back to normal	4% (2)	36% (17)	19% (9)	28% (13)	13% (6)
I am satisfied with my life	13% (6)	32% (15)	38% (18)	13% (6)	4% (2)
I feel I am free to decide how to live my life	4% (2)	13% (8)	19% (9)	43% (20)	17% (8)



	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
I generally feel that what I do in my life is valuable and worthwhile	-	19% (9)	19% (9)	51% (24)	11% (5)
There are people in my life who really care about me	4% (2)	4% (2)	15% (7)	51% (24)	26% (12)

SECTION D: Your Work/Income

24. How many jobs have you held in the last 5 years? (N=47)

Response	% (N)
None	26% (12)
One	30% (14)
Two	19% (19)
Three	15% (7)
Four	2% (1)
Five	6% (3)
Six	-
Seven	2% (1)

25. What is the single longest duration of employment you have held? (N=47)

Response	% (N)
1-6 months	9% (4)
7-12 months	2% (1)
13-18 months	17% (8)
19-24 months	2% (1)
25-30 months	19% (9)
31-36 months	4% (2)
37+ months	47% (22)

Average	Min	Max
51.9 months	1 month	207 months

26. What is the longest duration of unemployment you have had? ? (N=47)

Response	% (N)
1-6 months	68% (32)



Response	% (N)
7-12 months	19% (9)
13-18 months	4% (2)
19-24 months	-
25-30 months	-
31-36 months	-
37+ months	9% (4)

Average	Min	Max
11.8 months	1 month	132 months

27. Are you currently...**CHECK ALL THAT APPLY** (N=47)

Response	% (N)
Not working	49% (23)
Working part-time	23% (11)
Working full-time	6% (3)
Volunteering / doing an unpaid internship	13% (6)
In school	17% (8)
Unemployed and wanting to work	23% (11)
Unemployed and not in a position to work	23% (11)
Maternity Leave	4% (2)

28. Are you currently looking for work? **CHECK ALL THAT APPLY** (N=47)

Response	Yes	No
% (N)	43% (20)	57% (27)

29. What are your current sources of income? **CHECK ALL THAT APPLY.** (N=47)

Response	% (N)
No income	-
Partner	-
Ontario Works (OW)	85% (40)
Ontario Disability Support Program (ODSP)	4% (9)
Employment Insurance (EI)	2% (1)
Child or spousal support	21% (10)
Other government benefits	36% (17)
Working / wages	15% (7)
Self-employment/business	9% (4)
Child Tax Benefit	4% (2)



30. How much total income do you receive a month? (N=47)

Response	% (N)
\$1-\$499	2% (1)
\$500-\$999	23% (11)
\$1,000-\$1,499	34% (16)
\$1,500-\$1,999	19% (9)
\$2,000-\$2,499	4% (2)
\$2,500-\$2,999	6% (3)
\$3,000-\$3,499	-
\$3,500-\$3,999	9% (4)
\$4,000	2% (1)

Average	Min	Max
\$1,584.66	\$500	\$4,000

31. What is your household income a month? (N=47)

Response	% (N)
Same as above	85% (40)
Different than above *	15% (7)

*Average increase \$1,531.43

32. Do you have enough income to pay for your basic needs (i.e., food, housing, heat, clothes for you and your family)? (N=47)

Response	% (N)
No, I don't have enough	45% (21)
Yes, I have just enough for what I need	2% (1)
Yes, and I have some left over to spend or save	53% (25)

SECTION E: DEMOGRAPHICS

The following information will be used only to help us analyse the results and will be kept in the strictest confidence.

33. How old are you? (N=47)

Response	% (N)
18 - 24	6% (3)
25 - 29	26% (12)
30 - 40	49% (23)
41 - 50	19% (9)



34. Are you (N=47)

Response	% (N)
Male	4% (2)
Female	96% (45)



APPENDIX E: FINAL EXPERIMENTAL GROUP SURVEY RESULTS



FINAL EXPERIMENTAL SURVEY RESULTS

RECREATION LEVELS (CHILDREN)

1. How many children are in your family? (N=30)

Response	% (N)
One	23% (7)
Two	37% (11)
Three	30% (9)
Four	7% (2)
Five	-
Six	3% (1)

2. How many recreation, active living, and/or leisure programs has your **child** been enrolled in the past 6 months (since April 2019)? (N=70)

Response	% (N)
One	33% (23)
Two	27% (19)
Three	9% (6)
Four	3% (2)
Five or more	3% (2)
None	26% (18)

3. Of the activities your **child** is enrolled in, how many are partially or completely paid for through the FUSEDurham Program? (N=52)

Response	% (N)
All of them	62% (32)
Some of them	15% (8)
None of them	23% (12)

4. For children and young people, physical activity includes play, games, sports, transportation, chores, recreation, physical education, or planned exercise, in the context of family, school, and community activities.

How many minutes of **physical activity** would you say that your **child** gets per day? (N=70)

Response	% (N)
0-20 minutes	19% (13)
20-40 minutes	11% (8)
40-60 minutes	26% (18)
1 – 2 hours	21% (15)
More than 2 hours	23% (16)



5. Since participating in the FUSEDurham Program, would you say the amount of activity that your **child** gets per day has: (N=70)

Response	% (N)
Increased	59% (41)
Stayed the same	36% (25)
Decreased	1% (1)
Not sure	4% (3)

6. Typically, how often does your **child** participate in the type of activities listed below? (N=70)

	Daily	A few times a week	Once a week	Few times a month	Once in the last 4 months	Never
Indoor play and games	63% (44)	13% (9)	10% (7)	9% (6)	3% (2)	3% (2)
Socialize with other people at home	80% (56)	10% (7)	1% (1)	7% (5)	1% (1)	-
Socialize using technology	56% (39)	19% (13)	6% (4)	7% (5)	3% (2)	10% (7)
Socialize with other people at school	77% (54)	10% (7)	3% (2)	10% (7)	-	7% (5)
Outdoor play and games	47% (33)	21% (15)	13% (9)	13% (9)	3% (2)	3% (2)

7. Thinking of your **child**, how much do you agree or disagree with the following statements: (N=70)

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
My child is optimistic about the future	-	4% (3)	31% (22)	39% (27)	26% (18)
My child is happy	1% (1)	4% (3)	11% (8)	47% (33)	36% (25)



	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
My child has lots of energy	1% (1)	7% (5)	21% (15)	24% (17)	46% (32)
My child deals with problems well	3% (2)	30% (21)	24% (17)	29% (20)	14% (10)
My child likes to go to school	4% (3)	13% (9)	24% (17)	31% (22)	27% (19)
My child is independent	3% (2)	7% (5)	19% (13)	56% (39)	16% (11)
My child has high self-esteem	-	9% (6)	36% (25)	33% (23)	23% (16)
My child's grades are not as good as they could be	17% (12)	17% (12)	36% (25)	27% (19)	3% (2)
My child is working to his/her full potential in school	4% (3)	16% (11)	26% (18)	37% (26)	17% (12)

8. Thinking of the last school year (September– November 2019), on **average** how many days of school has your **child** missed per month? (N=70)

Response	% (N)
None	24% (17)
Half a day	9% (6)
One	24% (17)
Two	14% (10)
Three	6% (4)
Three and a half	1% (1)
Four	4% (3)
Five	6% (4)
Ten	3% (2)
Fifteen	1% (1)



Response	% (N)
Twenty	1% (1)
Not applicable	6% (4)

9. To what extent have you noticed a change in you **child in** the following areas **as a result of the activities they have been able to access through FUSEDurham?** (N=70)

	It has gotten worse	It has stayed the same	It has gotten better	There have been changes not related FUSEDurham
Their school grades	-	50% (35)	27% (19)	23% (16)
Their activity level	-	30% (21)	53% (37)	17% (12)
Their ability to interact with others	-	30% (21)	51% (36)	19% (13)
Their interest in new activities	-	20% (14)	63% (44)	17% (12)
Their skills	-	17% (12)	64% (45)	19% (13)

BARRIERS (CHILDREN)

10. Before participating in the FUSEDurham Program, did you experience any of the following barriers when it came to your child/children participating in recreation, active living, or leisure programs? (N=30)

Response	% (N)
Cost	93% (28)
Transportation	57% (17)
Finding appropriate programs to meet need	53% (16)
Needing one-on-one support for your child	30% (9)
Childcare (for other children not in program)	43% (13)
Other (please specify) _	-
I did not encounter any barriers to my child/children participating	3% (1)

11. To what extent do you feel that participating in FUSEDurham has helped to decrease these barriers?

	Not at all	A little	Somewhat	Very much
Cost (N=28)	7% (2)	7% (2)	7% (2)	79% (22)



	Not at all	A little	Somewhat	Very much
Transportation (N=17)	47% (8)	18% (3)	24% (4)	12% (2)
Finding appropriate programs to meet need (N=16)	13% (2)	6% (1)	19% (3)	63% (10)
Needing one-on-one support for your child (N=9)	33% (3)	22% (2)	-	44% (4)
Childcare (for other children not in program) (N=13)	54% (7)	8% (1)	23% (3)	15% (2)

12. Are you **presently** encountering any of these barriers when it came to your child/children participating in recreation, active living, or leisure programs? (N=30)

Response	% (N)
Cost	47% (14)
Transportation	47% (14)
Finding appropriate programs to meet need	30% (9)
Needing one-on-one support for your child	23% (7)
Childcare (for other children not in program)	27% (8)
Other (please specify) _	10% (3)
I have no experience barriers to my child/children participating	3% (1)

QUESTIONS ABOUT YOU

13. Since being apart of the program, have you enrolled in any recreation, active living, and/or leisure programs? (N=30)

	Yes	No
% (N)	63% (19)	37% (11)

14. How many recreation, active living, and leisure programs have you enrolled in? (N=19)

Response	% (N)
1	47% (9)
2	37% (7)



Response	% (N)
3	11% (2)
4	-
5 or more	5% (1)

15. Since being apart of the program, have you enrolled in any skills learning programs? (N=30)

	Yes	No
% (N)	17% (5)	83% (25)

16. How many skills learning programs have you enrolled in? (N=5)

Response	% (N)
1	60% (3)
2	40% (2)
3	-
4	-
5 or more	-

17. How many of these activity/activities or skills learning programs were partially or completely paid for through the FUSEDurham Program? (N=19)

Response	% (N)
None of them	21% (4)
Some of them	11% (2)
All of them	68% (13)

18. Before participating in the FUSEDurham Program, did you experience any of the following barriers when it came to participating in recreation, active living, leisure and/or skills life programs? (N=30)

Response	% (N)
Cost	83% (25)
Transportation	57% (17)
Finding appropriate programs to meet need	37% (11)
Childcare	57% (17)
Lack of time	10% (3)
I did not encounter any barriers to participating	3% (1)

19. To what extent do you feel that participating in FUSEDurham has helped to decrease these barriers?

	Not at all	A little	Somewhat	Very much
Cost (N=25)	16% (4)	8% (2)	8% (2)	68% (17)
Transportation (N=17)	59% (10)	6% (1)	29% (5)	6% (1)



	Not at all	A little	Somewhat	Very much
Finding appropriate programs to meet need (N=11)	9% (1)	9% (1)	45% (5)	36% (4)
Childcare (N=17)	59% (10)	6% (1)	24% (4)	12% (2)
Lack of time (N=3)	33% (1)	67% (2)	-	-

20. Are you **presently** encountering any of the following barriers when it comes to participating in recreation, active living, leisure and/or skills life programs? (N=30)

Response	% (N)
Cost	40% (12)
Transportation	47% (14)
Finding appropriate programs to meet need	17% (5)
Childcare	43% (13)
Work Life Balance	3% (1)
I have no barriers to participating	17% (5)

21. How much of the time during the past week were you...? (N=30)

	Every day	Most days	A few days	On one day	Never
Happy	13% (4)	57% (17)	23% (7)	7% (2)	-
Sad	3% (1)	10% (3)	60% (18)	10% (3)	17% (5)
Full of energy	7% (2)	13% (4)	47% (14)	27% (8)	7% (2)

22. Below are some statements about your feelings and thoughts. How much do you agree or disagree with the following statements? (N=30)

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
I am always optimistic about my future	-	13% (4)	30% (9)	47% (14)	10% (3)
When things go wrong in my life, it generally takes me a long time to get back to normal	7% (2)	30% (9)	23% (7)	30% (9)	10% (3)
I am satisfied with my life	13% (4)	33% (10)	20% (6)	27% (8)	7% (2)



	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
I feel I am free to decide how to live my life	7% (2)	17% (5)	20% (6)	43% (13)	13% (4)
I generally feel that what I do in my life is valuable and worthwhile	-	3% (1)	37% (11)	40% (12)	20% (6)
There are people in my life who really care about me	-	7% (2)	20% (6)	43% (13)	30% (9)

23. To what extent have you noticed a change in yourself in the following areas **as a result of the activities you have been able to access through FUSEDurham?** (N=30)

	It has gotten worse	It has stayed the same	It has gotten better	Not sure	There have been changes not related FUSEDurham
Your confidence	-	23% (7)	60% (18)	-	17% (5)
Your social skills	-	37% (11)	27% (8)	13% (4)	23% (7)
Your physical health	3% (1)	27% (8)	40% (12)	17% (5)	13% (4)
Your employability skills	3% (1)	47% (14)	20% (6)	10% (3)	20% (6)
Your employment	3% (1)	37% (11)	27% (8)	10% (3)	23% (7)

EXPERIENCE WITH FUSEDURHAM

24. How satisfied were you with the following aspects of the FUSEDurham Program? (N=30)

	Not at all	A little	Somewhat	A lot	Not Applicable
The support from the staff in selecting programs	3% (1)	23% (7)	10% (3)	60% (18)	3% (1)
The support from the staff in registering in the programs	3% (1)	17% (5)	7% (2)	73% (22)	-
The type of programs available for your	7% (2)	7% (2)	30% (9)	57% (17)	-



	Not at all	A little	Somewhat	A lot	Not Applicable
child/children to participate in					
The type of programs available for you to participate in	10% (3)	10% (3)	47% (14)	33% (10)	-
The adult workshops offered	10% (3)	10% (3)	33% (10)	23% (7)	23% (7)
The amount of funding provided	3% (1)	3% (1)	23% (7)	63% (19)	7% (2)
Access to additional supports (e.g., bus passes)	17% (5)	17% (5)	10% (3)	20% (6)	37% (11)
The support on how to access support after FUSEDurham	30% (9)	10% (3)	20% (6)	30% (9)	10% (3)

25. Overall, how satisfied were you with your experience in the FUSEDurham Program? (N=30)

Response	% (N)
Very	80% (24)
Somewhat	10% (3)
A little	7% (2)
Not at all	3% (1)

NEXT STEPS

26. How much do you agree or disagree with the following statements about **enrolling your child/children** in future programming? (N=30)

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
I know what community supports are available to me to make community programs more affordable	10% (3)	23% (7)	20% (6)	30% (9)	17% (5)



	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
I know how to access community supports to make community programs more affordable	10% (3)	30% (9)	23% (7)	20% (6)	17% (5)
I know how to enroll my child(ren) in community programs that interest them	7% (2)	7% (2)	13% (4)	33% (10)	40% (12)

27. After the program, do you anticipate continuing enrolling your child/children other recreation, active living, and/or leisure programs? (N=30)

Response	% (N)
Yes, I will enroll all of my children	53% (16)
Yes, I will enroll some of my children	7% (2)
No	7% (2)
Unsure	33% (10)

28. Why do you think you will no longer enroll your child/children into programs? (N=11)

- Cost of programming

29. What supports, if any, do you anticipate accessing when enrolling your child/children in programming? (N=18)

Response	% (N)
Pickering	22% (4)
Ajax	11% (2)
Whitby	11% (2)
Oshawa	44% (8)
Clarington	11% (2)
Scugog	-
Uxbridge	-
Abilities Centre	11% (2)
Boys and Girls Club of Durham	17% (3)
Girls Inc. Durham	22% (4)
Grandview Children's Centre	22% (4)
YMCA Durham	33% (6)



Response	% (N)
Canadian Tire Jumpstart	28% (5)
Their Opportunity	11% (2)
Unsure	3% (1)
I will not access any supports	17% (3)

30. How much do you agree with the following statements about **enrolling yourself** in future programming? (N=30)

	Strongly Disagree	Disagree	Neither agree or disagree	Agree	Strongly Agree
I know what community supports are available to me to make programs more affordable	23% (7)	27% (8)	20% (6)	23% (7)	7% (2)
I know how to access community supports to make programs more affordable	17% (5)	30% (9)	20% (6)	27% (8)	7% (2)
I know how to enroll myself in community programs	7% (2)	3% (1)	23% (7)	37% (11)	30% (9)
I will enroll myself in programs after this program ends	13% (4)	23% (7)	23% (7)	27% (8)	13% (4)

31. Why do you think you will not enroll yourself in other programs in the future? (N=11)

- Cost
- Childcare
- Prioritizing child over self

YOUR WORK/INCOME

32. How many jobs have you held in the last 3 years? (N=30)

Response	% (N)
None	27% (8)
One	40% (12)
Two	27% (8)



Response	% (N)
Three	3% (1)
Four	3% (1)

33. What is the single longest duration of **employment** you have held in the last 3 years?
(N=30)

Response	% (N)
0 months	27% (8)
1-6 months	13% (4)
7-11 months	13% (4)
1 year	23% (7)
13-18 months	-
19-23 months	3% (1)
2 years	-
25-30 months	3% (1)
31-35 months	-
3 years	17% (5)

34. What is the longest duration of **unemployment** you have experienced in the last 3 years?

Response	% (N)
0 months	17% (5)
1-6 months	10% (3)
7-11 months	-
1 year	10% (3)
13-18 months	7% (2)
19-23 months	-
2 years	17% (5)
25-30 months	13% (4)
31-35 months	3% (1)
3 years	23% (7)

35. Are you currently... Select all that apply. (N=30)

Response	% (N)
Not working	30% (9)
Working part-time	30% (9)
Working full-time	17% (5)
Volunteering / doing an unpaid internship	10% (3)
In school	13% (4)
Unemployed and wanting to work	13% (4)
Unemployed and not in a position to work	30% (9)
Contract position	3% (1)



36. Are you currently looking for work? (N=30)

	Yes	No
% (N)	43% (13)	57% (17)

37. What are your current sources of income? Select all that apply.(N=30)

Response	% (N)
No income	-
Partner	3% (1)
Ontario Works (OW)	60% (18)
Ontario Disability Support Program (ODSP)	17% (5)
Employment Insurance (EI)	3% (1)
Child or spousal support	13% (4)
Other government benefits	30% (9)
Working / wages	30% (9)
Self-employment/business	7% (2)
OSAP	7% (2)
Child tax	3% (1)
Settlement	3% (1)

38. How much total income do you receive a month? (N=30)

Response	% (N)
\$1-\$499	3% (1)
\$500-\$999	10% (3)
\$1,000-\$1,499	17% (5)
\$1,500-\$1,999	13% (4)
\$2,000-\$2,499	20% (6)
\$2,500-\$2,999	17% (5)
\$3,000-\$3,499	17% (5)
\$3,500-\$3,999	-
\$4,000	3% (1)

Mean	Min	Max
\$2,000.43	\$300	\$4,000

39. What is your household income a month? (N=30)

	Same as above	Different Income
% (N)	97% (28)	3% (1)*

*\$2,000 → \$3,500



40. Since the beginning of the program three years ago, has your household income changed?
(N=30)

Response	% (N)
Yes, it has increased	23% (7)
No, it has stayed the same	63% (19)
Yes, it has decreased	13% (4)

41. Do you have enough income to pay for your basic needs (i.e., food, housing, heat, clothes for you and your family)?

Response	% (N)
No, I don't have enough	50% (15)
Yes, I have just enough for what I need	47% (14)
Yes, and I have some left over to spend or save	3% (1)

NEXT STEPS

42. Are you interested in being contacted by your municipality for more information on accessing funding for programs in the future? (N=30)

	Yes	No
% (N)	80% (24)	20% (6)

Thank you for taking part in our survey.



APPENDIX F: RESEARCH PARTICIPATION AGREEMENT



RESEARCH PARTICIPATION AGREEMENT

1.0 Purpose of Agreement

This is an agreement to be used with participants to take part in the Advancing Access to Affordable Recreation in Durham's FUSEDurham research project funded by the Local Poverty Reduction Fund, Government of Ontario. Participation is completely voluntary throughout the study and will have no impact on your Ontario Works funding.

This agreement should be agreed upon/signed before the participant participates in the research project.

2.0 Background and Purpose of Research Project

Advancing Access to Affordable Recreation in Durham (AAARD) is a partnership of municipalities, community organizations, and district school boards involved in the delivery or funding of recreation programs. AAARD's goal is to change public policy and increase community investment by documenting the positive impact of increased access to recreation for low-income families.

The AAARD committee is conducting a study called FUSEDurham funded by the Local Poverty Reduction Fund, Government of Ontario. This study is designed to gain a better understanding of the impact of a participant-centered system of supports and services to access active living programs, on single parent families in receipt of Ontario Works.

FUSEDurham will provide two years of access to recreation, active living, and leisure programs offered by our Durham Region partners to an "experimental" group. For comparison purposes, a "control" group has been recruited in to the study to participate in research but will not receive the intervention. Participants were randomly assigned to either the "experimental" or "control" group.

As this project is a research project funded by the Government of Ontario, this project requires a two-year commitment from participants in both the experimental and control group to complete annual surveys and focus groups to contribute to the evaluation of the project.

You have been selected to be in the [control/experimental] group meaning that you will [receive information about program and funding opportunities for active living in your community to access, and participate in surveys for which you will receive an honorarium over the next two years/ be assisted with enrollment to select active programs over the next two years with access to additional funding by FUSEDurham to attend activities. As a part of this group you also agree



to complete surveys and/or be part of focus groups to provide input in to FUSEDurham's evaluation].

3.0 Confidentiality and Privacy

Dig Insights is a Corporate Member of the Canadian Marketing Research Intelligence Association (MRIA) which is responsible for regulating marketing research practices in Canada. DIG adheres very strictly to all MRIA guidelines of professionalism and privacy.

The information collected is for the purposes of this study only. The records of this study will be kept strictly confidential and will not be shared outside of the research team without your consent, unless there is reason to suspect that someone has been/may be harmed. The data will be kept for up to one year after the project has been deemed completed by the funder, the Government of Ontario. The research team consists of Claire Morgan, DDSB; Patricia King, DIG Insights; and Allison Mullaly, MQO Research.

The records of this study will be kept strictly confidential. Research records will be kept in a locked file, and all electronic information will be coded and secured using a password protected file. We will not include any information in any report we may publish that would make it possible to identify you.

4.0 Right to Refuse or Withdraw

The decision to participate in this study is entirely up to you. You may refuse to take part in the study at any time without affecting your relationship with Ontario Works, AAARD, or any other community partners. Your decision will not result in any loss or benefits to which you are otherwise entitled. You have the right not to answer any single question, as well as to withdraw completely from focus groups at any point during the process; additionally, you have the right to request that the interviewer not use any of your interview material.

5.0 Statement of Risk

There is a risk that you may experience feelings of upset or distress when responding to any of the research questions. There will be a list of community referrals/counselling services in Durham Region made available to you.

6.0 Right to Ask Questions and Report Concerns

You have the right to ask questions about this research study and to have those questions answered before, during or after the research. If you have any further questions about the study,



at any time feel free to contact **Claire Morgan, Project Coordinator at 905-666-6453**. If you like, a summary of the results of the study will be sent to you.

If you have any problems or concerns that occur as a result of your participation, you can report them to the Claire at the number above.

7.0 Consent

Your signature below indicates that you have ***voluntarily*** decided to participate in the FUSEDurham research project, and that you have read and understood the information provided above. You will be given a signed and dated copy of this form to keep, along with any other printed materials deemed necessary.

Participant:

Name (print): _____

Signature: _____

Date: _____



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