





OFFER TO THE DEPARTMENT OF PUBLIC SAFETY CANADA
VENDOR INFORMATION AND AUTHORIZATION

Each proposal must include a copy of this page properly completed and signed.

Vendor Name and Address

Four horizontal lines for entering vendor name and address.

Legal Status (incorporated, registered, etc.)

One horizontal line for entering legal status.

GST or HST Registration Number and/or Business Identification Number (Canada Revenue Agency)

One horizontal line for entering registration numbers.

Name and Title of Person authorized to sign on behalf of Vendor

Print Name: \_\_\_\_\_

Title: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Central Point of Contact

The Vendor has designated the following individual as a central point of contact for all matters pertaining to the proposed contract, including the provision of all information that may be requested:

Print Name: \_\_\_\_\_

Title: \_\_\_\_\_

Tel: \_\_\_\_\_ Fax: \_\_\_\_\_

Email: \_\_\_\_\_



## **PART 1 – GENERAL INFORMATION**

### **1.     INTRODUCTION**

The bid solicitation is divided into six parts plus attachments and annexes, as follows:

- Part 1    General Information: provides a general description of the requirement;
- Part 2    Bidder Instructions: provides the instructions, clauses and conditions applicable to the bid solicitation;
- Part 3    Bid Preparation Instructions: provides bidders with instructions on how to prepare their bid;
- Part 4    Evaluation Procedures and Basis of Selection: indicates how the evaluation will be conducted, the evaluation criteria that must be addressed in the bid, and the basis of selection;
- Part 5    Certifications: includes the certifications to be provided;
- Part 6    Resulting Contract Clauses: includes the clauses and conditions that will apply to any resulting contract.

The Annexes include

- Annex A: Statement of Work
- Annex B: Basis of Payment

The Appendices include:

- Appendix 1 to Annex A: PSC Ethics Review Application
- Appendix 2 to Annex A: Crime Prevention Action Fund (CPAF) Reporting Guidelines for Project Evaluations

### **2.     SUMMARY**

See Annex A, Statement of Work.

### **3.     DEBRIEFINGS**

Bidders may request a debriefing on the results of the bid solicitation process. Bidders should make the request to the Contracting Authority within 15 working days of receipt of the results of the bid solicitation process. The debriefing may be in writing, by telephone or in person.

## **PART 2 – BIDDER INSTRUCTIONS**

### **1. STANDARD INSTRUCTIONS, CLAUSES AND CONDITIONS**

All instructions, clauses and conditions identified in the bid solicitation by number, date and title are set out in the *Standard Acquisition Clauses and Conditions Manual* (<https://buyandsell.gc.ca/policy-and-guidelines/standard-acquisition-clauses-and-conditions-manual>) issued by Public Works and Government Services Canada.

Bidders who submit a bid agree to be bound by the instructions, clauses and conditions of the bid solicitation and accept the clauses and conditions of the resulting contract.

#### **1.1 2003 Standard Instructions - Goods or Services – Competitive Requirements (2016-04-04)**

The 2003 (2016-04-04) Standard Instructions - Goods or Services – Competitive Requirements, are incorporated by reference into and form part of the bid solicitation.

Subsection 5.4 of 2003, Standard Instructions - Goods or Services - Competitive Requirements, is amended as follows:

Delete: sixty (60) days

Insert: one-hundred twenty (120) days

### **2. SUBMISSION OF BIDS**

Bids must be submitted only to Public Safety Canada by the date, time and place indicated on page 1 of the bid solicitation.

Due to the nature of the bid solicitation, bids transmitted by either facsimile or email will not be accepted.

### **3. ENQUIRIES – BID SOLICITATION**

All enquiries must be submitted in writing to the Contracting Authority no later than 5 calendar days before the bid closing date. Enquiries received after that time may not be answered.

Bidders should reference as accurately as possible the numbered item of the bid solicitation to which the enquiry relates. Care should be taken by bidders to explain each question in sufficient detail in order to enable Canada to provide an accurate answer. Technical enquiries that are of a proprietary nature must be clearly marked "proprietary" at each relevant item. Items identified as "proprietary" will be treated as such except where Canada determines that the enquiry is not of a proprietary nature. Canada may edit the question(s) or may request that the Bidder do so, so that the proprietary nature of the question(s) is eliminated and the enquiry can be answered to all bidders. Enquiries not submitted in a form that can be distributed to all bidders may not be answered by Canada.

It is the responsibility of the Bidder to obtain clarification of the requirements contained herein, if necessary, prior to submitting a bid.

A request for a time extension to the bid closing date will be considered provided it is received in writing by the PS Contracting Authority at least five (5) working days before the closing date shown on page 1 of



this RFP document. The request, if granted, will be communicated by [www.BuyandSell.gc.ca](http://www.BuyandSell.gc.ca) at least three (3) working days before the closing, showing the revised closing date. The request, if rejected, will be directed to the originator at least three (3) working days before the closing date by the PS Contracting Authority.

#### **4.        APPLICABLE LAWS**

Any resulting contract must be interpreted and governed, and the relations between the parties determined, by the laws in force in Ontario.

Bidders may, at their discretion, substitute the applicable laws of a Canadian province or territory of their choice without affecting the validity of their bid, by deleting the name of the Canadian province or territory specified and inserting the name of the Canadian province or territory of their choice. If no change is made, it acknowledges that the applicable laws specified are acceptable to the bidders.

#### **5.        IMPROVEMENT OF REQUIREMENT DURING SOLICITATION PERIOD**

Should bidders consider that the specifications or Statement of Work contained in the bid solicitation could be improved technically or technologically, bidders are invited to make suggestions, in writing, to the Contracting Authority named in this bid solicitation. Bidders must clearly outline the suggested improvement as well as the reason for the suggestion. Suggestions that do not restrict the level of competition nor favour a particular bidder will be given consideration provided they are submitted to the Contracting Authority at least **five (5)** days before the bid closing date. Canada will have the right to accept or reject any or all suggestions.

#### **6.        OFFICE OF THE PROCUREMENT OMBUDSMAN**

The Office of the Procurement Ombudsman (OPO) was established by the Government of Canada to provide an independent avenue for suppliers to raise complaints regarding the award of contracts under \$25,000 for goods and under \$100,000 for services. You have the option of raising issues or concerns regarding the solicitation, or the award resulting from it, with the OPO by contacting them by telephone at 1-866-734-5169 or by e-mail at [boa.opo@boa.opo.gc.ca](mailto:boa.opo@boa.opo.gc.ca). You can also obtain more information on the OPO services available to you at their website at [www.opo-boa.gc.ca](http://www.opo-boa.gc.ca).

## **PART 3 – BID PREPARATION INSTRUCTIONS**

### **1. BID PREPARATION INSTRUCTIONS**

Canada requests that bidders provide their bid in separately bound sections as follows:

Section I:            Technical Bid: 4 hard copies and 1 soft copy on CD, DVD or USB key.

Section II:           Financial Bid: 1 hard copy

Section III:          Certifications 1 hard copy

If there is a discrepancy between the wording of the soft copy and the hard copy, the wording of the hard copy will have priority over the wording of the soft copy.

Prices must appear in the financial bid only. No prices must be indicated in any other section of the bid.

Canada requests that bidders follow the format instructions described below in the preparation of their bid:

- (a) use 8.5 x 11 inch (216 mm x 279 mm) paper;
- (b) use a numbering system that corresponds to the bid solicitation.

In April 2006, Canada issued a policy directing federal departments and agencies to take the necessary steps to incorporate environmental considerations into the procurement process Policy on Green Procurement (<http://www.tpsgc-pwgsc.gc.ca/ecologisation-greening/achats-procurement/politique-policy-eng.html>). To assist Canada in reaching its objectives, bidders should:

- 1) use 8.5 x 11 inch (216 mm x 279 mm) paper containing fibre certified as originating from a sustainably-managed forest and containing minimum 30% recycled content; and
- 2) use an environmentally-preferable format including black and white printing instead of colour printing, printing double sided/duplex, using staples or clips instead of cerlox, duotangs or binders.

### **SECTION I: TECHNICAL BID**

In their technical bid, bidders should demonstrate their understanding of the requirements contained in the bid solicitation and explain how they will meet these requirements. Bidders should demonstrate their capability and describe their approach in a thorough, concise and clear manner for carrying out the work.

The technical bid should address clearly and in sufficient depth the points that are subject to the evaluation criteria against which the bid will be evaluated. Simply repeating the statement contained in the bid solicitation is not sufficient. In order to facilitate the evaluation of the bid, Canada requests that bidders address and present topics in the order of the evaluation criteria under the same headings. To avoid duplication, bidders may refer to different sections of their bids by identifying the specific paragraph and page number where the subject topic has already been addressed.

The technical proposal must exclude any reference to financial information relative to the costing of the proposal.

**Failure to provide a technical proposal with the submission will result in non-compliance and will not be evaluated.**



## **Section II:      Financial Bid**

Bidders must submit their financial bid in accordance with the Basis of Payment in Annex B. The total amount of Applicable Taxes must be shown separately.

**Failure to provide a financial proposal with the submission will result in non-compliance and the bid will not be evaluated.**

## **Section III:      Certifications**

Bidders must submit the certifications required under Part 5.



## **PART 4 – EVALUATION PROCEDURES AND BASIS OF SELECTION**

### **1. EVALUATION PROCEDURES**

- (a) Bids will be assessed in accordance with the entire requirement of the bid solicitation including the technical evaluation criteria.
- (b) An evaluation team composed of representatives of Canada will evaluate the bids.

### **2. TECHNICAL EVALUATION**

Bidders are advised that only listing experience without providing any supporting data to describe responsibilities, duties and relevance to the requirements, or reusing the same wording as the RFP, will not be considered "demonstrated" for the purposes of this evaluation. The Bidder should provide complete details as to where, when, month and year, and how, through which activities / responsibilities, the stated qualifications / experience were obtained. Experience gained during formal education shall not be considered work experience. All requirements for work experience shall be obtained in a legitimate work environment as opposed to an educational setting. Co-op terms are considered work experience provided they are related to the required services.

When completing the resource grids the specific information which demonstrates the requested criteria should be in the grid. The reference to the page and project number should also be provided so that the evaluator can verify this information. It is not acceptable that the grids contain all the project information from the résumé, only the specific answer should be provided.

Bidders are advised that the month(s) of experience listed for a project in which the timeframe overlaps that of another referenced project of the same resource will only be counted once. For example: Project #1 timeframe is July 2001 to December 2001; Project #2 timeframe is October 2001 to January 2002; the total months of experience for these two project references is seven (7) months.

Bidders are also advised that the experience is as of the closing date of the Request for Proposal. For example, if a given requirement states, "The proposed resource must have a minimum of three (3) years' experience, within the last six (6) years, working with Java", then the six (6) years are accounted for as of the closing date of the RFP.

Proposals not meeting the mandatory requirements below will be given no further consideration.





## 2.1. Mandatory Technical Criteria

The bid must meet the mandatory technical criteria specified below. The Bidder must provide the necessary documentation to support compliance with this requirement.

Any bid which fails to meet the mandatory technical criteria will be declared non-responsive. Each mandatory technical criterion will be addressed separately.

The Bidder must provide sufficient detail to clearly demonstrate how they meet each mandatory requirement below. Bidders are advised that only listing experience without providing any supporting data and information to describe responsibilities, duties and relevance to the requirements, or reusing the same wording as the RFP, will not be considered “demonstrated” for the purpose of this evaluation.

Number	Mandatory Technical Criteria	Demonstrated Compliance
<b>M1</b>	The Bidder must propose a team of resources to complete the work as described in the Statement of Work. The Bidder must describe the structure of the team and include a description of the role that each resource will undertake. At a minimum, the Bidder must propose a Project Leader.	
<b>M2</b>	<p>For each proposed resource that is a senior member of the team, the Bidder must submit a résumé that includes:</p> <ul style="list-style-type: none"> <li>• The proposed resource’s full name</li> <li>• A detailed description of each of the resource’s relevant work experiences, including their specific role.</li> <li>• The start and end date for each project</li> <li>• A description of all relevant, completed education</li> <li>• A description of all relevant, completed certifications</li> <li>• A listing of the resource’s publications</li> </ul>	
<b>M3</b>	<p>The Bidder must demonstrate that a senior member of the project team has experience in the design and implementation of quantitative and/or qualitative research models and methodologies in the study of cyberbullying and/or bullying.</p> <p>In order to meet this qualification, a senior member of the project team, must have completed a minimum of three (3) projects or have a minimum of three (3) years’ experience that included:</p> <ul style="list-style-type: none"> <li>• quantitative and/or qualitative research, and analysis in the study of cyberbullying and/or bullying.</li> </ul> <p>Note: The experience of multiple resources cannot be combined to satisfy this criterion.</p>	



Number	Mandatory Technical Criteria	Demonstrated Compliance
<b>M4</b>	The Bidder must confirm that a senior member of the project team has access to suitable software (for example, NVivo, SAS, Stata, SPSS, MLwiN, Mplus, or HLM, etc.) for the purposes of performing the analyses outlined in the Statement of Work. The Bidder must provide the name of the software and which senior member(s) of its team has access to it.	

## 2.2 Point Rated Technical Criteria

Bids which meet all the mandatory technical criteria will be evaluated and scored as specified in the tables inserted below.

Bids which fail to obtain the required minimum number of points specified will be declared non-responsive. Each point rated technical criterion should be addressed separately.

Number	Criteria	Scoring	Demonstrated Compliance
R1	<p>The Bidder should demonstrate that a senior member of the project team has a Scholarly Publication Record of quantitative research in the study of cyberbullying.</p> <p>For the purposes of this criterion, a publication record is defined as a publication that was published in an independent, peer-reviewed journal and/or academic publication. Publications may include scientific working papers or technical reports published through a recognized university, governmental, or non-governmental institution</p> <p>Note: The experience of multiple resources cannot be combined to satisfy this criterion.</p>	<p>Up to <b>30 points</b> will be awarded as follows:</p> <p>5 points per publication up to a maximum of 20 points.</p> <p><b>PLUS</b></p> <p><b>Five additional points</b> per publication that was published within the last two (2) years, up to a maximum of 10 points.</p>	
R2	<p><b>Work Plan</b></p> <p>The Bidder should provide a work plan that provides a detailed breakdown of the timelines associated with the work as described in the Statement of Work.</p>	<p>The Bidder will be awarded up to five points for each item below that is addressed in its work plan, up to a maximum of <b>20 points</b></p> <ul style="list-style-type: none"> <li>• Tasks are logically organized by phase;</li> <li>• There is a clear indication which activities, deadlines and deliverables will be completed in each work phase;</li> <li>• Details on team composition, including the responsibilities of each team member are clearly provided for each task within each phase;</li> </ul>	

Number	Criteria	Scoring	Demonstrated Compliance
		<ul style="list-style-type: none"> <li>The associated levels of effort per tasks and per phase are clearly indicated; are well distributed amongst resources; and, are appropriate for the tasks as outlined in the Statement of Work.</li> </ul>	
<b>R3</b>	<p><b>Approach and Methodology</b></p> <p>The Bidder should provide the proposed comprehensive approach and methodology it will use to complete the work.</p>	<p>The Bidder will be awarded up to ten points for each item below that is addressed in its approach and methodology, up to a maximum of <b>50 points</b></p> <ul style="list-style-type: none"> <li>A detailed description of the intervention that will be used.</li> <li>Understanding of the project objectives and the scope of work, including a description of the research methodology that will be used to assess the impact of the intervention.</li> <li>A description of the data collection and analysis strategies.</li> <li>A description of the relationships it has to the implementers and/or originators/developers of the intervention.</li> <li>A description of the access it has to a suitable sample of youth or young adults in order to collect sufficient data for a rigorous comparison group design.</li> </ul>	
		<b>Maximum points:</b>	<b>100</b>
		<b>Overall Minimum Points Required to Pass:</b>	<b>75</b>



### 3. FINANCIAL EVALUATION

**The Bidder must complete this pricing schedule and include it in its financial bid. Prices must only appear in the Financial Bid and in no other part of the bid.**

The price of bids will be evaluated in Canadian dollars, Goods and Services Tax (GST) excluded; FOB destination, Customs duties and Excise taxes included. The total amount of Goods and Services Tax or Harmonized Sales Tax is to be shown separately, if applicable.

**Table 1**

<b>Professional Services</b>			
<b>Resource Name</b>	<b>Estimated Level of Effort</b>	<b>Firm per diem rate*</b>	<b>Total</b>
<b>Ceiling Price:</b>			

\* **Per Diem rates** are firm and all inclusive of overhead, profit and expenses such as travel and time to the NCR facilities.

**Please note the following:**

Definition of a Day/Proration: A day is defined as 7.5 hours exclusive of meal breaks. Payment will be for days actually worked with no provision for annual leave, statutory holidays and sick leave. Time worked ("Days\_worked", in the formula below) which is less than a day will be prorated to reflect actual time worked in accordance with the following formula:

**Table 2**

<b>Other expenses</b>	<b>Amount</b>	<b>Mark-up</b>	<b>TOTAL</b>
<b>Direct Expenses:</b> Materials, supplies, and other direct expenses incurred during the performance of the Work at actual cost with a Mark-up		_____ %	



**Table 3**

Other expenses	Amount	Mark-up	Total
<b>Subcontracts: at actual cost with mark-up.</b> List any subcontracts proposed for any portion of the Contract describing the work to be performed and a cost breakdown with a Mark-up			

**Table 4**

<b>TOTAL (sum tables 1 – 3)</b>	\$
---------------------------------	----

**Other Expenses**

All original supporting documentation is required for the reimbursement of all direct expenses and sub-contracts.

**Bidders should note the basis of payment is defined in Part 6 – Resulting Contract Clauses**

#### 42. Basis of Selection – Highest Combined Rating of Technical Merit 70% and Price 30%

- 4.1 To be declared responsive, a bid must:
- (a) comply with all the requirements of the bid solicitation;
  - (b) meet all the mandatory evaluation criteria; and
  - (c) obtain the required minimum number of points specified in Part 4 for the point rated technical criteria.
- 4.2 Bids not meeting (a) or (b) or (c) will be declared non-responsive. Neither the responsive bid obtaining the highest number of points nor the one with the lowest evaluated price will necessarily be accepted.
- 4.3 The lowest evaluated price (LP) of all responsive bids will be identified and a pricing score (PS), determined as follows, will be allocated to each responsive bid (i) :  $PS_i = LP / P_i \times 30$ .  $P_i$  is the evaluated price (P) of each responsive bid (i).
- 4.4 A technical merit score (TMS), determined as follows, will be allocated to each responsive bid (i):  $TMS_i = OS_i \times 70$ .  $OS_i$  is the overall score (OS) obtained by each responsive bid (i) for all the point rated technical criteria specified in Article 4, determined as follows: total number of points obtained / maximum number of points available.
- 4.5 The combined rating (CR) of technical merit and price of each responsive bid (i) will be determined as follows:  $CR_i = PS_i + TMS_i$
- 4.6 The responsive bid with the highest combined rating of technical merit and price will be recommended for award of a contract. In the event two or more responsive bids have the same highest combined rating of technical merit and price, the responsive bid that obtained the highest overall score for all the point rated technical criteria detailed in article 4 will be recommended for award of a contract.
- 4.7 The table below illustrates an example where the selection of the contractor is determined by a 70/30 ratio of the technical merit and price, respectively.

Basis of Selection - Highest Combined Rating of Technical Merit (70%) and Price (30%)			
Bidder	Bidder 1	Bidder 2	Bidder 3
Overall Technical Score	90	86	79
Bid Evaluated Price	C\$60,000	C\$55,000	C\$50,000
Calculations	Technical Merit Points	Price Points	Total Score
Bidder 1	$90 / 100 \times 70 = 63.00$	$50,000^* / 60,000 \times 30 = 24.99$	87.99
Bidder 2	$85 / 100 \times 70 = 59.50$	$50,000^* / 55,000 \times 30 = 27.27$	86.77
Bidder 3	$79 / 100 \times 70 = 55.30$	$50,000^* / 50,000 \times 30 = 30.00$	85.30

\* represents the lowest evaluated price

In the example above, Bidder 1 is the Bidder who obtained the highest combined technical and financial score.



## **PART 5 – CERTIFICATIONS**

Bidders must provide the required certifications and associated information to be awarded a contract. The certifications listed below should be completed and submitted with the bid but may be submitted afterwards. If any of these required certifications is not completed and submitted as requested, the Contracting Authority will inform the Bidder of a time frame within which to provide the information. Failure to comply with the request of the Contracting Authority and to provide the certifications within the time frame provided will render the bid non-responsive.

The certifications provided by bidders to Canada are subject to verification by Canada at all times. Canada will declare a bid non-responsive, or will declare a contractor in default in carrying out any of its obligations under the Contract, if any certification made by the Bidder is found to be untrue, whether made knowingly or unknowingly, during the bid evaluation period or during the contract period.

The Contracting Authority will have the right to ask for additional information to verify the Bidder's certifications. Failure to comply and to cooperate with any request or requirement imposed by the Contracting Authority may render the bid non-responsive or constitute a default under the Contract.

### **1.        Certifications Required with the Bid**

#### **1.1.      Certification 1 – Acceptance of Terms and Conditions**

I, the undersigned, as the Bidder and/or an authorized representative of the Bidder, hereby certify that by signing the proposal submitted in response to **RFP 201803203** that I agree to be bound by the instructions, clauses and conditions in their entirety as they appear in this RFP. No modifications or other terms and conditions included in our Proposal will be applicable to the resulting contract notwithstanding the fact that our proposal may become part of the resulting contract

Name (block letters): \_\_\_\_\_

Title \_\_\_\_\_

Signature: \_\_\_\_\_

Telephone number: \_\_\_\_\_

Fax number: \_\_\_\_\_

Date: \_\_\_\_\_

#### **1.2      Certification 2 – Integrity Provisions – Declaration of Convicted Offences**

In accordance with the Ineligibility and Suspension Policy (<http://www.tpsgc-pwgsc.gc.ca/ci-if/politique-policy-eng.html>), the Bidder must provide the required documentation, as applicable, to be given further consideration in the procurement process.





### 1.3 Certification 3 – Employment Equity, Federal Contractors' Program

By submitting a bid, the Bidder certifies that the Bidder, and any of the Bidder's members if the Bidder is a Joint Venture, is not named on the Federal Contractors Program (FCP) for employment equity "FCP Limited Eligibility to Bid" list ([http://publiservice.gc.ca/services/fcp-pcf/index\\_f.htm](http://publiservice.gc.ca/services/fcp-pcf/index_f.htm)) available from Human Resources and Skills Development Canada (HRSDC) - Labour's website.

Canada will have the right to declare a bid non-responsive if the Bidder, or any member of the Bidder if the Bidder is a Joint Venture, appears on the "FCP Limited Eligibility to Bid" list at the time of contract award.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

### 1.4 Certification 4 – Former Public Servant

#### Former Public Servant Certification

Contracts with former public servants (FPS) in receipt of a pension or of a lump sum payment must bear the closest public scrutiny and reflect fairness in spending public funds. In order to comply with Treasury Board policies and directives on contracts with FPS, bidders must provide the information required below.

#### Definitions

For the purposes of this clause,

"former public servant" means a former member of a department as defined in the *Financial Administration Act, R.S., 1985, c. F-11*, a former member of the Canadian Armed Forces or a former member of the Royal Canadian Mounted Police and includes:

- a) an individual;
- b) an individual who has incorporated;
- c) a partnership made up of former public servants; or
- d. a sole proprietorship or entity where the affected individual has a controlling or major interest in the entity.

"Lump sum payment period" means the period measured in weeks of salary, for which payment has been made to facilitate the transition to retirement or to other employment as a result of the implementation of various programs to reduce the Public Service.

"Pension" means a pension payable pursuant to the *Public Service Superannuation Act, R.S., 1985, c. P-36* as indexed pursuant to the *Supplementary Retirement Benefits Act, R.S., 1985, c. S-24*.

#### Former Public Servant in Receipt of a Pension

Is the Bidder a FPS in receipt of a pension as defined above?

YES ( )    NO ( )



If so, the Bidder must provide the following information:

- a) name of former public servant,; and
- b) date of termination of employment or retirement from the Public Service.

**Work Force Reduction Program**

Is the Bidder a FPS who received a lump sum payment pursuant to the terms of a work force reduction program?

YES ( ) NO ( )

If so, the Bidder must provide the following information:

- a) name of former public servant,;
- b) conditions of the lump sum payment incentive,;
- c) date of termination of employment,;
- d) amount of lump sum payment,;
- e) rate of pay on which lump sum payment is based,;
- f) period of lump sum payment including start date, end date and number of weeks,; and
- g) number and amount (professional fees) of other contracts subject to the restrictions of a work force reduction program.

For all contracts awarded during the lump sum payment period, the total amount of fee that may be paid to a FPS who received a lump sum payment is \$5,000, including Goods and Services Tax or Harmonized Sales Tax.

**STATEMENT:**

I, the undersigned, as a director of the Bidder, hereby certify that the information provided on this form and in the attached proposal are accurate to the best of my knowledge.

Name (block letters): \_\_\_\_\_

Title: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Telephone number: \_\_\_\_\_

Email: \_\_\_\_\_

The above-named individual will serve as intermediary with Public Service Canada



## **PART 6 – RESULTING CONTRACT CLAUSES**

The following clauses and conditions apply to and form part of any contract resulting from the bid solicitation.

### **1.        REQUIREMENT**

See Annex A, Statement of Work.

### **2.        STANDARD CLAUSES AND CONDITIONS**

All clauses and conditions identified in the Contract by number, date and title are set out in the Standard Acquisition Clauses and Conditions Manual (<https://buyandsell.gc.ca/policy-and-guidelines/standard-acquisition-clauses-and-conditions-manual>) issued by Public Works and Government Services Canada. However any reference to Public Works and Government Services Canada or its Minister contained in these terms and conditions shall be interpreted as reference to Public Safety Canada or its Minister

#### **2.1      General Conditions**

2035 (2016-04-04), General Conditions – Higher Complexity – Services, apply to and form part of the Contract.

### **3.        SECURITY REQUIREMENT**

This document is UNCLASSIFIED, however;

- 3.1      The Contractor shall treat as confidential, during as well as after the performance of the services contracted for, any information of the affairs of Canada of a confidential nature to which its servants or agents become privy; and
- 3.2      Contract personnel requiring casual access to the installation site do not require a security clearance but may be required to be escorted at all times.

### **4.        TERM OF CONTRACT**

#### **4.1      Period of the Contract**

The Work is to be performed from date of contract award to **March 1, 2019**.

#### **4.2      Termination on Thirty Days' Notice**

Canada reserves the right to terminate the Contract at any time in whole or in part by giving thirty (30) calendar days written notice to the Contractor. In the event of such termination, Canada will only pay for costs incurred for services rendered and accepted by Canada up to the date of the termination. Despite any other provision of the Contract, there will be no other costs that will be paid to the Contractor as a result of the termination.



## **5.     AUTHORITIES**

### **5.1     Contracting Authority**

The Contracting Authority for the Contract is:

Rachel Hull  
Senior Contracting and Procurement Officer  
Contracting and Procurement Unit  
Public Safety Canada  
340 Laurier Avenue, West  
Ottawa ON K1A 0P8

Tel: 613-949-1821  
Fax: 613-954-1871  
Email: [contracting@ps.gc.ca](mailto:contracting@ps.gc.ca)

The Contracting Authority is responsible for the management of the Contract and any changes to the Contract must be authorized in writing by the Contracting Authority. The Contractor must not perform work in excess of or outside the scope of the Contract based on verbal or written requests or instructions from anybody other than the Contracting Authority.

### **5.2     Project Authority**

*To be identified at Contract award.*

The Project Authority is the representative of the department or agency for whom the Work is being carried out under the Contract and is responsible for all matters concerning the technical content of the Work under the Contract. Technical matters may be discussed with the Project Authority; however, the Project Authority has no authority to authorize changes to the scope of the Work. Changes to the scope of the Work can only be made through a contract amendment issued by the Contracting Authority.

### **5.3     Contractor's Representative**

*To be identified at Contract award.*

## **6.     PAYMENT**

### **6.1     Ceiling Price**

For the Work described in Annex A, Statement of Work, the Contractor will be reimbursed for the costs reasonably and properly incurred in the performance of the Work, as determined in accordance with the Basis of Payment in Annex B, to a ceiling price of \$ \_\_\_\_\_ (*insert amount at contract award*). Customs duties are included and Applicable Taxes are extra.

The ceiling price is subject to downward adjustment so as not to exceed the actual costs reasonably incurred in the performance of the Work and computed in accordance with the Basis of Payment.

## **7.     INVOICING INSTRUCTIONS**

7.1     The Contractor must submit invoices in accordance with the information required in Section 12 of 2035, General Conditions – Higher Complexity – Services.



- 7.2 An invoice for a single payment cannot be submitted until all Work identified on the invoice is completed.
- 7.3 Each invoice must be supported by:
- (a) a copy of time sheets to support the time claimed;
  - (b) a copy of the release document and any other documents as specified in the Contract;
- 7.4 In the ongoing efforts of being a department that contributes to the greening initiative, as well as to improve our efficiencies when processing invoices, Public Safety Canada is moving towards receiving all invoices electronically from vendors. We ask, where possible, that vendors send their invoices electronically and do not send their invoices in paper format through regular postal mail services.

Email address: [PS.InvoiceProcessing-TraitementDesFactures.SP@canada.ca](mailto:PS.InvoiceProcessing-TraitementDesFactures.SP@canada.ca)

## 8. **CERTIFICATIONS**

### 8.1 **Compliance**

The continuous compliance with the certifications provided by the Contractor in its bid and the ongoing cooperation in providing associated information are conditions of the Contract. Certifications are subject to verification by Canada during the entire period of the Contract. If the Contractor does not comply with any certification, fails to provide the associated information, or if it is determined that any certification made by the Contractor in its bid is untrue, whether made knowingly or unknowingly, Canada has the right, pursuant to the default provision of the Contract, to terminate the Contract for default.

## 9. **APPLICABLE LAWS**

The Contract must be interpreted and governed, and the relations between the parties determined, by the laws in force in \_\_\_\_\_. (*Insert the name of the province or territory as specified by the bidder in its bid, if applicable.*)

## 10. **PRIORITY OF DOCUMENTS**

If there is a discrepancy between the wording of any documents that appear on the list, the wording of the document that first appears on the list has priority over the wording of any document that subsequently appears on the list.

- a) the Articles of Agreement;
- b) the general conditions 2035 (2016-04-04), General Conditions – Higher Complexity – Services;
- c) Annex A, Statement of Work;
- d) Annex B, Basis of Payment;
- e) the Contractor's bid dated \_\_\_\_\_, (*insert date of bid*) (*If the bid was clarified or amended, insert at the time of contract award.*), as clarified on \_\_\_\_\_ " **or** ", as amended on \_\_\_\_\_ " *and insert date(s) of clarification(s) or amendment(s).*

## 11. **FOREIGN NATIONALS (CANADIAN CONTRACTOR)**

The Contractor must comply with Canadian immigration requirements applicable to foreign nationals entering Canada to work temporarily in fulfillment of the Contract. If the Contractor wishes to hire a foreign national to work in Canada to fulfill the Contract, the Contractor should immediately contact the



nearest Service Canada regional office to enquire about Citizenship and Immigration Canada's requirements to issue a temporary work permit to a foreign national. The Contractor is responsible for all costs incurred as a result of non-compliance with immigration requirements.

**OR**

#### **11.     FOREIGN NATIONALS (FOREIGN CONTRACTOR)**

The Contractor must comply with Canadian immigration legislation applicable to foreign nationals entering Canada to work temporarily in fulfillment of the Contract. If the Contractor wishes to hire a foreign national to work in Canada to fulfill the Contract, the Contractor should immediately contact the nearest Canadian Embassy, Consulate or High Commission in the Contractor's country to obtain instructions, information on Citizenship and Immigration Canada's requirements and any required documents. The Contractor is responsible to ensure that foreign nationals have the required information, documents and authorizations before performing any work under the Contract in Canada. The Contractor is responsible for all costs incurred as a result of non-compliance with immigration requirements

#### **12.     WORK PERMIT AND LICENSES**

The Contractor must obtain and maintain all permits, licenses and certificates of approval required for the Work to be performed under any applicable federal, provincial or municipal legislation.

The Contractor is responsible for any charges imposed by such legislation or regulations. Upon request, the Contractor will provide a copy of any such permit, license, or certificate to Canada.

#### **13.     NON-PERMANENT RESIDENT**

##### Non-Permanent Resident

The Contractor is responsible for compliance with the immigration requirements applicable to non-permanent residents entering Canada to work on a temporary basis in fulfillment of this Contract. The Contractor will be responsible for all costs incurred as a result of noncompliance with immigration requirements.

##### Non-Permanent Resident (Foreign Contractor)

The Contractor must ensure that non-permanent residents intending to work in Canada on a temporary basis in fulfillment of the Contract, who are neither Canadian citizens nor United States nationals, receive all appropriate documents and instructions relating to Canadian immigration requirements and secure all required employment authorizations prior to their arrival at the Canadian port of entry.

The Contractor must ensure that United States nationals having such intentions receive all appropriate documents and instructions in that regard prior to their arrival at the Canadian port of entry. Such documents may be obtained at the appropriate Canadian Embassy/Consulate in the Contractor's country. The Contractor will be responsible for all costs incurred as a result of noncompliance with immigration requirements.

#### **14.     INTERNATIONAL SANCTIONS**

1. Persons in Canada, and Canadians outside of Canada, are bound by economic sanctions imposed by Canada. As a result, the Government of Canada cannot accept delivery of goods or services that originate, either directly or indirectly, from the countries or persons subject to economic sanctions.



Details on existing sanctions can be found at: <http://www.dfait-maeci.gc.ca/trade/sanctions-en.asp>

2. It is a condition of this Contract that the Consultant not supply to the Government of Canada any goods or services which are subject to economic sanctions.
3. By law, the Consultant must comply with changes to the regulations imposed during the life of the Contract. During the performance of the Contract, should the imposition of sanctions against a country or person or the addition of a good or service to the list of sanctioned goods or services cause an impossibility of performance for the Consultant, the situation will be treated by the Parties as a force majeure. The Consultant shall forthwith inform Canada of the situation; the procedures applicable to force majeure shall then apply.

## **15. CANADA FACILITIES, EQUIPMENT, DOCUMENTATION & PERSONNEL**

1. Access to the following Canada facilities, equipment, documentation and personnel may be required during the Contract period in order to perform the work:
  - a. Client department's premises;
  - b. Client department's computer systems;
  - c. Documentation; and
  - d. Personnel for consultation.
2. Canada's facilities, equipment, documentation and personnel are not automatically at the disposal of the Contractor. The Contractor is responsible for timely identification of the need for access to the referenced facilities, equipment, documentation and personnel.
3. Subject to the approval of the Project Authority, arrangements will be made for the Contractor to access the required facilities, equipment, documentation and personnel at the Client department's earliest convenience.

## **16. INSURANCE**

The Contractor is responsible to decide if insurance coverage is necessary to fulfill its obligation under the Contract and to ensure compliance with any applicable law. Any insurance acquired or maintained by the Contractor will be at its own expense and for its own benefit and protection. It will not release the Contractor from or reduce its liability under the Contract.



## ANNEX A STATEMENT OF WORK

### 1. REQUIREMENT

Public Safety Canada (PSC) has a need for an evaluator or team of evaluators to conduct an evaluation of an innovative cyberbullying prevention or intervention initiative.

The purpose of the evaluation is to determine the effectiveness/potential effectiveness of the intervention in preventing or reducing the incidence of cyberbullying in a sample of youth or young adults.

In 2016, Public Safety Canada awarded a contract for similar work. Although the deliverables under the contract resulted in some interesting findings on a cyberbullying application called STOPIt, the study was very exploratory in nature and looked only at participant opinions through a focus group format. The work described under this Contract requires that a more in-depth study be conducted with a rigorous design that would allow for causal attribution.

### 2. BACKGROUND

Cyberbullying has been defined as “willful and repeated harm inflicted through the use of computers, cell phones, and other electronic devices” (Hinduja & Patchin, 2015; Patchin, 2014). The intent of cyberbullying incidents is to threaten, harass, embarrass, or socially exclude another using online technology (Williams & Guerra, 2007).

Although there are similarities between online and off line bullying, there are significant differences in the context in which the bullying occurs. Anonymity, greater social dissemination, lack of supervision present on electronic media, and greater accessibility to the target are characteristics that set cyberbullying apart from off line bullying (Patchin & Hinduja, 2006; Tokunaga, 2010). These differences have implications in the development of appropriate cyberbullying interventions.

According to a survey, *Protecting Canadian Families Online*, conducted by Leger on behalf of Primus, parents are more concerned about cyberbullying (48%) than they are about teen pregnancy (44%), drug use (40%) or alcohol use (38%) (Primus, 2015).

Some researchers (e.g., Kiriakidis & Kavoura, 2010) have suggested that due to the unique features of the electronic environment (i.e., anonymity, lack of emotional cues, rapidity, increased accessibility, and a large audience), the consequences of electronic victimization might be more serious than those for traditional victimization.

Victims of cyberbullying have reported a multitude of emotional, social, and academic problems, including: poor physical health outcomes, self-denigration, school failure, absenteeism, depression, anxiety, discrimination, school violence, eating disorders, chronic stress, low self-esteem, isolation, poor relationships, aggression, and even self-harm or suicide (Ryan & Curwen, 2013). Tokunaga (2010) identified the following consequences of electronic victimization: decreased academic performance, increased truancy, perceptions of school being unsafe, poor concentration, and increased incidence of weapons-carrying. Ybarra and Mitchell (2007) found that those who engage in electronic bullying tend to have higher rates of rule-breaking and delinquent behaviours. Online harassment, especially harassment occurring monthly or more frequently, appears to be related to increased reports of behaviour problems and weapon carrying at school (Ybarra, Diener-West, & Leaf, 2007).

There are very few interventions specifically targeting cyberbullying behaviours, and even fewer rigorous evaluations of these interventions. Adolescents often refuse to seek help from an adult in fear that their technology will be taken away (Tokunaga, 2010).





### **3. OBJECTIVE OF THE EVALUATION**

The key objective of the evaluation is to measure an intervention's effectiveness in preventing or reducing the incidence of cyberbullying amongst Canadian youth or young adults. Specifically, the evaluation must:

- a) Provide a detailed description of the innovative cyberbullying prevention or intervention initiative;
- b) Develop program/software/application to ensure all aspects of the initiative are evaluable;
- c) Assess the extent to which the intervention was implemented as intended;
- d) Identify a causal attribution strategy and conduct an outcome evaluation of the cyberbullying intervention;
- e) Utilize rigorous quantitative methods including pre-, post, and follow-up testing, use of a comparison or equivalent design that allows for there to be valid results related to how the outcomes can be attributed to the intervention;
- f) If an experimental design is not feasible, then utilize qualitative methods (e.g., interviews, focus groups, case studies) in order to triangulate results with the quantitative data; If the research design is not experimental, also provide a detailed Program Logic Model, Theory of Change and Contribution Analysis;
- g) Provide a descriptive cost analysis of the intervention;
- h) Identify lessons learned, exploring what worked well, what did not work as well, and make recommendations to strengthen the intervention for the benefit of others interested in implementing an intervention of this nature in the future.

### **4. APPLICABLE DOCUMENTS**

- PSC ethics review application – Appendix 1 to Annex A
- Crime Prevention Action Fund (CPAF) Reporting Guidelines for Project Evaluations – Appendix 2 to Annex A

### **5. TASKS**

The tasks to be completed by the Contractor include, but are not necessarily limited to the following:

- 5.1 Within one week of contract award, the Contractor must attend a kick-off meeting with Project Authority and/or Technical Authority (PA/TA) to discuss the overall scope of the work; the provisional work plan and approach and methodology that were submitted during the Request for Proposal stage; and, to clarify any issues.
- 5.2 Based on the discussion at the kick-off meeting, the Contractor must submit both an updated work plan, and updated methodology and approach. Both updated documents must be submitted within five days of the kick-off meeting for approval by the PA/TA.
- 5.3 Within four weeks of receiving approval from the PA/TA on both the updated work plan and on the approach and methodology, the Contractor must develop and submit to the PA/TA for approval an evaluation plan that adheres to the "Objectives of the Evaluation" section (above) and includes the research study design; the specific research questions, indicators and data collections methods; and, applicable instruments.
- 5.4 The Contractor must receive ethics approval for their evaluation plan prior to implementing the evaluation. This must occur within four weeks of receiving approval from the PA/TA on the work plan and the approach and methodology. If the Contractor is with a university or other institution

that has an ethics review procedure that meets the standards of the Tri-Council Policy on research with human subjects, written verification of this approval will suffice. Where the Contractor is not associated with an institution that has an ethics review procedure that meets the standards of the Tri-Council Policy on research with human subjects, Public Safety will conduct an internal ethics review via an ethics review committee constituted by Public Safety. For more information on ethics review see Public Safety’s Ethics Review Policy (attached). If the evaluation is to be implemented within a school, then a school board ethics application must be completed.

- 5.5 Once the PA/TA approves the evaluation plan, the Contractor must begin its evaluation of the selected program and begin collecting data. Within two months of beginning the evaluation, the Contractor must write and submit to the PA/TA a progress report that details all of the work undertaken to date, including a detailed description of any challenges faced. The Contractor must also identify any slippages concerning the delivery dates outlined in its approved work plan and must update and submit its work plan to outline the new delivery dates.
- 5.6 Two months after data collection has been completed, the Contractor must write and submit to the PA/TA its draft evaluation report that addresses and adheres to the “Objectives of the Evaluation” section (above). The PA/TA will provide the Contractor with feedback and may request changes to the report.
- 5.7 Within six weeks of receiving the feedback on the draft report from the PA/TA, the Contractor must submit its final evaluation report.
- 5.8 Through the duration of the contract, the Contractor must liaise and provide status updates by email, teleconference, or in-person meetings as needed with Public Safety Canada staff, project sponsors and other relevant stakeholders. The Contractor must also proactively inform the PA/TA of any modifications to the intervention/project that could affect the evaluation and any difficulties that would present in implementing the approved evaluation design.

## 6. APPROACH AND METHODOLOGY

The Contractor must utilize the approach and methodology that were outlined in their proposal. The most rigorous methods feasible must be undertaken and every effort must be made to conduct pre-, post, and follow-up testing, use of a comparison or equivalent design that allows for there to be valid results related to how the outcomes can be attributed to the intervention. If an experimental design is not feasible, then the Contractor must also utilize qualitative methods (e.g., interviews, focus groups, case studies) in order to triangulate results with the quantitative data. If the research design is not experimental, the contractor must also provide a detailed Program Logic Model and Theory of Change for the intervention.

## 7. DELIVERABLES AND SCHEDULE

The following deliverables are required during the course of the contract:

Deliverable	Timeline
Revised work plan and approach and methodology	Two weeks after contract award
Evaluation plan including research design, and instruments. Ethics application to a Canadian university Research Ethics Board or to Public Safety Canada.	Four weeks after contract award
Progress report	Two months after the start of program implementation.
Draft evaluation report	Two months after data collection has been completed
Final evaluation report	Six weeks after feedback on the draft report is received from the Technical Authority



## **8. DEPARTMENTAL RESPONSIBILITIES AND SUPPORT**

The Department will provide the following to the Contractor:

- a) Access to the Technical Authority, or this person's designate, who will be responsible for coordinating the overall project, providing as-required direction, guidance, and support to the Contractor, and accepting and approving Contractor deliverables on behalf of the Department.
- b) Timely feedback on deliverables, in order to enable the Contractor to stay within the timelines specified in the Contract.

## **9. REPORTING AND COMMUNICATION**

In addition to the timely submission of deliverables and the meetings referenced above, the Contractor will maintain regular communications with the Technical Authority. Communication may include phone calls, electronic mail, faxes, mailings, and meetings, in order to ensure that the project is progressing well and in accordance with expectations.

## **10. LANGUAGE OF WORK**

The Contractor may work and submit all deliverables in either official language (English or French). Translation of the final report, if required, will be the responsibility of Public Safety. However, the Contractor must be able to communicate with members of the public or with Government of Canada staff in both official languages.

## **11. LOCATION OF WORK**

The Contractor must conduct the work at their own facilities; however the contractor's resources must be available to participate in teleconference meetings with Public Safety. No travel is expected to perform the work described herein.

## **12. REFERENCES**

Hinduja, S., & Patchin, J. W. (2008). Cyberbullying: An exploratory analysis of factors related to offending and victimization. *Deviant Behavior*, 29, 129-156. doi: 10.1080/01639620701457816

Hinduja, S., & Patchin, J. W. (2015). *Bullying Beyond the Schoolyard: Preventing and Responding to Cyberbullying* (2<sup>nd</sup> Ed). Thousand Oaks, California: Corwin.

Kiriakidis, S., & Kavoura, A. (2010). Cyberbullying: A review of the literature on harassment through the internet and other electronic means. *Family and Community Health*, 33(2), 82-93.

Patchin, J. W., & Hinduja, S. (2006). Bullies move beyond the schoolyard: A preliminary look at cyberbullying. *Youth Violence and Juvenile Justice*, 4, 148-169. doi: 10.1177/1541204006286288

Primus. (2015). *How times have changed: Cyberbullying outranks drugs, teenage pregnancy*

*and alcohol as a top concern of Canadian parents*. Press Release. Toronto: January 13, 2015. Retrieved from: <http://www.marketwired.com/press-release/how-times-have-changed-cyberbullying-outranks-drugs-teenage-pregnancy-alcohol-as-top-1982373.htm>

Ryan, K. N., & Curwen, T. (2013). Cyber-victimized students: Incidence, impact, and intervention. *SAGE Open*. doi:10.1177/215824401351677



- Tokunaga, R. S. (2010). Following you home from school: A critical review and synthesis of research on cyberbullying victimization. *Computers in Human Behavior, 26*, 277-287.  
doi:10.1016/j.chb.2009.11.014
- Williams, K., & Guerra, N. (2007). Prevalence and predictors of Internet bullying. *Journal of Adolescent Health, 41*, S14–S21. doi: 10.1016/j.jadohealth.2007.08.018
- Ybarra, M.L., Diener-West, M., & Leaf, P.J. (2007) Examining the Overlap in Internet Harassment and School Bullying: Implications for School Intervention. *Journal of Adolescent Health, 41*, 42-50.
- Ybarra, M.L., & Mitchell, K.J. (2007). Prevalence and frequency of internet harassment instigation: Implications for adolescent health. *Journal of Adolescent Health, 41*, 189-195.



# APPENDIX 1 to ANNEX A PSC ETHICS REVIEW APPLICATION

## PUBLIC SAFETY CANADA (PSC) Application<sup>1</sup> for Ethics Review

This form is designed to collect information about the proposed research or evaluation in order to assess the proposed study from the perspective of research ethics. The Application for Ethics Review should be completed with reference to the Ethics Guidelines that are part of this package.

If your Evaluation Plan has been approved, you may refer to pages within the Evaluation Plan as you complete the sections below.

### 1. Identification

Project title: \_\_\_\_\_

Project file number: \_\_\_\_\_

Project start and end date: \_\_\_\_\_

Name of lead evaluator: \_\_\_\_\_

Names of co-investigators: \_\_\_\_\_

Project location(s): \_\_\_\_\_

### 2. Summary of Evaluation Project and Procedures

Provide a summary of the evaluation project:

- State the purpose of the evaluation, including the rationale and objectives.
- Identify the key evaluation questions (only those related to collection of data from participants).
- Describe the methods used to answer the evaluation questions. The description should include the sampling method (e.g., random sampling), group assignment (e.g., randomization), type of evaluation design (e.g., pre-post-post quasi experimental design, case study), and the data collection methods or evaluation activities (e.g., youth survey, focus group, photovoice, video recording, etc.).
- Identify who is going to be invited to participate in which evaluation activity, how long each activity will take to complete, the frequency of data collection, and where the data will be collected.
- Indicate in which project site location(s) (e.g., Little Red Reserve, Montreal Lake, MB) the study will be implemented.
- Provide a list of instruments used in the study (e.g., interview guides, observation checklists) and attach these in appendices.

#### Use of secondary data

- Will you be collecting secondary data (e.g., police records, school data)  
 Yes  No
- Do you require that these data be linked to individuals?  
 Yes  No

If yes, please familiarize yourself with TCPS2 Article 5.5 and ensure that the appropriate procedures (and described in Sections 6 and 7 below) are taken to ensure the confidentiality, anonymity and security of data.

<sup>1</sup> This form is based, with permission, in large part on the University of Victoria Human Research Ethics Board's *Application for Ethics Approval for Human Participant Research*, 2005, and the University of British Columbia Behavioural Research Ethics Board research guidelines, 2011 available online at: [http://rise.ubc.ca/helpCenter/GN/BREB\\_Guidance\\_Notes.html](http://rise.ubc.ca/helpCenter/GN/BREB_Guidance_Notes.html).

### Video, audio recordings

- Will you be recording participants' interviews using videos or make records?  
 Yes  No
  
- Will you be recording participants' interviews using a digital recorder?  
 Yes  No

If yes, familiarize yourself with TCPS2 Article 10.3 and ensure that the appropriate procedures (and described in Sections 6 and 7 below) are taken to ensure the confidentiality and anonymity of those who have not consented to be part of the study or part of the video/audio interviews.

### 3. Selection and Recruitment of Participants

- **Target group or program participants**
  - Identify the anticipated number of participants in target group
  - Describe the salient characteristics of the target group (e.g., age, gender, race, ethnicity, class, etc.).
  - Provide a description of the methods of recruitment of the target group
    - Identify the recruitment or eligibility criteria for participation (screening, inclusion, exclusion criteria). Provide justification for excluding participants on the basis of such attributes as culture, language, religion, race, disability, sexual orientation, ethnicity, gender or age. Please review TCPS2 Chapter 4 to ensure that no one is inappropriately excluded from the study. If exclusions are proposed that are not germane to the evaluation question(s), a justification for excluding participants on the basis of such attributes must be provided.
    - Describe the recruitment process. Please include all recruitment steps. Please indicate whether or not the recruitment process protects privacy. When confidentiality is to be protected, does the recruitment process pose potential risks to confidentiality?
    - Describe how you will gain access to names, addresses, telephone numbers, or email address of potential participants to the treatment or control groups.
    - Identify who will recruit/contact participants (e.g., researcher, assistant, third party) and describe any relationship between the investigator(s) and participant(s) (e.g., project staff-participant, manager-employee).
    - Indicate where members of the target group will be recruited (e.g., school, community centre, group home).
    - Attach copies of any recruitment materials, such as recruitment scripts, information letters, advertisements, flyers, or Internet/email messages.



- **Control group or Matched comparison group**

- Will your study design include a control group?  
 Yes  No

If yes,

- Identify the anticipated number of participants to the control group.
- Should the characteristics of the control group participants as well as methods of recruitment differ from the program participants, please make note of the differences below, taking care to cover all questions as per above section on Recruitment of Target Groups.

- **Other study participants**

- Identify other categories of participants you will be approaching to gather data for your study. Please do not forget to include an approximate number of participants per category.
- Describe the methods of recruitment you will be using to approach these individuals.

- Are you or any of your co-investigators in any way in a position of authority or power over participants? Examples of a “power-over” situation include teachers-students, counsellors-clients, and supervisors-employees.

- Yes  No

If yes, identify/describe:

- Which group(s):
- The nature of the relationship:
- The rationale for conducting research with participants over whom you, the evaluator, have power:
- The safeguards (steps) will you take to minimize inducement, coercion or potential harm:
- How the dual-role relationship and the safeguards will be explained to potential participants.

#### 4. Possible Benefits, Inconveniences, Risks and Harms to Participants

- **Benefits**

Identify any potential or known benefits (to the participants, to society, and/or to the state of knowledge) associated with participation. If there are no benefits, state this specifically. Note that benefits differ from incentives to participate in the study and should not be included in this section.

- **Inconveniences**

Identify and describe any known or potential inconveniences to participants.

*Please consider all inconveniences, including time devoted to the evaluation.* If the study involves questions on sensitive topics, please provide sample questions to participants on the consent / assent form or in a separate verbally presented script where context is provided.



• **Risks**

Could this study involve the following? Please answer each question by putting an **X** in the appropriate box:

- Does the study include participants who whose vulnerability (e.g., capacity (mental, emotional), age, wellness or health status, institutionalization, power relationships, gender and gender identity, setting and recruitment, dependency, socio-economic status, others) could increase their risk by participating in the study?  
Very unlikely Possibly Likely
- Could a participant feel demeaned or embarrassed during their participation in the evaluation study?  
Very unlikely Possibly Likely
- Could a participant feel fatigued or stressed due to the evaluation study?  
Very unlikely Possibly Likely
- Could a participant experience any other emotional or psychological discomfort as a consequence of participation?  
Very unlikely Possibly Likely
- Is there any social risk, possible stigmatization, loss of status, privacy and/or reputation?  
Very unlikely Possibly Likely
- Are there any physical risks?  
Very unlikely Possibly Likely
- Could a participant experience any economic risk? (e.g. job security, job loss)  
Very unlikely Possibly Likely
- Do you see any chance that participants may be harmed in any other way, or that others could be harmed? (e.g., risk to third parties, community)  
Very unlikely Possibly Likely
- Are the risks similar to those encountered by the subjects in everyday life?  
Very unlikely Possibly Likely
- Does the study involve the generation of databases of populations where potential future research is unknown, and where the data could possibly be linked or traced to personally identifiable information?  
Very unlikely Possibly Likely

If you indicated above that any risks are *possible* or *likely*, please explain below:

- What are the risks?
- What will you do to try to minimize or prevent the risks?
- How will you respond if the risk of harm occurs? (e.g., what is your plan?)





- **Partial disclosure or deception**

Will participants be fully informed of everything that will be required of them prior to the start of the evaluation session?

Yes    No

If *No*, please provide an explanation of the extent and nature of deception and why the research could not be conducted without it. This description must be sufficient to justify a waiver of informed consent. Please describe procedures for debriefing participants.

## 5. Compensation / Incentives

- Is there any compensation for participating in the research? (e.g., gifts, money, bonus points)

Yes    No

- If Yes, explain the nature of the compensation and why you consider it necessary.

## 6. Consent / Assent

- **Participant's competence to provide free and informed consent**

- Describe your prospective participants: *(Check all that apply.)*

- Competent adults
- Non-competent adults
- Children (i.e., under the age of legal consent)
- A protected or vulnerable population (e.g., inmates, patients).

- Indicate from whom the consent will be sought, and, if applicable, from whom assent will be requested.

- **Means of obtaining consent:** *(Check all that apply.)*

- Initial verbal explanation and a signed Consent Form
- A Letter of Information and a signed Consent Form
- A Letter of Information, a signed Parental or Guardian Consent Form, and a Participant Assent Form
- A Letter of Information and verbal consent
- Implied consent (e.g., through mail back or web-based questionnaires or surveys)
- Other means (Please describe.)
- Consent will not be obtained (Explain why not.)

- **Consent letters**

Please provide copies of any written materials such as Letters of Information, Consent and/or Assent Forms, scripts, and covering letters or instructions contained in questionnaires where completion of the questionnaire is deemed to imply consent. If applicable, ensure that separate consent is provided for data collected by different means, and provide a separate consent form for each group describing the procedures that will affect the participant directly. There should be provision for the name and signature of a witness on consent / assent forms.

- **Informed consent process**

Describe the steps used in the informed consent process, including a description of how much time given to return the signed consent/assent form(s). If participation in the evaluation is required over multiple occasions or an extended period of time, indicate how you will provide for ongoing consent.



## 7. Anonymity and Confidentiality

- Participant contributions will be:
  - Public and cited
  - Anonymous (i.e., no one, including the principal investigator, is able to associate responses or other data with individual participants)
  - Confidential (i.e., a person's identity is protected, and limits are placed on access to, control of and security of his or her data and personal information)
  
- If you checked "confidential", please indicate the extent to which confidentiality will be maintained:
  - Completely
  - With limits (*Check relevant boxes below:*)
    - Limits due to the nature of group activities (e.g., focus groups) the researcher can not guarantee confidentiality
    - Limits due to context: The nature or size of the sample from which participants are drawn makes it possible to identify individual participants (e.g., school principals in a small town)
    - Limits due to selection: The procedures for recruiting or selecting participants may compromise the confidentiality of participants (e.g., participants are identified or referred to the study by a person outside the research team)
    - Limits due to legal requirements for reporting
    - Other, please specify
  
- Please describe the procedures to be used to respect an individual's privacy. Describe provisions regarding both access to raw data and write-up of the results. If there are limits to confidentiality, such that this cannot be guaranteed, explain what the limits are and how you will address them with the participants:
  
- If confidentiality will not be protected, explain why. If you are asking the participants to waive their right to confidentiality (you plan to identify them with their data), explain what steps will be taken to respect their privacy, if any.

## 8. Use and Disposal of Data

- **Storage of Data (Including Use of Online Surveys)**

Describe where the data will be stored and how you will ensure the security of the data. Note that under the *Freedom of Information Act*, data stored on a server located in the United States may be accessed by the US government at any time. Therefore, ensure that data is not stored on a US server and exchanged with other via email storing data on a US server (e.g., hotmail, Gmail). If you are planning to use online surveys, please acquaint yourself with relevant *Freedom of Information and Protection of Privacy Act* in your jurisdiction (or province)
  
- **Use(s) of Data**

Because PSC may use your research data / findings in the development of knowledge products (i.e. synthesis reports) and for reporting purposes, your consent form must include a provision to advise participants that their data may be used for additional research purposes. Please reference the consent forms with this provision.

Excluding PSC, will your research data be analyzed, now or in future, by yourself or anyone else, for purposes other than this research project?

- Yes       No       Possibly

If *yes* or *possibly*, describe how you will obtain consent for future data analysis from the participants.



- **Maintenance and disposal of data**

Describe your plans for preserving and protecting data or for destroying data after the evaluation is completed. For all data (e.g., paper records, audio or visual recordings, electronic recordings), indicate the:

- means of storage (e.g., a locked filing cabinet, password protected computer files)
- location of storage
- time duration of storage
- how data will be destroyed or returned to PSC

- **Feedback to participants**

- Yes       No       Possibly

If yes, describe when and how you will provide feedback to participants.

## 9. Evaluators

- **Conflict of interest**

Are you or any of the research team members in a perceived, actual or potential conflict of interest in regard to this research or demonstration project (e.g., family, personal, or business relationships with participants, partners in research, project staff or other entities)?

- Yes    No

If yes, please detail the conflict and how it will be managed:

- **Evaluator(s) qualifications**

In light of your evaluation methods, the nature of the evaluation and the characteristics of the participants what special training or qualifications do you and/or your research team have or need to acquire?

- **Adherence to ethics guidelines by all members of the evaluation team**

If you involve research assistants, transcribers, interpreters, project staff and/or other personnel to carry out specific evaluation tasks, how will you ensure that they comply with the Ethics Guidelines?

- **Risk to evaluator(s)**

- Does this evaluation study pose any risks to the evaluators, assistants or data collectors?
- If there are any risks, explain the nature of the risks, how they will be minimized, and how they will be responded to if they occur.

## 10. Additional Considerations for Research Involving Aboriginal People or those from a Vulnerable/Marginalized Population

- *If the study specifically involves individuals from an Aboriginal community or other vulnerable/marginalized population, or if a particular Aboriginal community/ communities or vulnerable/marginalized group are a central focus of the research, was/were the community(ies) involved in the research design?*
- *Has the researcher indicated a willingness to afford the community an opportunity to react and respond to the research findings before completion of the final report?*
- *Has the researcher indicated a willingness to acknowledge in the publication of research results the various viewpoints of the community on the topics researched?*
- *Has the researcher indicated a willingness to share the final report findings with the community in way that the community would appreciate?*



### 11. Attachments

As applicable, attach the following documents to this application. Check those that are appended:

- Recruitment materials, e.g., script(s), letter(s)
- Information letter(s) and/or scripts and consent form(s)
- Copies of all research instruments, including standardized instruments, questionnaires or interview guides (if large, attach sample questions)
- Approval from external organizations (or proof of having made a request for permission)
- Permission to gain access to confidential documents or materials
- Other, please describe:

### 12. Agreement and Signatures

I affirm that:

- I have read this application and it is complete and accurate.
- The research will be conducted in accordance with Public Safety Canada's guidelines regarding the ethical conduct of research studies and evaluations
- The researcher(s) will seek further PSC review if the research/evaluation protocol is modified.

Lead Evaluator

Signature

\_\_\_\_\_  
Print Name

\_\_\_\_\_



## Consent Form Guidelines

This is a tool to assist you in writing your own consent form, which should be as readable as possible and tailored to your study population. The information provided represent guidelines only – not all the listed elements are required for all research.

However, if you decide not to include all of the standard statements (I, III-VIII, X), you should explain to the PSC Ethics Review Board why these requirements do not apply to your particular evaluation study on a separate cover page preceding the consent form.

Note: Please do not put a statement in your consent form indicating that the study has been reviewed and approved by a UBC Research Ethics Board as this statement may unduly influence prospective participants in making an informed, objective decision regarding their participation in the study.

### Formatting Information:

- Type size should be a minimum 12 point font.
- The use of headings, small paragraphs and spaces between the paragraphs is recommended.
- Use simple language and avoid technical terms and jargon. Try to achieve a readability score at the grade 7 level. In Microsoft Word you can display the Flesch-Kincaid Grade Level Score by accessing Tools/Options/Spelling & Grammar and by checking  Show readability statistics.
- Write out all acronyms the first time they appear on each page, followed by the acronym in brackets.
- Number the pages, e.g., 1 of 3, 2 of 3, 3 of 3 etc.
- Include a version date in a footnote at the bottom of each page of the consent form.

All information required by the participant to make an informed decision should be included in the informed consent form.

Any changes to the consent form must be approved by the PSC Ethics Review Board before the evaluation study begins or continues.



## Sample Consent / Assent Form

### Identify this document as a “Consent (or Assent) Form”

(insert Title of Study)

If the study involves more than one consent or assent form, in addition to the title indicate to whom it is directed (i.e. Consent Form for Parents, Assent Form for Children, etc.)

#### Study Team

##### Sample headings: *Who is conducting the study?*

Identify the following:

**Lead Evaluator:** Include the Principal Investigator’s Name, name of organization, and contact information, including the telephone number.

**Co-Investigator(s):** Include the name of co-investigators, name of organization, and contact information, including the telephone number.

#### Sponsor

##### Sample headings: *Who is funding this study?*

Name all agencies contributing funds [including grants-in-aid], resources and other products to the study.

#### Sample wording

- *The study is being conducted/funded by the (name of evaluation study group), and funded by Public Safety Canada).*

#### Invitation and Study Purpose

##### Sample headings: *Why should you take part in this study? Why are we doing this study?*

Explain in simple lay terms the purpose of the study. Provide an explanation of why participants have been asked to participate.

#### Sample wording

- *You are being invited to take part in this research study because (describe the characteristics of the sample population being recruited or the inclusion criteria).*
- *We want to learn more about how to help people who have/are [XXX]. This study will help us learn more about [XXX]. We are inviting people like you who have [XXX] to help us.*
- *We are doing this study to learn more about [XXX].*

#### Study Procedures

##### Sample headings: *What happens if you say “Yes, I want to be in the study”? What happens to you in the study? How is the study done?*

Explain in simple lay terms exactly what will happen to people if they participate in the study. Describe the total amount of time required if they participate in the research.

#### Sample wording

*If you say ‘Yes’, here is how we will do the study:*

- *We will ask you about [XXX]*
- *We will give you a form with questions to answer.*
- *If you decide to take part in this evaluation study, here are the types of activities you would be involved in: At the beginning of the study... During the study... At the end of the study:*

If applicable, include the following:

- If the study involves a control group, describe terms such as randomization (how it will be done – i.e. flip of a coin?).
- Describe how many sessions or visits, amount of time required for each visit, amount of time required for interviews/questionnaires, etc.
- If the study takes place in a school and involves the use of class time, include a description of what students whose parents refuse participation will do during the time that the other students are involved with the study.



- If the study involves analysis of tests or activities that are a part of regular class routine, then explain that the results of those who do not participate will not be included in the study.
- If the study involves captive populations (e.g. students, employees, inmates), explain how they opt in and out of the study.
- If audio or video-recording is involved, include a statement to that effect and describe under Confidentiality how you will ensure the confidentiality of the recordings and who will have access to them. The eventual fate of the records must also be disclosed (i.e., where and for how long they will be stored and whether they will be destroyed, any plans for secondary use).
- If video recording is involved, explain that those not participating will not be recorded.
- If the study involves an online survey, describe under Confidentiality the location of the survey company's server and include a description of any associated limits to confidentiality.

### **Study Results**

Describe how the study results will be disseminated.

### **Sample wording**

- *The results of this study will be reported in a graduate thesis and may also be published in journal articles and books.*
- *The main study findings will be published in academic journal articles.*

*If applicable, include the following:*

If the investigators can provide the subject/participant with the results of the study, describe how this will be accomplished; for example, include an option on the consent form to provide a mailing address and/or email address for a summary report on the findings or website details if study results will be made available on line.

### **Potential Risks of the Study**

#### **Sample heading: *Is there any way being in this study could be bad for you?***

Describe all known risks (e.g., psychological, physical, cultural, privacy, confidentiality), and a description of the procedures in place to minimize risks or to provide counselling or referral for those in distress.

### **Sample wording**

- *We do not think there is anything in this study that could harm you or be bad for you. Some of the questions we ask might upset you. Please let one of the study staff know if you have any concerns.*
- *E.g. Risks of sensitive questions - Some of the questions we ask may seem sensitive or personal. You do not have to answer any question if you do not want to”.*

### **Potential Benefits of the Study**

#### **Sample heading: *Will being in this study help you in any way? What are the benefits of participating?***

Describe the possible benefits, if any, to the subject/participant. If there are any anticipated benefits to society or to a specific group describe this in a separate statement.

### **Sample Wording**

- *You may be helped in this study by...*
- *Other than the benefits of participating in the (name) program, we do not think taking part in this evaluation study will help you. However, your participation will help identify what works, what does not, and make the program better for future participants in the program.*

### **Confidentiality**

#### **Sample heading: *How will your identity be protected? How will your privacy be maintained?***

#### **Measures to maintain confidentiality**

If you are planning to disclose the identity of study participants, this should be explained, along with how you will protect those who do not wish to have their identities disclosed. Otherwise, in

### **Sample Wording**

- *Your confidentiality will be respected. Information that discloses your identity will not be released without your consent unless required by law.*



- *All documents will be identified only by code number and kept in a locked filing cabinet. Subjects will not be identified by name in any reports of the completed study. Include an assurance that the subject's/participant's identity will be kept confidential.*

**If applicable, include the following:**

- If the data records are kept on a computer hard disk, describe how the security of the computer record will be maintained. Note: Do not say that the information will be kept confidential, since it will be published.
- If the study involves focus groups, it should be noted that only limited confidentiality can be offered. For example, include a sentence that says something like, *"We encourage participants not to discuss the content of the focus group to people outside the group; however, we can't control what participants do with the information discussed."*
- In circumstances where the study is likely to facilitate the disclosure of behaviours or actions where there are legal limits to confidentiality, a more detailed statement regarding these limits should be provided. For example, you could include a statement that says something like: *"At any point in the study, if you reveal that there has been an incident that involves abuse and/or neglect of a child or an elderly person (or that there is a risk of such occurring) please be advised that the evaluator must, by law, report this information to the appropriate authorities"*.

**Compensation/Incentives**

**Sample heading: *Will you be paid for your time/ taking part in this research study?***

Payment, financial or otherwise, should be clearly outlined on the consent form. Remuneration or compensation should not be dependent on completion of the project, but can be pro-rated for those that withdraw before completion.

**Sample Wording**

- *We will not pay you for the time you take to be in this study.*
- *We will not pay you for the time you take to be in this study. However, we will pay the cost of your (bus or taxi fare, childcare, parking).*

**Contact for Information about the Study**

**Sample heading: *Who can you contact if you have questions about the study?***

Include an offer to answer any inquiries concerning the procedures, to ensure that they are fully understood by the participant.

**Sample Wording**

- *If you have any questions or concerns about what we are asking of you, please contact the study leader or one of the study staff. The names and telephone numbers are listed at the top of the first page of this form.*

**Contact for Complaints**

**Sample Heading: *Who can you contact if you have complaints or concerns about the study?***

**Required Wording**

- *If you have any concerns about your rights as a participant to this study and/or your experiences while participating in this study, you may contact (name) the project Evaluation Advisor at Public Safety Canada at (phone number) or e-mail (email address).*

**Participant Consent and Signature Page**

**Standard Wording**

*"Taking part in this study is entirely up to you. You have the right to refuse to participate in this study. If you decide to take part, you may choose to pull out of the study at any time without giving a reason and without any negative impact on your (for example, participation to the program, class standing, access to further services from the community centre, etc.)"*

- *Your signature below indicates that you have received a copy of this consent form for your own records.*
- *Your signature indicates that you consent to participate in this study.*





---

Participant Signature \_\_\_\_\_ Date \_\_\_\_\_  
(or Parent or Guardian Signature)

---

Printed Name of the Participant (or Parent or Guardian) signing above

---

Name of Witness \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

If applicable, include the following:

- On parental consent forms, include a statement of choice, for example: 'I consent/I do not consent (check one) to my child's participation in the study'
- Parents must be provided with a copy of the parental consent form. It is acceptable to include a separate section for signatures so that they may return the signature page or section and keep the information contained in the consent form for their own records.

**APPENDIX 2 to ANNEX A  
CRIME PREVENTION ACTION FUND (CPAF)  
REPORTING GUIDELINES for PROJECT EVALUATIONS**

**Evaluation Report (Annual and Final) Template**

**Background:**

This evaluation report template is being provided to ensure that the 3<sup>rd</sup> party evaluator hired by the project recipient provides the information Public Safety Canada (PSC) requires in a standard manner and as per the Contribution Agreement. Frequently referring to these guidelines and consulting with a PSC Evaluation Advisor will ensure that you submit a report with the required level of detail and that follows the required format. The hired evaluation team should also consider the evaluation information shared at PSC information sessions, the evaluation framework, and the previously completed Annual Reports (if applicable) when completing the reports.

It is important to remember that each report is expected to stand alone. In other words, the evaluation findings are cumulative and are carried forward. They are built upon as additional data are collected and further analysis is conducted over time. Each annual report should carry over the project/program description and methodology sections from the original Evaluation Plan and clearly note and explain if there were modifications. The Final Evaluation Report should integrate new data with all of the information from previous Annual Reports and should be considered a stand alone report. PSC evaluation staff can provide you with more information to ensure this report is comprehensive.

Project recipients should refer to their Contribution Agreement for the precise due date. The first Annual Report will be submitted within a year of the completed (and approved) Evaluation Plan. The remaining Annual Reports will be submitted on an annual basis. The draft Final Evaluation Report is due 45 days prior to the end of project activities. The final Evaluation Report is due three months after the project activities end and after all of the required Annual Reports are completed.

**Report Format and Guidelines:**

The format for the evaluation reports includes section headings 1 through 10 below. Guidance on the expected content is also provided.

The title page should include the following information:

- Name of the deliverable
- Name of project being evaluated
- Number of the project (assigned by Public Safety Canada)
- Submitted by: name of contractor / firm
- Submitted to: Public Safety Canada
- Date submitted
- Period covered by the report
- Version number

## 1. **Executive Summary (Maximum 5 pages)**

Use the following headings for the Executive Summary. These reports will be summarized and posted on our website. Visit our website <http://www.publicsafety.gc.ca/res/cp/res/es-gps-eng.aspx> to review other summaries that use this reporting format.

### **Title of Evaluation Summary**

- Introduction
- Project Description
  - Primary Project Components
  - Project Participants (target group)
- Evaluation Methodology
  - Evaluation Design
  - Data Collection Methods
  - Data Analysis Methods
  - Methodological Limitations
- Process Evaluation Questions and Findings
- Outcome Evaluation Questions and Findings
  - Knowledge
  - Attitudes
  - Skills
  - Behaviours ( i.e., changes in police charges, arrests, non-violent offending; drug trafficking; violent offending; clinical behaviours)
- Cost Analysis Findings
- Relevance
- Challenges, Opportunities, Lessons Learned
  - Project
  - Evaluation
- Recommendations
  - Project
  - Evaluation

## 2. **Introduction**

Describe the overall purpose and scope of the evaluation study including the name of the Project, the sponsoring organization (and location) and start date and end date of the project and where the project was implemented.

If the project was implementing a model, promising or innovative crime prevention program, briefly describe the program's origin.

## 3. **Project Description**

### **3.1. Project Logic Model Graphic** (updated, if necessary)

### **3.2. Project Theory of Change** (updated, if necessary)

- Ensure that the logical relationship between the program components, target group and outcomes are clear
- Provide research/references that demonstrate the logical relationship between the components
- Include a brief description about the program components, dosage, outcomes and risk/protective factors to complement the logic model

### 3.3. Target Group (expected number, how they are recruited, how eligibility is determined)

- Provide information about the project's screening and risk assessment tools.
- Identify the name and origin of the risk assessment tools used. Where possible report the reliability and/or validity of the tools.
- Discuss and report on how the evaluation team supported the project with an effective risk assessment tool that would help the program accurately identify the appropriate target group.

## 4. Evaluation Questions

This section should outline the evaluation questions from the original evaluation plan.

## 5. Methodology

### 5.1 Evaluation Design

- Describe the overall evaluation design that was used during this evaluation (e.g. pre-post or repeated measures, including the intervals at which measures were administered, and whether or not there was a comparison group).
- Include information about what approach was used (qualitative, quantitative or mixed design).
- If the design has changed from the planning stage (evaluation framework), describe how and why the evaluation design has changed.
- Demonstrate what strategies were used to ensure the comparison group (if any) was feasible or comparable to the experimental group (i.e. matching techniques etc.) Report on the extent to which both groups are comparable.
- Describe when and how the comparison group was recruited.
- Report on the attrition rate and indicate if the varying attrition rates affected the feasibility of comparing the experimental and comparison group.
- Identify the various threats to validity and how these were mitigated in the evaluation.
- Describe the current evaluation design at the time of preparing this report.
- If using a qualitative design only, such as case studies or ethnographic design or mix of the two, describe:
  - whether you measured outcomes over time, the focus of inquiry (cultural context, program, program activities, event (e.g., T1, T2, T3, etc.) or individuals with key characteristics (e.g., low, moderate, high risks), and
  - whether you conducted a single case (within site or program activities or other unit of analysis chosen), multi-cases (between sites or program activities or other unit of analysis chosen), and/or cross-case analyses (aggregate data).

If using a combination of qualitative and quantitative, or mixed design, ensure that you include a description of both qualitative and quantitative approaches, as indicated above.

- Report on any modifications made to the process evaluation matrix (include process evaluation sub-matrix in Appendix).

### 5.2 Data Collection Methods

- Identify all data sources used in this report (quantitative and qualitative).
- Identify and describe the purpose of each instrument used and/or types of information (documentation, archival records, interviews, direct observations, participant observations,) collected in the study. Clarify how each evaluation question relates to questions in the instruments used for this study.
- Describe how the data were collected, when, and by whom.

- Report on how the evaluation team incorporated data from the monitoring and information system being implemented.
- Clarify if the data used were self-reported or validated by an external source (i.e. school and police records).
- Provide the response rates for various measures.
- Append all questionnaires, survey instruments, interview guides, consent forms, scripts, templates, MOUs signed for access to police and school boards data, etc. in Appendices.

### 5.3 Data Analysis Methods

- For quantitative analyses section:
  - Identify the statistical tests used.
  - Indicate whether the evaluation had enough statistical power to conduct tests of statistical significance. Identify all aspects of the formula used: statistical test, level of power, alpha level, sample size and standard deviation where applicable.
  - Report the results including statistical significance, effect sizes and clinical significance where appropriate.
- Qualitative analyses section:
  - Describe how qualitative data were collated and analyzed
  - If using case studies, describe the analytical and triangulation methods used:
    - Single case:
      - Holistic analysis: analysis of the entire case;
      - Embedded analysis - analysis of a specific aspect of the case;
    - Multiple cases:
      - Thematic analysis of cases (within case analysis);
      - Thematic analysis across cases (cross-case analysis);
  - If using ethnography, describe analytical and triangulation methods used.

### 5.4 Methodological limitations

- Identify the limitations of the evaluation and the implications these might have for the validity of the findings from both a qualitative and quantitative perspective.

## 6. Evaluation Findings and Interpretation

Ensure findings incorporate the evaluation questions and indicators identified in the process and impact evaluation matrix. Evaluation findings should be reported using the following headings:

- Evaluation questions;
- Indicators (for each question);
- Description of data source used (i.e. further explain how the questionnaire was used to conduct the analysis);
- Findings (Include a table with the data where applicable);
- Limitations (include discussion of statistical power, sampling, statistical assumptions, measurement, etc. relevant to the evaluation question and findings);
- Interpretation (discuss whether the outcomes could or could not be attributed to the program being assessed).

The analysis should also include an interpretation of the findings. If the implementation did not occur as expected, or produce the anticipated outputs or outcomes, the evaluation report should identify possible explanations for the findings.



Findings should be used for the following purposes:

- To determine if the project reached the appropriate target group – i.e. youth at risk of committing violent crimes? If not, what are the possible reasons (e.g. recruitment methods, inappropriate risk assessment, etc.)?
- To determine if youth, once recruited into the program, are staying with the program long enough for benefits to accrue? If not, why not?
- To analyze and project whether the program was currently implemented to be able to contribute to change in the outcomes of interest;
- To determine the extent to which participant outcomes may be impacted by external influences.

Ensure all key tables with data are incorporated into the report. Tables that provide additional details can be appended to the report.

## 6.1 Process Evaluation Questions and Findings

Process evaluation findings should be based on relevant data sources identified in the original evaluation plan. Refer to Appendix A and B of this template that include systematic reporting samples and sample tables to report process evaluation data.

- Provide a summary and incorporate any process evaluation findings in this section of the report. Focus on process related information that is needed to interpret the outcome evaluation findings that are being reported in the current report.
- A profile of participants should be provided that answers the questions, “what risk factors are experienced by the participants” and “what is their overall level of risk”?
- The profile should include the following (for primary participants only):
  - # and % of participants by ethnicity
  - # and % of participants with a criminal history (break down by charges, arrests, criminal offences)
  - % and # of participants with school related suspensions
  - # and % of participants with substance abuse problems (drug, alcohol or both).
- The findings in this section should report on such aspects of the program as recruitment, intake and referral, determination of eligibility. In this context, the report should describe the assessment tools used to select appropriate youth into the program. This section should describe, for example, what is the distribution of scores on the risk assessment tool for the youth accepted into the program? For those not accepted?
- The findings should include the number of participants admitted to the program compared to the number of referrals.
- Utilize the fidelity tool developed/modified to systematically report if the program was implemented as intended (include the fidelity tool in an Appendix).
- Report on any changes or adaptations to the program model.
- Report any modifications to the fidelity tool.
- Where relevant, the process analysis can provide comparisons over time in order to explore patterns, identify areas for improvement or progress being made, etc.
- Qualitative data should be linked to quantitative data on the same topic so that the two together provide richer, more robust findings.
- Report on how the evaluation team used the process evaluation findings to strengthen or interpret the outcome related findings.
- Refer to Appendix B for systematic reporting guidelines.

## 6.2 Outcome Evaluation Questions and Findings

- This section should clearly present the results to date, in a way that they are linked to the outcomes in the logic model and the impact evaluation sub-matrix. For example, rather than reporting individual item scores, scale scores related to particular concepts (e.g. parental monitoring, family functioning, attitude towards marginalized youth etc.) should be used.

- Provide an overall summary table that provides a “quick reference” to results demonstrating “positive change”, “No change” or “unfavorable change”

When using tables to present findings, they must be appropriately numbered, titled, and labeled. SPSS or similar output is not acceptable. Refer to Appendix C and D of this template that includes sample tables to report impact evaluation data.

- Repeated Measures Data:
  - Where no comparison group has been developed or achieved, provide a clear reporting of within group changes, discussing the change between T1 (pre-test), T2 (post program test), T3 (6 months post program) and T4 (1 year post program).
  - Where applicable, report on differences between cohorts.
  - Where there is a comparison group, provide results for between group comparisons (i.e. for the first annual report it is likely that most evaluation teams will be able to report on potential between group differences (experimental vs. comparison) at the T2 interval. If T3 data is available, the between group findings should be reported.
  - Where a comparison group is being used, the report should include a comparison between participants and comparison group on the pre-test measures, and the implications for the analysis. It should describe the techniques used to test differences between the participants and the comparison group and identify mitigation strategies if groups are not as similar as projected.
  - Utilize APA standards and clearly report the type of significance tests being used (i.e. statistical significance, clinical significance, organizational significance etc.)
- Case studies or other qualitative approaches to the measurement of outcomes
  - Open with a vignette
  - Provide a synopsis of the issues, the purpose and method of the study so that the reader learns how the study came to be.
  - Provide an extensive description of the cases and their context.
  - Summarize key themes and present each assertion separately and systematically for each case.
  - Discuss main findings for each case.
  - Discuss findings and interpretations overall or cross-sectionally.
  - Summarize and conclude.
- Where possible, outcomes can be linked to outputs, for example, by comparing outcomes for participants who receive different dosages of the intervention. Attempts to correlate fidelity levels and outcomes should be considered and reported where relevant (i.e. For example, did the low level of fidelity in one group cohort contribute to limited change in anger and substance abuse levels?)
- Not all projects have activities directed towards changing community-level risk factors, but for those that do; these community-level impacts should be reported.
- For projects that cannot conduct inferential testing of the outcome variables, descriptive data should be provided with projections about when inferential testing will be feasible.
- Qualitative data should be linked to quantitative data on the same topic so that the two together provide richer, more robust findings.
- Utilize triangulation techniques when reporting findings. Incorporate qualitative data and external sources of validation (police and school records) to support concluding statements.

## **7. Cost Analysis Findings**

At minimum this section should include a complete descriptive cost analysis (including the total cost of the project to date, project start up costs, cost per participant and cost per intervention/activity or component). See Public Safety Canada’s Descriptive Cost Analysis Guidelines. This section should present the cost data since project inception (not including the cost of this evaluation).

This section should also report on data that are available to conduct a cost effectiveness analysis and any gaps or challenges that prevent the evaluation team from reporting on cost effectiveness analysis.

If the evaluation team identified that a cost effectiveness analysis was feasible in their evaluation the following should be reported in this report:

- Information/data that is available (i.e. the evaluation may have new information about the feasibility of conducting a CEA).
- Barriers or challenges to completing a CEA. Specific details should be provided so the Public Safety Canada evaluation team can assess whether the challenges can be mitigated to make the analysis possible or can make recommendations for future CEA evaluation studies.

## **8. Relevance**

This section focuses on the relevance of the project in relation to the community and Public Safety Canada. Specific questions and findings would include:

- Determine the community youth/needs. Does there continue to be a need for this program?
- Determine the extent to which the project/model corresponds to the needs of the community/youth.
- Determine whether the project's results are consistent with the National Crime Prevention Strategy objectives.

## **9. Challenges, Opportunities and Lessons Learned**

The evaluation should identify challenges, and opportunities that occurred during the evaluation period. Include a discussion of lessons learned (positive and/or negative) to date that might be of interest to the project, Public Safety Canada and the broader evaluation and project development community. Lessons learned should include those related to conducting evaluations of this nature and/or the kind of projects or target populations being addressed. This component should also highlight key lessons learned about the intervention itself.

This section should be sub-divided into: a) Challenges, Opportunities and Lessons Learned for the Project, and b) Challenges, Opportunities and Lessons Learned for the Evaluation.

## **10. Recommendations**

Recommendations should flow logically from the evaluation findings and / or lessons learned and focus on project administration in an attempt to identify future project direction and changes to implementation. Other recommendations should focus on specific courses of action for evaluation and best evaluation practices when working with certain types of projects and/or participants so as to enhance the probability of a successful evaluation study – one that is beneficial to all involved (funded projects, Public Safety Canada and evaluators).

This section should be sub-divided into: a) Recommendations for the Project, and b) Recommendations for the Evaluation.

### **Other Considerations:**

Tables and figures should be presented using APA style, as described in the Publications Manual of the American Psychological Association (Chapter 5), or similar format. That is, SPSS or similar output is not acceptable. Tables need to be appropriately numbered, titled, and labeled.

**All reports should be stand-alone documents which include all the necessary appendices and explanations. The reader should not have to refer back to any previous documents to understand the context.**





## APPENDIX A - Evaluation Results Matrix<sup>2</sup>

<b>Evaluation Question</b>				
<b>Question 1: Target Population</b>				
Did the project reach its intended target population?				
<b>Area of inquiry</b>	<b>Process Indicators (from the original evaluation matrix)</b>	<b>Target Outputs</b>	<b>Actual Result</b>	<b>Data Sources</b>
<b>Program Intake and Completion</b>	- # participants selected per year - Total # of participants selected over the 3 year project	- 82 participants selected per year - 246 participants total over 3 years	- 93 participants selected for program per year - 200 total over 3 years	Project data tracking instruments document selection process Project database
	- X% of the youth have at least 80% of the eligibility requirements met	- To have 90% of the youth have at least 80% of the eligibility requirements met	- 95% of youth that have at least 80% of the eligibility requirements met	Eligibility checklist scores (from database)
	- # participants completing training per year - Total # of participants completing training over the 3 year project	- 65 complete training each year 185 over 3 years	- 72 (X%) participants completed training each year 195 over 3 years	- Attendance data - Program completion statistics (from project database)
<b>Demographics</b>	- 100% of participants should be under the age of 12 - Age breakdown – # participants in 8-10 and over 10 – 12 years groupings - Gender breakdown - Income levels - % below LICO - Cultural/language breakdown	- Subjective – expected representation of groups: 100% under 12 yrs 40% girls 30% Immigrant 50 % Low income – family income below LICO	- 200 participants (100%) were under 12 (provide age breakdown of sample if applicable) 42% girls 41% immigrants 60% low-income	- Baseline intake data - Parental survey (income levels) - Comparison of income data with local LICO statistics
<b>Risk Factors</b>	- Baseline Score > or = to 70 (CBCL) - % reported by school authorities to have anti-social or conduct problems	- 90% will have a T score > or = to 70 (CBCL) - 100% were reported by school authorities to have anti-social or conduct problems	- 90% had T score > or = to 70 (CBCL) - 100% were reported by school authorities to have anti-social or conduct problems	- CBCL, CD rule breaking/Aggressiveness subscales - School-based data collection (from project database) - Referral information/criteria
	- Record of police contact for engaging in general offences, anti-social activities or having conduct problems	15% had police contact	10% had police contact	Police records
<b>Analysis:</b>	Provide analysis of whether the projected results/targets were achieved. Ensure the analysis incorporates all of the areas of inquiry that relate to the overall question posed in this section			
<b>Conclusions</b>	Ensure that you incorporate the analysis from this section in the overall findings section of the process evaluation report. This will ensure that you are able to substantiate any claims related to whether the target group was served			

<sup>2</sup> This type of table should be completed for each evaluation question and included in an appendix of the report



## **Appendix B - Systematic Reporting of Evaluation Findings<sup>3</sup>**

**Evaluation Question:** Were the activities implemented as planned?

**Indicators:**

- % of cognitive behavioural sessions completed
- % of cognitive behavioural sessions completed on a weekly basis over a 6 month period
- # of qualified case managers delivering the cognitive behavioural sessions
- % of training sessions completed with parents within the 6 month period

**Data Source**

- In the pre-test and post-test interviews for questionnaire 2 C, youth were asked to answer a series of fifteen questions about their attitudes towards education and educational goals (for example, if getting good grades is important or if a good education is related to career success and high income). Scores from these fifteen items were summed to produce an overall “educational attitudes” score. (Based on pre-test clients, the Cronbach’s alpha = .76). The score could range from 15 to 75, and some items were recoded so that higher scores indicate a more positive attitude towards education. (Pre- and Post-Test Interviews with Youth)

**Results**

Four key indicators were used to determine whether the program was implemented as planned. The findings below indicate that three of the four related areas were successful. Expectations were that at least 75% of the youth would complete the activities as required. Therefore 75% and above is an indicator that the program was being implemented as planned.

- 79% of cognitive behavioural sessions completed
- 85% of cognitive behavioural sessions completed on a weekly basis over a 6 month period
- Only 50% of the case managers delivering the cognitive behavioural sessions during the program period were qualified
- 95% of the parent training sessions were completed within the 6 month period

**Interpretation**

A narrative is provided to further explain the results. Any key informant or focus group discussions should be triangulated with the quantitative data to further interpret the results.

---

<sup>3</sup> This is how results should be presented in the body of the evaluation report



## Appendix C - Samples of Tables for Findings

**Table 1: Types of risk factors experienced by participants**

Types of risk factors	Number of participants with these risk factors	Percentage of participants with these risk factors
Substance Abuse	12	21.8%
Negative Peer Association	51	92.7%
Limited employment skills	44	80.0%
No Risk factors present	4	7.1 %
Total no. of participants (2009-2010)	55	N/A

**Table 2: Participants' Level of Risk for Marginalized youth Involvement**

Level of Risk	Number of participants at risk level	Percentage of participants at risk level
High risk (indicate range here)	12	21.8%
Moderate risk (indicate range here)	35	63.6%
Low Risk (indicate range here)	4	7.3%
No risk (indicate range here)	4	7.3%
<b>Total</b>	<b>55</b>	<b>100%</b>

**Table 3: Sample Table for Other Outcomes**

**Knowledge: Levels of knowledge about the consequences of negative peer associations**

Levels of knowledge	Number of participants	Percentage of Participants
Low (indicate range )		
Moderate		
High		
<b>Total</b>		

**Note: Based on composite index or questions (XXXX)**

**Table 4: Logistic Regression Predicting Improvement in Peer Deviance between Pre-Test and Post-Test Interviews (1=Peer deviance improved; 0=Peer deviance remained the same or got worse)**

Predictor Variables	B	S.E.	Odds Ratio	P-value
Level of risk	-.074	.067	.929	.267
Program dosage	.003	.002	1.003	.061
Age	-.566	.341	.568	.097
Male	-.755	.488	.470	.122
Constant	7.333	4.314	1529.824	.089
N	84			
-2 Log Likelihood (df = 4)	105.963			
Nagelkerke R <sup>2</sup>	.151			



**Table 5: Analysis of Variance: Pro-crime and Pro-gang Attitudes (paired sample)**

SCALE	Experimental Group			Comparison			Group F-value	Time F-value	Time X Group F-value
	N	Pre-test	Post-test	N	Pre-test	Post-test			
Pro-Crime Attitudes	65	26.92 (6.79)	25.26 (5.90)	42	31.83 (7.02)	30.83 (6.43)	20.71***	5.29*	0.33

\*\*\* p<0.001; \* p<0.05

Source: Pre-test I11 and I3, Post-test F11 and F3

NOTE: 2 youth did not respond



## Appendix D - Multi-site Analyses (if applicable)

1) The report or specific tables should provide context that will provide clarity about the potential differences between the sites. Ensure the following criteria are included in the report:

- ✓ Sample sizes.
- ✓ Testing points: What T measures are being compared (i.e. Site 1: T1-T3; Site 2: T1-T2).
- ✓ Are comparison groups available for all sites?
- ✓ Were the comparison groups similar enough to isolate program attribution?
- ✓ How were internal threats to validity addressed for sites that did not have a comparison group?
- ✓ Clearly describe the limitations that potentially diminished the ability to compare the sites.

### 2) Sample of Table

**Table X. Scale: Pro-Crime Attitudes**

SITES	Experimental Group			Comparison			Group F-value	Time F-value	Time X Group F-value
	N	Pre-test	Post-test	N	Pre-test	Post-test			
Site 1	65	26.92 (6.79)	25.26 (5.90)	42	31.83 (7.02)	30.83 (6.43)	20.71***	5.29*	0.33
Site 2	20	16.92 (5.79)	15.26 (5.90)	13	21.83 (6.02)	20.83 (5.43)	10.31***	3.29*	0.46
Site 3	45	36.92 (7.79)	35.26 (6.90)	17	41.83 (8.02)	40.83 (6.43)	18.41***	6..29*	0.53

\*\*\*  $p < 0.001$ ; \*  $p < 0.05$

Source: Pre-test I11 and I3, Post-test F11 and F3

Note: All Sites in this sample had T1-T3 comparisons.

3) Consider the following points when comparing the “between-site” results:

- ✓ Clearly describe any similarities between the sites. Discuss why the sites may have similar findings.
- ✓ Clearly describe any differences between the sites. Discuss why the sites may have demonstrated different results. Consider the following criteria when reporting differences:
  - Target Group (i.e. ability to reach the appropriate target group; risk levels)
  - Geographical Location
  - Culture
  - Time (i.e. some sites started at different times)
  - Implementation Challenges (refer to the fidelity related information)

4) Ensure that between-site reporting is completed for all variables/scales.

5) Integrate qualitative findings into the discussion/reporting to complement the quantitative findings.



## **ANNEX B BASIS OF PAYMENT**

The Contractor will be paid in accordance with the following Basis of Payment for Work performed pursuant to the Contract.

*(To be inserted at contract award.)*

Canadian Customs Duty and GST/HST extra.

All deliverables are F.O.B. Destination, and Canadian Customs Duty included, where applicable.

### **GOOD AND SERVICES TAX (GST) / HARMONIZED SALES TAX (HST)**

All prices and amounts of money in the Contract are exclusive of Goods and Services Tax (GST) or Harmonized Sales Tax (HST), as applicable, unless otherwise indicated. The GST or HST, whichever is applicable, is extra to the price and will be paid by Canada.

The estimated GST or HST is included in the total estimated cost. GST or HST, to the extent applicable, will be incorporated into all invoices and progress claims and shown as a separate item on invoices and progress claims. All items that are zero-rated, exempt or to which the GST or HST does not apply, are to be identified as such on all invoices. The Contractor agrees to remit to Canada Revenue Agency any amounts of GST and HST paid or due.